

## FORM B

### Application Form for the 2018-2022 AIESEP Board of Directors INDIVIDUAL MEMBER

This form and the accompanying charter must be completed and sent before March 23, 2018 to the Secretary General:

- E-mail (.PDF): Mary O'Sullivan at [mary.osullivan@ul.ie](mailto:mary.osullivan@ul.ie)

Name of the individual: Dr Kristy Howells	Signature: <i>Kristy Howells</i>
Affiliation: Canterbury Christ Church University	
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Brief description of your professional involvement in the field of sport pedagogy:  Within my <u>current role</u> at Canterbury Christ Church University I am the Director of Physical Education, Physical Activity and School Sport in the School of Childhood and Education Sciences, Faculty of Education. I lead a team of 7 and I am actively involved in developing sport pedagogy throughout our teacher education programmes, within modules such as Child Development, where I focus on Physical Development and the early years through to enhanced research modules in which Masters students and PhD students research Physical Education and Physical Activity. Our programmes that I lead on specialise in Physical Education, both on undergraduate and postgraduate courses, in early years initial teacher education (0 – 5 year olds) primary education (5 – 11 year olds), middle school education (7 – 14 years old) and secondary education (11 – 18 years old). We also have work based foundation degrees specializing in Physical Education and Physical Activity, as well as Masters by Research programmes. Physical Education reaches over 70 different modules within 21 different programmes, within the Faculty of Education and the Faculty of Applied Life Sciences.  <u>Beyond Univeristy</u> , I have completed Sport Pedagogy research on an international scale. I have acted as an expert in Physical Education and Physical Activity and contributed to OECD Education 2030, Focus Group II, in which we discussed: ways to co-construct the learning framework; peer learning opportunities; next steps heading towards 2019 (January 2018). I contributed to the OECD Education 2030 Position Paper, and I was named on the list of contributors (December 2017). I have been invited to attend and participate in the Think Tank as the Early Years expert for Physical Activity and Physical Education by the International Council of Sport Science and Physical Education and UNESCO, (Germany, November 2017). I was invited by the OECD to contribute to the literature review on all of Physical Education, Physical Activity and School Sport to consider the outcomes and benefits of Physical Education within the school supervised setting, (August 2017). I completed the "In-depth Analysis of	

Physical Education and Health Education – National Case Study for England” for the OECD, (August 2017). I also completed the “In-depth Analysis of Physical Education, International Comparative Review of Physical Education for England” for the OECD, August 2017. I have completed the Dephi Survey for the Future of Education and Skills: Education 2030 as the Physical Education expert for England, for the OECD, (June 2017). I acted as the England representative within the OECD: The Future of Education and Skills: Education 2030 – Physical Education Project. The study looked at 1) How could and should physical education develop by 2030, 2) The main potential obstacles and threats to the development, 3) The strategies that could and should be used to address these obstacles and threats? My role was to complete a case study on the curriculum, and policy for England. My case study was then used as an exemplar and template for all other countries within the project to help them complete the case study (May 2017).

Following my involvement with the OECD, I have completed rapid literature reviews with my international colleagues at the International Council of Sport Science and Physical Education and these are currently in press and being published in the *International Journal of Physical Activity*. Bailey, R., Howells, K. and Glibo, I. ‘Physical Activity and Mental Health of School Aged Children and Adolescents: A Rapid Review’. And also Howells, K., Bailey, R. and Glibo, I. ‘Physical Activity and Self Esteem of School Aged Children and Adolescents: A Rapid Review’. (February 2018)

I have also previously researched and published in peer reviewed journals, which considered the confidence levels of teachers and early years practitioners in delivering physical activity guidelines and offered ideas and possibilities to build confidence. - Howells K. and Meehan C. (2017) Walking the Talk? Teachers’ and Early Years Practitioners’ Perceptions and Confidence in delivering the UK Physical Activity Guidelines within the Curriculum for Young Children. *Early Childhood Development and Care*.

