

2021 PHE Canada Research Forum Schedule

Note: This program is based on Eastern Daylight time

Day 1: Wednesday, April 28, 2021		
Time (EDT)	Session	
10:00	Main Room	Zoom line opens
10:15	Main Room	Opening Remarks – Lynn Randall
10:30-11:30	Room A Oral Presentations	<ol style="list-style-type: none"> <p>The Potential Role of a Novel Intramural Program on School-Based Physical Activity and Sports Participation and Engagement in Adolescent Girls Ken Lodewyk, Stephanie Beni, Tricia Zakaria, James Foley & Tim Fletcher</p> <p>This study investigated the potential role of a novel intramural program on sport and physical activity engagement in 30 of 483 adolescent female program participants. Analysis of focus group interview data revealed positive reactions to the program while highlighting the need for school-wide commitment, quality leaders, more focus on fitness-training and physical-leisure activity options, and an empowering environment. Other prominent recommendations were joint opportunities for social engagement and access to social media, some novel programming and activities tailored especially for those less active; and, some differentiation by school, program structure, season, developmental level, degree of marginalization, and desired activity intensity.</p> <p>The Need for Gritty Girls: Inculcating Grit Amongst Adolescent Girls by Way of Outdoor Adventure Education Jessica Quinn Cumming</p> <p>This project aimed to understand how adolescent girls' participation in a one-week outdoor program affected their ability to persevere through challenging situations. It also expanded upon the idea of grit to include its social context, hoping to assess whether this context can influence the overall development of grit. This session will be an opportunity to describe the research that was carried out and more importantly, share the findings that represent the social influence that is evident in girls when confronting and overcoming something they perceive as challenging. The research connections to the PHE curriculum will also be discussed.</p> <p>Implementing Nature-Based Physical Activity in Physical and Health Education Teacher Education Jennifer Gruno & Sandra Gibbons</p> <p>This presentation will share a Scholarship of Teaching and Learning (SoTL) project which sought to answer the following research question: After bi-weekly implementation of nature-based physical activity (NBPA) in a physical and health education teacher education course, will pre-service teachers report feeling more prepared and motivated to teach children NBPA? Findings show that participants viewed NBPA favourably and felt, in general, more prepared and motivated to teach NBPA in their immediate teaching practicums and future careers.</p>
	Room B Oral Presentations	<ol style="list-style-type: none"> <p>Exploring Experiential Elements, Strategies, and Outcomes of Quality Participation for Children With Intellectual and Developmental Disabilities: A Systematic Scoping Review Natasha Bruno, Alanna Richardson, Kaitlyn D. Kauffeldt, Jennifer R. Tomasone, Kelly Arbour-Nicitopoulos & Amy Latimer-Cheung</p> <p>Quality participation, defined as satisfying, enjoyable, and meaningful involvement, is one of the most valued life outcomes for children and youth with intellectual and developmental disabilities (IDD). However, there lacks a comprehensive understanding of participation needs and priorities among children with IDD. Utilizing a systematic scoping review methodology, our review explored participation experiences of children with IDD aged 2-12 years in all relevant life domains (i.e. leisure, education, rehabilitation). Findings provide novel insight into strategies specific to children with IDD to ensure quality participation elements are being addressed repeatedly and consistently across current and future participation initiatives.</p>

		<p>5. Investigating Strategies to Foster Quality Participation in Recreational Sport Programs for Children With Autism Spectrum Disorder Emma Streach, Natasha Bruno, Anna White, Liisa Vexler & Amy Latimer-Cheung</p> <p>Rates of participation in sport among children with autism spectrum disorder (ASD) are low. This study investigated strategies to foster quality participation in sport among children with ASD. Parents, volunteers, and staff involved in sport programming for children with ASD completed a survey assessing perceptions of quality participation to elucidate athlete and program priorities. Additionally, a two-round Delphi survey with staff generated 22 strategies - all were rated highly with regard to importance. Findings informed development of a tool to guide instructor implementation of the strategies in an effort to improve the quality of sport experiences for children with ASD.