

SATPE Journal

Template for submissions

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Article Title: Curriculum for Excellence and the Donaldson Report: A coherent approach supporting teachers in the move towards evidence based practice.	
Article Topic Area (please circle) <i>Early Years Primary Secondary Research√ Good Practice√</i>	
About the Author I taught physical education from 1983 - 2001. For twelve of those years I was a Principal Teacher of physical education. I joined the University of Strathclyde in 2001. I am currently a Senior Lecturer and the Subject Leader for PGDE(S) Physical Education. My research focuses on understanding and improving pupil motivation for physical education. https://pure.strath.ac.uk/portal/en/persons/stuart-forsyth(e7c71607-c0dd-4280-a376-6f17ab2f1232).html	
Synopsis This succinct paper suggests the coherence between Curriculum for Excellence and the Teaching Scotland's Future Report. Pupil Voice is illustrated as a general concept and is offered as one mechanism teachers may use to inform curricular provision in physical education in the pursuit of evidence based practice to improve pupil motivation for physical education.	
Article Piece: Teaching Scotland's Future If the holistic ethos that underpins Curriculum for Excellence is to flourish, then good teachers will be crucial in supporting and improving the quality of student learning (Donaldson, 2011). The Teaching Scotland's Future Report is a comprehensive examination of teacher education in Scotland. Donaldson and colleagues drew from an evidence base that was broad and inclusive. The analysis in their report is based	

on data gathered from school students, student teachers, newly qualified teachers, experienced teachers and parents, representatives from teacher education providers and representatives from local authorities. The review team also met with individuals responsible for education in a number of other countries. The report offers a clear appreciation of teachers as the critical participants in shaping and in leading educational innovation. It would be insufficient for policy makers to simply rely on proposing changes to the curriculum. Models of good practice in education systems worldwide invest in developing teachers as reflective, capable and enquiring professionals. The ability to invest in research is an essential feature inherent in this skill set (Donaldson, 2011).

Curriculum for Excellence

The appreciation that teachers should be co-creators of the curriculum (Scottish Executive, 2007; Scottish Government, 2008) gives Scottish teachers of physical education the autonomy required to address the diverse range of needs inherent in their pupils. Curriculum for Excellence is an opportunity for physical education teachers to move on from the narrow, one dimensional, gender defined, games based view of physical education (Kirk, 2002) that came to dominate the 20th century to one, where each pupil can be placed at the centre of his or her own curriculum. Physical education teachers need to offer alternative provision that has the capacity to promote autonomous, more enduring forms of motivation in those female and male pupils who do not enjoy games. The move away from controlling, temporary forms of motivation can be supported by a culture where teachers listen to and then act upon what pupils have to say about their physical education experiences.

Pupil Voice

A rationale for listening to what pupils say is founded on the notion of promoting democracy in education. Pupil Voice is characterised by opportunities for pupils to actively participate in the decision-making process within their schools (Flutter, 2007). When teachers create strategic opportunities to listen to their pupils through an interpretive style of inquiry, they are provided with informed understanding of the different meanings young people allocate to physical education (Hastie & Hay, 2012).

Teachers are required to act on what pupils are saying with the purpose of using this as evidence to improve their pedagogical practice (Flutter, 2007). Pupil Voice is not about teachers listening to the young people they teach in order to check for understanding. It is also about teachers engaging with their pupils and responding to what the pupils regard as important (MacPhail, 2010). Working with pupils in this way can be perceived as risking important codes of discipline where the teacher's word can be questioned. There can be a dilemma for schools if their strategic attempts to manage learning clash with their traditional, hierarchical structures (Boyd, 2008; Gordon, 2006). However, the investigation of pupils' experiences in physical education can lead to better understanding of the nature of successful pedagogies (Dyson, 2006).

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