

# **International Federation of Physical Education (FIEP) Oceania Conference July 7-9 2010**

## **Conference Recommendations**

At the International Federation of Physical Education (FIEP) Oceania Conference held in Fiji July 7-9 2010, delegates unanimously agreed to the following physical education statement:

That

Physical education in schools is an essential learning area for the growth and development of students well-being particularly from a physical, social, mental, emotional and spiritual perspective. In essence physical education makes a valuable contribution to the human condition and experience and can play an important educative and social role in the development and maintenance of the well-being of active and healthy communities.

In particular delegates at the FIEP Conference passed unanimously the following resolutions:

That

1. There is significant concern about the diminishing status and deteriorating importance of physical education in schools throughout the Pacific Islands.
2. For future learning physical education practices need to change to better meet the needs of contemporary students and contribute to addressing the many contextualised issues threatening the movement, health and well-being needs of our Pacific communities.
3. To foster & promote change in school physical education, relevant government agencies, physical educators and communities need to collaborate in order to provide effective support for this change. This collaboration, in consultation with physical educators, needs to be contextualised and initiated by Ministries of Education.
4. Each Pacific Island State to have in place a contemporary and contextualised Physical Education Curriculum that reflects current educational thinking and practice.
5. Appropriate resourcing is a government responsibility which includes the education of suitably trained and qualified teachers for both the primary and secondary school sectors.
6. As an essential learning area, physical education must be given appropriate priority in terms of curriculum time in order for students to maximise and achieve its educative and social potential.

7. As an essential learning area physical education in schools needs appropriate financial and physical resourcing in order for students to maximise and achieve its educative and social value.
8. Collaborative Professional Development programmes be resourced, developed and implemented by qualified physical education personnel so that teachers' keep abreast of contemporary developments & skilfully utilise effective, contextualised and inclusive pedagogies that promote stronger student centred learning.
9. A strong collaborative and contextualised initiative be urgently developed and implemented in school physical education programmes to address the very serious and detrimental effects on health and well-being created by physical inactivity, poor dietary habits of youth and other health factors effecting Pacific Island communities.
10. Each Pacific Island State is encouraged to establish physical education networks and associations to work collaboratively with government agencies and colleagues to enhance the status and quality of physical education in schools.
11. Universities and Colleges in the Pacific region need to investigate, with a view to collaboration and development, specific education based under-graduate and post-graduate qualifications for physical education teaching.
12. Research and its dissemination are important and needs to be fostered. Physical educators at all levels need to be encouraged to engage in gathering evidence of their practice and critically reflect upon it in order to promote growth and change in the field.

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(on behalf of all delegates)