</p> <p>6. The Inter-Active for Life Project (#IA4Lproject): A Motion-Sensing Analysis and Curriculum Resource Rebecca Lloyd & Stephen Smith</p> <p>The Inter-Active for Life Project (#IA4Lproject) research team will present the results of a multi-phase, SSHRC-funded study. Phase one analyzed data gathered from experts in relational movement practices, namely, tai chi, equestrian arts, salsa dance, and acro-yoga, using a Function2Flow framework. Key insights pertained to how such movement practices are enlivening and life-affirming. Phase two mobilized this relational movement knowledge as an IA4L curriculum resource co-created with pre-service teachers. The unique design of this project will be highlighted insofar as it exemplifies a motion-sensing pathway for researchers situated in human movement studies to advance PHE curricular practices.</p>
	<p>Room C Oval Table</p>	<p>7. Within and Beyond COVID-19: Teacher Candidates' Journey Through Virtual PHETE in the Ontario Context Joe Barrett, Matt Dingwall, Eliza Herter, Anna Pocrnick, Scott Keane, Mackenzie Robinson & Elissa Dent</p> <p>Prior to the 2020-2021 academic year, Ontario's accredited initial teacher education programming were delivered almost exclusively through in-person instruction. This changed with the advent and proliferation of the COVID-19 virus. In line with public health guidance, provincially accredited teacher education programs were mandated to move most programming and courses to virtual formats. This paper describes physical and health education teacher education (PHETE) teacher candidates' virtual experiences within three divisions of study. Data gathered on their virtual PHETE experience are explored. The paper concludes with a PHETE teacher candidate led discussion on the impacts of COVID-19 on their preparation for practice.</p> <p>8. Centering Quality and Meaningful Health Education in Schools Lauren Sulz, Doug Gleddie & Hayley Morrison</p> <p>Quality and meaningful health education (HE) must become part of schools' core mission, for the good of students as learners now and productive adults later (van Dusen, 2020). The purpose of this session is to begin a conversation about developing a SSHRC partnership grant focused on the question: how can K-12 schools centre HE as part of their core mission? This proposal would aim to initiate Canada-wide change towards quality and meaningful HE in schools. Discussions will focus on establishing and operationalizing a national network of researchers and practitioners interested in pursuing funding for advocating and implementing HE.</p>
<p>11:30</p>	<p>BREAK – 15 minutes</p>	
<p>11:45-12:45</p>	<p>Room A Oral Presentations</p>	<p>9. Pathways to Positive Mental Health and Increased Physical Activity: A Whole School Approach to Social Media Usage Twyla Salm & Amanda Kornaga</p> <p>The purpose of this action research study was to co-construct school policy, norms of practices and curriculum that supported teachers, parents and students navigate social media usage and mental health and physical activity in a K-12 School. Participants expressed concern about student's ability to navigate cyberbullying, sexting, sleep deprivation and social exclusion. Participants created a student lead 'charger team' and they also organized a symposium that provided insight and action aimed at improving well-being including sleep, physical activity and in-person communication. This study demonstrates how one school community mitigated pathways to poor mental health and increased physical activity.</p>

	<p>10. Public Ideologies of Youth Sex and Sexuality in Ontario: An Analysis of the Public Discourse Surrounding Ontario's 2015 Human Development and Sexual Health Curriculum Elissa Dent & Joe Barrett School-based sexual health education in Ontario continues to be a point of contention, generating much public discourse. This research study aimed to explore the ideologies around youth sex and sexuality that Ontarians hold, as it emerged through some of this discourse surrounding the changes made in 2015 to Ontario's Human Development & Sexual Health curriculum. The study described the public discourse surrounding the update of Ontario's Grade 1-8 HD & SH curriculum by leveraging various documents from media sources, policymakers, and lobby groups and analyzed said discourse using Qualitative Document Analysis.</p> <p>11. The Enactment of Ireland's Wellbeing Curriculum Within Physical Education Teacher Education Claire Walsh This study looks at the enactment of Wellbeing curriculum on a Physical Education Teacher Education (PETE) programme. How do teacher educators interpret and enact official curriculum texts? Findings explore (i) the process of enacting Wellbeing, (ii) teacher educators as policy actors and (iii) teaching philosophy and how it impacts decisions made about teaching and learning.</p>
