Physical Education Teaching Philosophy

As a physical educator, it is my goal to offer an inclusive learning environment that gives students of all ability levels the opportunity to be successful. My physical education program is designed to provide each and every student with the skills necessary for maintaining a healthy and active lifestyle. This can be accomplished through creating a positive learning environment that encourages all individuals to express uniqueness and creativity when engaged in physical activities. Through developing strong relationships with all of my students, I am able to identify the needs of each individual and adjust my instruction accordingly.

The purpose of physical education is well beyond the common misconception that the subject is based around “game playing.” The world we live in today offers numerous opportunities for people to live sedentary lifestyles. My role as a physical educator is to help each individual student establish an enjoyment for physical activity, through my enthusiasm and passion for the subject. I challenge my students through a variety of physical activities that test both strengths and weaknesses, encouraging all students to set personal goals. Physical education is unique because it gives every student the opportunity to achieve success in the physical, intellectual, and social domains.

Through the use of the teaching games for understanding model, I am able to promote learning across all domains. This approach is based around a “play-teach-play” format, in which the initial game presents students with a problem to be solved, followed by skill practice and development, and later application of skills and strategies during game play. This student-centered approach offers a more enjoyable and motivational learning environment for my students, as they spend a majority of class time applying recently learned skills in game play. Along with this, students value the importance of skill practice when faced with these problem-solving situations.

Through the use of performance-based assessment, I am able to create a learning environment that caters to students of a variety of ability levels and promotes overall student success. This type of assessment provides direct evidence of individual student learning and progress throughout a lesson, unit, or year. I use assessment methods such as, teacher observation, peer observation checklists, and video recording. This direct evidence can be used to provide students with individual feedback, identify personal strengths and weaknesses, and adjust my teaching methods accordingly. In addition, I constantly compare assessment data with my teaching methods, reflecting on the effectiveness of each lesson.

My main goal as a physical educator is to have each student leave the gymnasium, knowing something that they did not know when they entered. Whether it is developing into a varsity athlete or improving communication skills, every student gains from their experience in my class. The use of performance-based assessment and reflection allows me to alter instruction, meeting the needs of each individual student. My “play-teach-play” method of teaching allows students to explore the many values of physical activity and develop a personal meaning for maintaining a physically active lifestyle. This learning process assists each student in filling his or her “tool box” with physical, intellectual, and social skills useful for a lifetime!