I have also completed research on the impact of physical activity interventions on children’s self esteem levels. Howells K. and Bowen J. (2016) Physical Activity and Self-Esteem- Jonny’s Story. *Education 3 - 13: International Journal of Primary, Elementary and Early Years Education (Special Edition)* DOI:10.1080/03004279.2016.1171572. The results from this paper was used as a case study to illustrate the impact of physical activity interventions on mental health and was used within the OECD in depth analysis of Physical Education and Health Education.

I have ensured that my research is accessible to professionals such as primary education teachers and published research based in schools in professional articles such as: Howells K. and Jarman D. (2016) Benefits of Swimming for Young Children. This case study was based on 25 children’s experiences of the Swimming Charter’s top-up swimming scheme. *Physical Education Matters*, special edition on swimming. Autumn 2016. Also Howells K. and Barton K. (2012) Ensuring All Children Can Access Physical Education - Including a Child with ADHD. *Primary Physical Education Matters*. Inclusion Matters Autumn, 7 (3) (p.57 – 59).

Finally most recent publication focuses on Sport Pedagogy and is a book that is the first in the series and I was asked to write as the expert. To help develop my colleagues early research careers, I included my team from University in the writing of the book. For them the book was their first ever published piece of research - Howells, K. Castle N., Carney A. and Little R. (2018) *Mastering Primary Physical Education*. London: Bloomsbury. The book was designed to support and guide student teachers and teachers wishing to develop their own competence in the delivery of Physical Education. I used photography throughout the book to help the reader develop their understanding and knowledge of primary and early years Physical Education of which the reviewers of the book highly praised my use of visual methodologies.

Brief description of your past involvement in AIESEP activities:

Planned for AIESEP 2018 World Congress, Edinburgh– I have submitted and had accepted the Early Years Special Interest Group Symposia focusing on Early Years Movement, collaborating with colleagues from Finland, Sweden, United States of America and Belgium. I am in the process of organizing, alongside the chair of the Early Years SIG, the pre-congress seminar for the SIG.

I have supported my colleagues in developing their abstracts for successful submissions for AIESEP 2018 including: Power L., Howells K. and Gubby L. (2018) The impact of the physical activities of occupational therapy on the wellbeing of a child with dyspraxia (poster presentation, Master student). Also Castle N., Howells K. and Gubby L. (2018) Castle's competition model and the application to practice (oral presentation, Master student). (For all of these colleagues and students, it was this was their first ever conference submission). Copperinger T. and Howells K. (2018) The desire to drink. How, when and what young children learn to drink. (Poster presentation, international collaboration and comparison between Ireland and England).

I have also been accepted for my own oral presentations: Howells K. (2018) 'The journey from able bodied to disabled to adapted athlete'. Lessons from a change in identity and what coaches and teachers can learn. This is following on from very positive feedback that I received on my previous research work 'Becoming a disabled athlete' which was presented at 2017, I was encouraged to share the next steps within AIESEP 2018. Also Howells K. (2018) 'Physical readiness'. How and what movements are we getting our young children physically ready for within early years settings. AIESEP World Congress, Edinburgh, July 2018.

Previously: I have been involved in poster and oral presentations in 2017 and 2016 including: Howells K. (2017) 'Becoming' a disabled athlete. Cultures, Disciples, Interactions: Contextualising Diversity in Physical Activities and Physical Education. Guadeloupe, November 2017 (poster). Howells K. and Bowen J. (2017) Beyond Jonny's Story. Cultures, Disciples, Interactions: Contextualising Diversity in Physical Activities and Physical Education. Guadeloupe, November 2017 (oral presentation). Howells K. (2017) The opportunities and challenges for teachers in considering how physically active boys and girls are during recess in elementary school? Cultures, Disciples, Interactions: Contextualising Diversity in Physical Activities and Physical Education. Guadeloupe, November 2017 (oral presentation).