<p>Room B Oral Presentations</p>	<p>12. Discomfort as Brave Space: Reflections on Working for Equity in Physical and Health Education Joannie Halas In this presentation, I identify the key lessons learned over a career of working to create more just spaces within Physical and Health Education (PHE). Using specific examples from my experiences in teaching, research, and service (e.g., developing critical pedagogy courses; community-based research/university outreach programs like Rec and Read/Indigenous Youth Mentorship Programs for All Nations and the SPARC Certificate for First Nations students), I articulate the complexities of creating safer, more culturally affirming spaces for students who face marginalization within PHE. To dismantle colonial structures, we need "brave spaces" (Arao & Clemens, 2013) that acknowledge power, privilege and marginalization.</p> <p>13. Understanding Educational Assistants' Roles in Physical Education: Ethical Thoughts and Open Possibilities Hayley Morrison & Rebecca Rubuliak Educational Assistants' roles in physical education are often 'ambiguous', although they have been seen as essential supports to the inclusion of students with disabilities. To understand the meaning behind their roles, we conducted a meta-synthesis through the lens of relational ethics. The themes from the 4 synthesized papers are described through the four core elements of relational ethics: mutual respect; engaged interactions; embodiment, and; an interdependent environment that fosters freedom and choice. This lens may help inform people's understanding of educational assistants' roles by further providing insight into the complex and social interactions within physical education.</p>
<p>Room C Oval Table</p>	<p>14. Ethical Considerations When Negotiating Entry in Community-Based Research Derek Wasyliw, Michael Dubnewick & Lee Schaefer This presentation focuses on our experiences of negotiating entry into two distinct research projects. The relational ethics of narrative inquiry acts as our conceptual underpinning as we inquire into the tensions we experienced as we negotiated who we were, and who we were becoming, in relation with the people we were living alongside. This presentation highlights how researchers need to (1) consider the shifts from "using" participants to "becoming with" participants, (2) consider how we are stepping into the midst of ongoing lives, and (3) consider our commitments to being there as both a person and a researcher.</p> <p>15. The Truth and Reconciliation Commission of Canada's Calls to Action: Reflecting On and Planning For the Processes Involved in Respectful Responses Chris Markham, Jenna R. Lorusso & Janice Forsyth This oval table is a space for reflecting on and planning for PHE efforts that advance reconciliation between Canadians and Indigenous peoples. Special attention will be paid to the processes involved in this work. As a discussion-starter, the processes involved in the first few stages of Ophea's efforts toward reconciliation will be shared. The hope is that such process-based discussion may help us and other PHE stakeholders to learn practical lessons from one another's reconciliatory efforts and transition more readily from reconciliatory interest to action, together advancing progress toward the Truth and Reconciliation Commission of Canada's Calls to Action.</p>

12:45	BREAK – 15 minutes	
1:15-2:15	Room A Oral Presentations	<p>16. Graduate Studies as Transformative Growth: Experiences From the HPE MEd Cohort Doug Gleddie, Jodi Harding-Kuriger, Lauren Sulz, Hayley Morrison & Cassidy Kinsella</p> <p>There has long been encouragement for teachers to pursue a graduate degree. Rationale for graduate education includes status, salary benefits, accreditation and professional development. However, we know very little about how teachers experience graduate programs and what the impact is on their professional contexts. In health and physical education (HPE), although we know a lot about professional development, we know very little about graduate programs. This study explores the experiences of students in our inaugural HPE MEd Cohort. Resulting themes are shared and discussed to guide future work on a Deweyan informed framework for graduate students as transformative PD.