Title
Integrating Physical Activity in School

Conference Sub-theme
The role of physical education in the promotion of physical activity in the public schools.

Abstract
School-based physical activity (PA) interventions can be successful. However, a substantial amount and intensity of PA needs to be implemented. Most early school interventions have focused on improving and increasing physical education (PE) lessons to improve metabolic health and decrease obesity in children. However, in the last decade studies have shown that increased PA improves academic performance. This is interesting, because school teachers, who are the stakeholders to implement PA interventions, naturally have their main focus on academic skills. Further, interventions have changed content, and many interventions include not just PE, but additionally try to increase PA during academic lessons and even active transport to and from school.

We started a program of school interventions 15 years ago. The aim in the beginning was to find out how much PA and how high an intensity of PA was needed to benefit metabolic health. A stronger intervention might be more difficult to get implemented, so the balance between health gain and cost of the intervention was important. Later the focus changed and we used our knowledge of implementing PA in school to benefit executive function and academic performance. During the last years we have conducted two large randomized trials of increased PA in school with academic performance as main outcomes, but still assessing the benefit on metabolic risk factors. Some of the mechanisms behind the improvements in metabolic risk factors are shared with changes in brain function and a strong association is found between brain derived neurotrophic factor and insulin resistance.

In this presentation I will present recent data from our school-based interventions and suggest how PE can be integrated with academic lessons with the aim of improving total PA during school hours.
Keynote Presenter
Hayley Fitzgerald, Professor, Leeds Beckett University, Leeds, UK

Title
The Place of Imagination in Blazing New Trails for Inclusive Youth Sport

Conference Sub-theme
Social responsibility and culturally responsive practices in physical education, sport, and physical activity.

Abstract
In my presentation I will invite the audience to consider *Blazing New Trails* specifically in relation to issues of inclusion. Whilst recognising the need to celebrate diversity and difference more broadly, my keynote will focus on inclusive concerns around disability. I do this because scholars within sport pedagogy have been reluctant to recognise disability as a form of social oppression. Disability is long overdue a conversation. I also recognise that a pedagogy striving for inclusion must support practitioners to use their imagination in order to explore alternative possibilities for more inclusive practice. The critical thinker Hannah Arendt described this exploration as ‘going visiting’, that is, tapping into our consciousness to think beyond what we know - beyond the taken-for-granted.

When practitioners ‘go visiting’ possibilities for working towards inclusive sport pedagogy can emerge. I am filled with optimism when young people with disabilities talk in positive terms about their experiences of physical education and community sport. I am encouraged when PE teachers and coaches tell me about the ways in which they have supported young people with disabilities and how this has changed their outlook about how they practice.

By not thinking beyond what we know a range of issues continue stifle inclusive possibilities. My keynote will map out some of these enduring issues including: how the act of ‘naming’ inclusion can become the signifier of inclusive practice. Normative practices also prevail and this can result in the (de)valuing of particular bodies. This normative standpoint also drives how scholars have gone about including people with disabilities within sports pedagogy research.

The possibilities for *Blazing New Trails* within inclusive sport for young people with disabilities are contingent upon stimulating our imagination. We need to take practitioners to places they are unfamiliar with and these places need to become familiarly different.
Keynote Presenter
Dawn Penney, Professor, Monash University, Melbourne, Australia

Title
Innovation in Policy and Curriculum: Trailblazing, Smoke and Mirrors

Conference Sub-theme
Policy and curriculum innovation in physical education, sport, and health promotion.

Abstract
To what extent does talk of change and reform obscure our view of past, current and prospective future policy and practice in the field and in our own professional work? What do we recognise as innovation in policy and curriculum? What do we perceive as the barriers and opportunities for innovation? Who do we hold up as innovators and why?

This presentation will draw on education policy sociology to challenge thinking about policy and curriculum innovation in physical education, sport, and health promotion. It reflects that alongside many stories of innovation or reform are parallel stories of dominant discourses and practices remaining dominant and inequities being sustained. I will argue that re-examining the meanings we give to ‘innovation,’ ‘policy,’ and ‘curriculum’ is a crucial foundation from which to review what the prospects and opportunities are for trailblazing, who the future trailblazers in policy and professional arenas will be, and what paths for physical education will be forged in the process. I will share insights from international research to illustrate the complex dynamics shaping what constitute possible and preferred directions for developments in formal curriculum policy and in policy interpretation and enactment. My analysis will bring to the fore questions of equity, quality and professional responsibility amidst talk of policy and curriculum innovation in national, state, school, and classroom settings. I will engage with a series of challenging and provocative questions to stimulate debate about policy and curriculum futures and our role in shaping them.
Keynote Presenter
Hans van der Mars, Professor, Arizona State University, U.S.

Title
Today’s Sport Pedagogy – Its Impact and Continued Relevance

Conference Sub-Theme
Pedagogical practices in physical education and sport.

Abstract
Sport Pedagogy’s relevance to the practice of teaching physical education and sport coaching is placed in the context of its emergence and anticipated future direction. Over the last 45 years, Sport Pedagogy has matured into a respectable area of inquiry. How it continues to mature is, at least in part, contingent on how Sport Pedagogy’s current and future stewards take the lessons learned from the efforts of their predecessors.

The empirical base for appropriate/effective practice in our field has expanded considerably. There is much to celebrate relative to what we have learned about appropriate curricular and instructional practices. However, its composition and structure could be characterized as “a mile wide and an inch deep.” Possible reasons for this will be highlighted. And while some of it may have found its way into the content and practice of physical education teacher preparation (PETE) and coaching education programs, the question of how/whether this has translated into improved practice remains debatable.

Possible strategies for guiding future efforts in Sport Pedagogy will be presented that may help further strengthen its relevance and impact. They will target Sport Pedagogy researchers, those who engaged in the preparation of doctoral PETE faculty, as well as journal reviewers/editors.