Howells K. (2016) What's even possible? How physical active are our 21st century children? Blazing New Trails: Future Directions for Sport Pedagogy and Physical Activity, Wyoming, USA, June 2016 (oral presentation). Howells K. (2016) Physical development, health and well-being. Blazing New Trails: Future Directions for Sport Pedagogy and Physical Activity, Wyoming, USA, June 2016 (oral presentation). Howells K. and Bowen J. (2016) Physical activity and self-esteem. Jonny's story. Blazing New Trails: Future Directions for Sport Pedagogy and Physical Activity, Wyoming, USA, June 2016 (oral presentation).

Since 2016 I have been an active member of the Early Years Special Interest Group and since 2017 I have acted as secretary for the group. I have designed and developed the Early Years logo and I am in the process of developing the Facebook group and Twitter feed for this particular group, to ensure that the all research of Early Years Sport Pedagogy is shared in a worldwide context.

I have also participated in AIESEP in 2011, prior to being severely injured and needing time out from researching. These oral presentations have previously included Howells K. (2011) Using Technologies to Support in Physical Education lessons - Primary Education Trainee Teachers Views. June 2011, Ireland (oral presentation). Also Howells K. (2011) The contribution of Physical Education lessons to Physical Activity levels of primary aged children. June 2011, Ireland (oral presentation).

Brief description of your anticipated future involvement in AIESEP activities: It would be appropriate to note here:

Which of the AIESEP sub committees you would be keen to engage with:

I would be particularly interested in being part of the the Marketing, Recruitment and Young Scholars Committee. I am particularly interested in promoting the professional development of Early Career Scholars. Having been able to develop this within my own institution and support colleagues on their first steps in their research careers from Masters to PhD study to then completing abstracts, posters and developing themselves ready for oral presentations (including supporting 3 colleagues in readiness for AIESEP, 2018). I would like to take up the exciting opportunity within this area that I am experienced in and extend to the AIESEP community. I feel that Early Career Scholars and new members can at time feel lost, until they find their space and place within the AIESEP community. To move from seeing everyone as a wave of faces and just 'being' there, to finding an identity and a sense of belonging. I would be particularly interested in developing a community of practice and an initial place to help new members flourish. This is an area that would excite me and I would be keen to engage with.

Any specific initiative you would lead as AIESEP Board member

I would be keen to lead on promoting and supporting scientific research in professional preparation and professional practice in Physical Education, Physical Activity and Sport Pedgaogy across the lifespan. I feel that I could do this through maintaining the AIESEP facebook, twitter and newsletter communication channels. Social media is super something that I have lead on within my work as a research theme lead Holistic Early Learning and Development within my own institution and I am keen to focus on this area.

## Charter of AIESEP Board of Directors INDIVIDUAL MEMBERS

**Article 1:** This charter is under the auspices of the AIESEP constitution

**Article 2:** As a representative of a specific group of members, each board member is expected to bring his/her expertise to the service of these members in order to achieve the aims of the association.

**Article 3:** Each board member is expected to demonstrate his/her involvement through concrete actions throughout the term of office.

**Article 4:** Each board member must ensure his/her AIESEP membership is paid, without interruption, throughout the term of office.

**Article 5:** Each board member is expected to attend at least one meeting of the AIESEP Board of Directors before that organized during the next General Assembly.

**Article 6:** It is expected that each board member participate actively in specific projects assigned by the Board of Directors.

**Article 7:** Representatives of institutional members can mandate other affiliates of their institution to attend the meetings of the Board of Directors or other official meetings on behalf of AIESEP.

**Article 8:** Each board member is expected to respond to messages sent by the Secretary General concerning votes on topics which arise between board meetings.

**Article 9:** Members of the AIESEP Board of Directors are also expected to promote the association through their national and international networks as well as to defend AIESEP's interests whenever it is needed or possible.

**Article 10:** Board members are expected to behave ethically and demonstrate loyalty towards the association and its members.

I, the undersigned, testify that I have read and understand the articles of this charter and that I am determined to respect them if elected to represent AIESEP's individual members on the AIESEP Board of Directors.

Date: 19<sup>th</sup> March 2018

Signature: *Kristy Howells*