</p> <p>17. The Complexity of Professional Identity: Chinese Higher Education Teachers Teaching In Physical Education Teacher Education (PETE) Programmes Yueying Gong</p> <p>In this study, we explore how Chinese teachers involved in physical education teacher education (PETE) programmes in higher education understood their professional identity. Initially, a sample of fifteen Chinese teachers involved in PETE were interviewed and five follow up interviews were conducted. The results expressed Chinese teachers lack of understanding of the term 'teacher educator'. Chinese teachers involved in PETE did not identify as teacher educators when they began educating physical education PSTs. Noting the diverse responsibilities and teaching to different groups of students, the majority of the participants perceived their professional identity more as teachers than as teacher educators.</p> <p>18. An Appreciative Inquiry Review Of the Effectiveness of Current Physical Education Teaching Practices in the Northwest Territories Colin Pybus</p> <p>Currently, in the NWT, there is a large push to improve the mental health and overall levels of well-being of school-aged youth. With school-based physical education (PE) being the primary source of physical activity for many of NWT's youth, understanding the current state of PE, what is working well, and identifying goals for the future, is essential in addressing youth inactivity, and improving well-being. This mixed-methods study asks current and past NWT PE teachers for opinions and insights into the present state of PE deliverance, success stories, and what supports are needed to positively move forward.</p>
	Room B Oral Presentations	<p>19. Developing and Articulating a Pedagogy of Teacher Education Using Models-Based Practice in Physical Education Teacher Education Kellie Baker</p> <p>Insights into developing a pedagogy of teacher education will be shared. Four pedagogies that were developed through Self-Study of teacher education methodology will be discussed: a) community building, b) making the unfamiliar familiar, c) making the implicit explicit, and d) activating the transition from student to teacher. These results build upon what is known and understood about how those transitioning into teacher education learn teaching about teaching, teaching about learning, and learning about learning. Results may also support those struggling to find appropriate teacher education pedagogies as they are confronted with an identity shift transitioning from teacher-to-teacher educator.</p> <p>20. Integrating Adolescent Motor Competence in Secondary School Physical Education in Ireland: Evaluating the Effectiveness of Project Flame Wesley O'Brien & Diarmuid Lester</p> <p>Project FLAME was originally designed as a 13-week multi-component, motor competence intervention for secondary school adolescent learners. As a piece of research, the intervention was underpinned by the developmental model of motor competence (Robinson et al., 2015; Stodden et al., 2008), which clearly outlines the dynamic relationship between motor competence and physical activity participation in children and youth. The current presentation will highlight how the Project FLAME intervention has worked in practice for adolescent youth in Ireland - the intervention focusing on four major components: i) specialist Physical Education teacher ii) kinaesthetic classroom component iii) student component iv) digital literacy.</p>

		<p>21. Teachers' Implementation of Meaningful PE: The Role of Innovation Presentation and External Pressures Stephanie Beni, Tim Fletcher, Déirdre Ní Chróinín</p> <p>This research is focused on implementation of the Meaningful Physical Education (PE) approach by elementary PE teachers in Ontario. We focus specifically on conceptualizing factors that influenced teachers' perceptions of the approach and resultant implementation decisions. The way the Meaningful PE approach was presented to teachers (formally and informally) and their perceptions of external pressures had strong influences on the implementation process. Results offer insight into the teacher change process in PE when implementing innovations.</p>
	Room C Oval Table	<p>22. Fifteen Years of CAHPERD / PHE Canada Student Leadership Camps/Conferences/Experiences Shannon Kell & Nick Forsberg</p> <p>Leadership embarked upon by CAHPERD/PHE Canada and more recently, Saskatchewan Physical Education Association. The historical beginnings of this work will be shared that highlight the purpose as to why the national association embarked upon this journey. We also will discuss the PHE Canada mentorship program and how to get involved.</p> <p>23. Interactive4life Challenge: A Transition for an Online Environment Juliana Freire & Rebecca Lloyd</p> <p>The goal of the multi-phase interactive4life (IA4L) project is to promote positive feelings of relational connection in and through movement. Activities initially designed to promote meaningful connection in face-to-face environments were modified for online interaction. Weekly mini zoom parties were promoted via social media which afforded an opportunity for teachers in Brazil and Ontario to engage in fun interactive balancing, dodging, and dancing challenges.</p>
