



The equity of ways to develop movement competence and confidence towards healthy active living

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Overview

Part 1: Identifying issues and barriers for building movement competence and confidence

Part 2: Solution to issues and barriers – using own body

Part 3: Applying solution to own communities of practicing healthy active living.

Invitation to collaborate in next stakeholder project with head teachers.



Part 1 Issues and barriers for building movement competence and confidence

- Social,
- Age,
- Socioeconomic status,
- Gender,
- Ethnic minority background
- Disability status (Pedersen, Hansen & Elmoose-Østerlund, 2021).
- Body Image of children (Be Real, 2017)
- Relationship of parent with exercise and parenting quality (Ingram, McCormack & Gibson, 2021)
- Efficacy of educators (Murray, Adams, Kaitell, Shaughnessy & Murray, 2018)
- Curricular constraints, space and equipment expense (Murray, Murray and Howells, 2023)

Part 2: Solution to issues and barriers – using own body

- A working way that addresses the key issues build both student and educator competency: Murray, Murray & Howells (2023) <https://www.intechopen.com/chapters/86572>
- Developmentally appropriate notions to access exercise overcoming barriers is by using one's own body and personal space as the medium for the exercise.
- “I Can” through a progressive series of fundamental movement skills experienced through a variety of movement concepts to build competence and efficacy in order to provide an accessible and meaningful way to build body image
- Resistance challenges –self-peer-group progressions; direct to indirect facilitation
- Movement problems for social interaction to problem solve and explore and present solutions

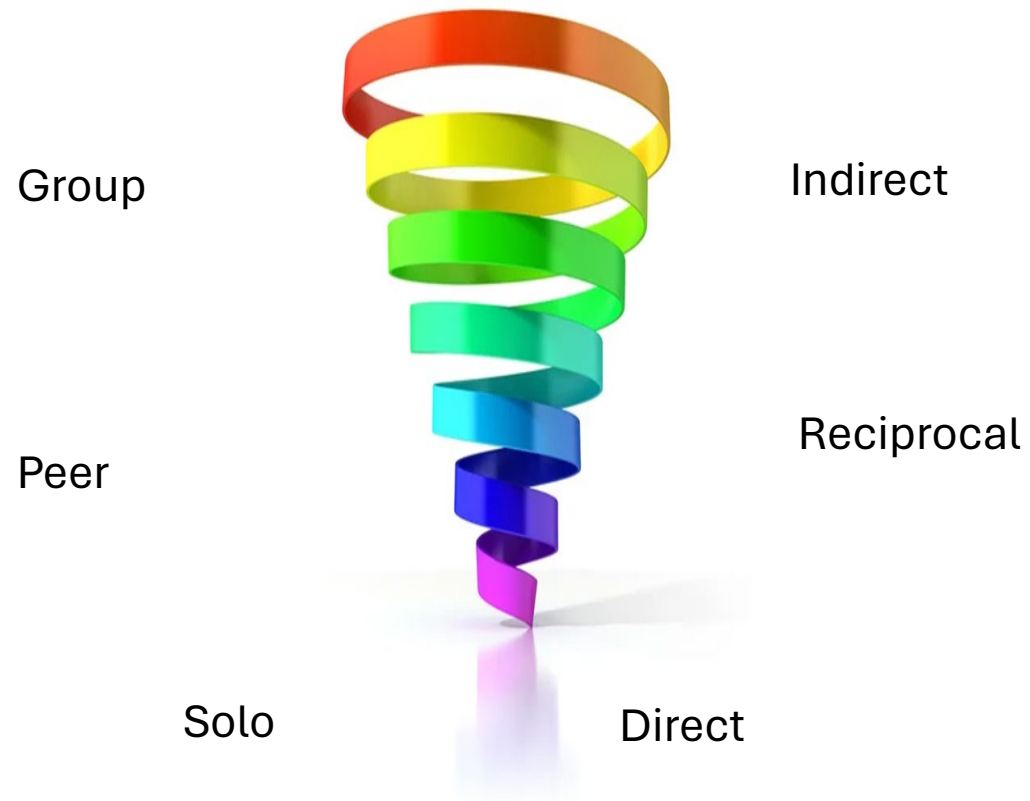




Part 2b

Build strength and resilience by revisit Core, Lower, upper areas through balance & movements in increasingly challenging ways

Vary movement concepts to engage and motivate





Part 3: Part 3: Applying solution to own communities of practicing healthy active living.

What could this look like in your sector?

Next step:

ITE HWB study to explore implications upon personal and professional practice following professional development through this pedagogical approach and program.

Student teachers

Mixed methods to evaluate benefits of integrating resistance based movement into pedagogical practice



European Primary Physical Education Network

- EPPEN
- Previous research
- Jess, M., Parker, M., Carse, N., Douglass, A., Keay, J., Martinez Alvarez, L., Murray, A., Pearson, J., Randall, V., and Sweeney, T. (2024) The purpose of primary physical education: The views of teacher educators. *European Physical Education Review*, 0(0). <https://doi.org/10.1177/1356336X241237081>



Headteachers project

Seeking headteachers.

Next project focus the reasons we have and need primary physical education from head teacher perspectives .

We need your voice.

European Primary Physical
Education Network (EPPEN)



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