2:15	BREAK – 15 minutes	
	Room A Disrupt and Dismantle #1	<p>24. To Assess or Not to Assess: Is There a Place for Physical Literacy Assessment in PHE? Nathan Hall, Dan Robinson, Wesley O'Brien & Lynn Randall</p> <p>As the concept of physical literacy (PL) has garnered extensive attention among scholars, policy makers, and practitioners in the field of physical and health education (PHE), it has also become a somewhat controversial topic, particularly as it relates to PL assessment. It has been suggested that PL assessment tools exemplify and convey values and, as such, may be mechanisms of/inclusion/exclusion and/or status quo maintenance/transformation in teaching and learning in PHE. With that in mind, this panel discussion will invite various points of view and offer a chance for discussion regarding the possible place(s) of PL assessments in PHE.</p>
2:30-3:30	Room B Disrupt and Dismantle #2	<p>25. Doing Policy Differently in Physical Education: Disrupting and Dismantling Traditional Stereotypes to Illuminate Promising Possibilities Jenna R. Lorusso, Ann MacPhail, Dylan Scanlon, Suzanne Hargreaves, Lara Dabbagh & Mike Storey</p> <p>This panel discussion encourages colleagues to (re)consider what it means to be involved in, and advocate for, meaningful and worthwhile policy engagement. To do so, our panel will disrupt and dismantle traditional policy stereotypes that discourage strategic policy engagement by drawing on alternative policy literatures and our own PHE policy practice and research to illuminate other, critically-informed and practical, ways of understanding and 'doing' policy. It is our hope that this discussion will highlight the promising possibilities of strategic policy engagement and empower PHE stakeholders to more effectively influence policy in support of students' movement- and health-related needs.</p>
3:30	BREAK – 15 minutes	
3:45-4:45	Main Room	Keynote: Is PHE response-able for queering? 'Unlearning violences to create spaces for learning' by Dr. lisahunter (Australia)
4:45-5:00	Main Room	Closing Remarks

Time (EDT)	Session	
10:00	Main Room	Zoom line opens
10:15	Main Room	Opening Remarks – Lynn Randall
10:30-11:30	Room A Oral Presentations	<p>26. Through the Early Childhood Educator's Lens: Physical Activity, Preschoolers, and COVID Ceilidh McConnell, Alexis Webster & Lynne Lafave</p> <p>The COVID-19 pandemic has required early childhood education and care (ECEC) programs to abide by various government guidelines in order to minimize the risk of virus transmission. The present study aimed to explore educators' perceptions on how the COVID-19 guidelines have impacted their ability to implement physical activity best practices within the ECEC environment. A qualitative description approach identified educators experienced changes to the physical activity environment and encountered new challenges when promoting physical activity. Implications and future directions are explored.</p> <p>27. COVID-19 Impact on Adolescents Physical Activity and Screen Time in Montreal: The Role of the School During the Confinement Marie-Maude Dubuc, Marylène Goudreault, Sylvie Beaudoin, Félix Berrigan, Sylvain Turcotte</p> <p>This study aimed to examine how the high schools promoted active lifestyles among their students during the spring 2020's confinement as well as to compare their physical activity levels and screen time during that confinement to prior that confinement. Two thousand five hundred and forty-nine students from 17 public high schools located in Montreal completed an online questionnaire. Preliminary results of this study indicate that the spring's confinement in Montreal had negative impacts on both physical activity levels and screen time in adolescents. Structuring measures that could be implemented by high schools to reverse that trend will be discussed.</p> <p>28. Exploring the Use of Social Media and Mobile Devices in Secondary Physical Education: The #Active365 Challenge Lisa M. Taylor</p> <p>A program that I designed, piloted, and researched, the #active365 challenge encourages secondary physical education students to use mobile devices and social media applications to demonstrate physical activity outside of class time. This session will explore my experiences with #active365 as a high school physical education teacher, the results of my research when two Alberta secondary physical education teachers took on the #active365 challenge in their own classes, as well as how this challenge might inspire an idea that might be meaningfully adapted to support online physical and health education instruction, specific to each teacher's unique context.</p>
	Room B Oral Presentations	<p>29. Biopedagogies and Alternative Realities in Boys' School Health and Physical Education Chris Borduas</p> <p>This presentation examines the narratives of 7 middle school (Grades 7-9) aged boys and their teacher to further understand how young men are taking up messages of health and wellness and the social performances of masculinity in PHE classrooms. This presentation intends to highlight the 'masculinizing' of the body and how discourses of gender, power, and 'responsibility' are influencing the embodied practices of 'being' and 'looking' in the construction of masculine identity subjectivities. Additionally, this presentation will look at how alternative pedagogical approaches of a teacher who is mindful of inclusive practice can (re)consider typically masculinized spaces in HPE.</p> <p>30. Adolescent Males' Experience With Physical Activity Wendy Jennings & Lauren Sulz</p> <p>Female adolescents are consistently reported to be less involved in physical activity (PA) than adolescent males, justifying more attention in the literature devoted to female participation. Nonetheless, male PA participation also decreases during adolescence, highlighting the importance of exploring the experiences of adolescent boys in relation to PA. This research is focused on understanding the factors that influence the PA experiences of male adolescents and how these factors have affected their decisions to participate in PA. Themes are shared through a socioecological perspective suggesting leveling PE classes according to competitiveness, with opportunities to remain with friends, and increase skill level.</p>

	<p>Room C Oval Table</p>	<p>31. Insights Into the BC School Physical Activity and Physical Literacy (SPA-PL) Summer Institute Working Group Collective Steve McGinley, Joanna Sheppard, Lise Gilles, Alexandra Inglis & Josh Ogilvie The School Physical Activity and Physical Literacy (SPA-PL) project is a multi-component school-based health promotion initiative for British Columbia (B.C.) elementary schools. To undertake this work, a working group was tasked to develop a 1 week condensed 3 credit Summer Institute (SI) course to support teachers and teacher candidates across B.C. Join members of the SI working group as they present insights of the SI working group collective, development, delivery and evaluation of the SI course. We will highlight the successes, challenges, course framework, and other findings and experiences.</p> <p>32. We're All in This Together: An Early Career Perspective on a Virtual Community of Practice Alexandra Stoddart, Ashley M. Johnson, Hayley Morrison & Jenna R. Lorusso This oval table session aims to highlight the virtual Community of Practice (CoP) concept through the lens of four early career academics. Informed by an overview of the literature and structured reflections, this session will include: (a) an overview of what a virtual early career academic CoP might look like and how such groups can be developed; (b) benefits to CoP engagement; (c) vignettes and practical strategies from first-person CoP experiences; and (d) an interactive activity to nurture the development of such groups within the PHECRC and broader PHE field.</p>
<p>11:30</p>	<p>BREAK – 15 minutes</p>	
<p>11:45-12:45</p>	<p>Room A Graduate Student Pitch n' Ditch</p>	<p>33. Critical Components for the Successful Implementation of Mental Health Promotion Programs in (Secondary) Schools: A Scoping Review Megan Brain The alarmingly high number of mental health concerns in Canadian adolescents continues to be a cause of concern for educators, health care providers, and related stakeholders (CMHA, 2019). The hope for this research is that educators and policy-makers who value whole-child development and specifically mental/emotional well-being, will have a practical piece of literature, one that is descriptive and straight-forward in its delivery, that can be used to successfully implement a universal (whole-school) mental health promotion program.</p> <p>34. A Phenomenological Inquiry Into Secondary Teachers' Experiences of Social Emotional Learning Janna Jobel This phenomenological study questions in what ways Social Emotional Learning is experienced in teaching practice, and to what extent it is experienced as a relational phenomenon. Additionally, this study explores the conceptual divide between curriculum and pedagogy through the lens of curriculum-as-lived, and what implications this has for Social Emotional Learning within practice.</p> <p>35. Exploring Mental Health and Physical Activity in Junior High Schools: Benefits, Barriers and Better Practices Seanne Stillar & Lauren Sulz Research highlights the interdependent relationship between one's physical health and mental health. Yet, physical and mental health promotion strategies within school settings have been largely disconnected. This study explores teachers' and administrators' understanding of the interconnectedness between physical activity and mental health among students. Through interviews discussing participants' lived experiences within the school setting, this research explores the benefits of connecting mental health and physical activity, the barriers that exist when it comes to putting that connection into practice, and suggestions for better practices based on the realities facing junior high schools.</p> <p>36. Changing the Rate of Partnership Success With Social Network Analysis Ashley Johnson The formation of partnerships have become a key approach and strategy for addressing the needs of the community. Despite the promising benefits of collaboration, partnerships at times can be plagued by slow progress or failure. Showcasing the method of Social Network Analysis (SNA) and the specific case of Kingston Gets Active, a multi-sector collaborative striving to enhance physical activity opportunities within the local Kingston community, this presentation will discuss the study design emphasizing how to use SNA and how to engage the partnership within these discussions for practical use of the findings.</p>

	Room B Graduate Student Pitch n' Ditch	<p>37. Much the Same or Radical Change? The Case for a Multi-Sectoral Approach to Quality Physical Education Steve McGinley, LeAnne Petherick & Tony Clarke My proposed study explores and analyzes the intricate relationships and collaborative efforts of a collective of provincial (British Columbia) and national healthy school, physical education and physical literacy champions, teachers and expert stakeholders who have come together to take a multi-sectoral approach to guide, advise, develop, and deliver the best Physical and Health Education (PHE) program possible for our children. This collective is hereafter referred to as the School Physical Activity and Physical Literacy (SPA-PL) project.</p> <p>38. The Relationship Between Teachers' Understanding Of Curriculum Development and Assessment in Ireland Lorraine Counihan Recent attention has focused on the provision for curriculum policy to be reconceptualized and changed to meet the challenges and opportunities which face students in the 21st century (Marope 2018; Sinem & Priestly 2019) This research explores the implications of Continuous Professional Development on teachers understanding of curriculum development and assessment change. It also considers what supports teachers understanding and also the barriers which may exist to teachers understanding of curriculum and assessment change.</p> <p>39. Exploring Middle School Students' Reasons and Excuses for Avoiding Physical Education Participation: A Scoping Review Sophie Nicholson & Jeffery Zahavich The purpose of this scoping review is to determine what is known about students' reasons for not wanting to participate in school-based physical education (PE) based on the current literature. A search query was developed, and five databases were searched as well as returned reference lists. 16 articles were included and after a full-text review, five major themes were identified. The results suggest that there are many barriers and reasons that discourage participation in PE in middle-school-aged youth. The findings will be used to inform future studies investigating PE excuse notes from middle-school-aged youth in Nova Scotia.</p> <p>40. School Sport for All SS4A Jonathon Mauro The purpose of this research is to create new understandings of how sport is offered within school contexts. Specific research objectives include: (a) develop an evidence-informed "School Sport for All" (SS4A) model; and (b) utilize case study methodology to evaluate the effectiveness of the model in one school district. The SS4A model will be developed through an analysis of relevant research and the Comprehensive School Health framework. This research will create an important framework, the SS4A model. The goal of this model to help increase student participation in school sport, increasing students well-being.</p>
12:45	Main Room	Emerging Scholar Award Presentation
12:50	BREAK – 10 minutes	
1:00-2:00	Main Room	Tribute to Dr. Joy Butler by Dr. Linda Griffin
2:00	BREAK – 30 minutes	
2:30-3:30	Main Room	PHECRFC Social / Retirement Roast and Toast - honouring Dr. Nancy Francis & Dr. Joannie Halas
3:30-3:45	Main Room	Closing Remarks