

# 2022 GSU Education in Greece: The Impact of Historical and Cultural Contexts



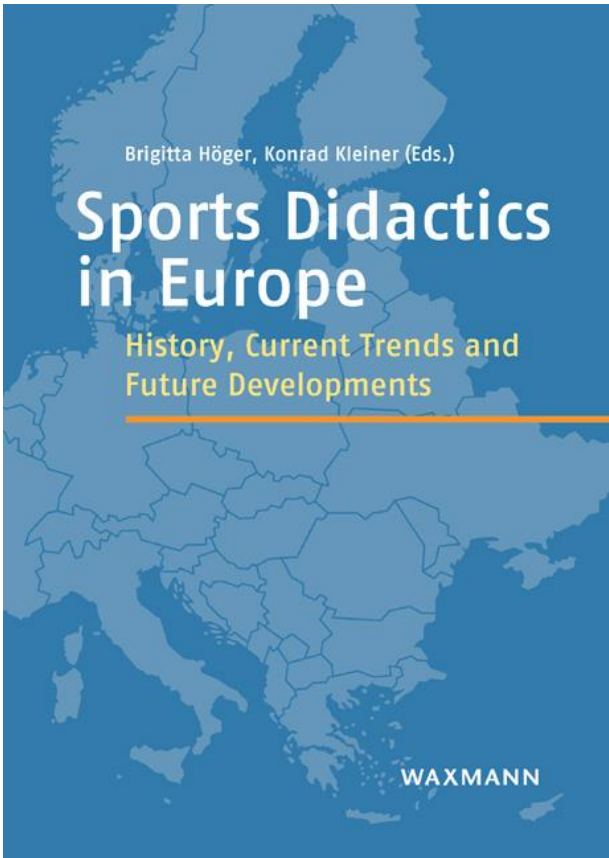
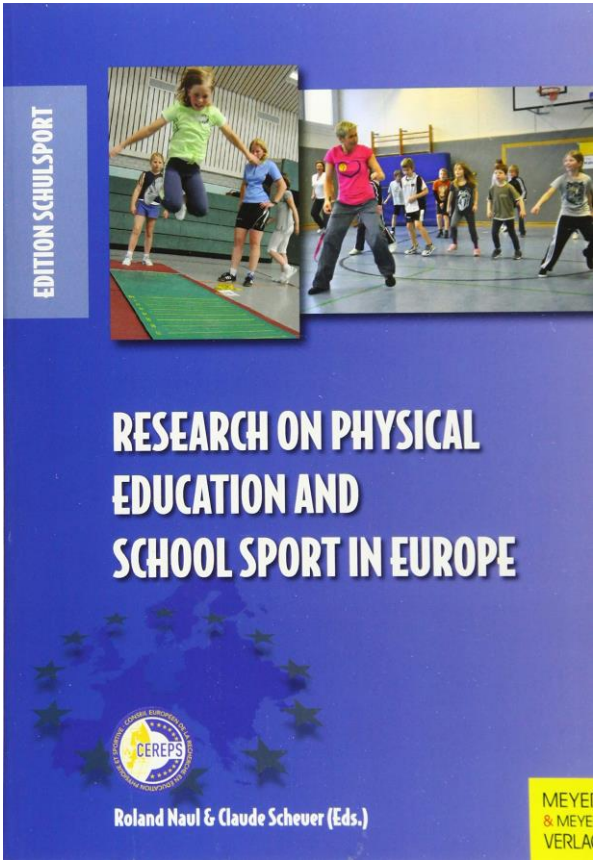
## Physical Education in Greece: The Impact of Historical and Cultural Contexts

**Manolis Adamakis**

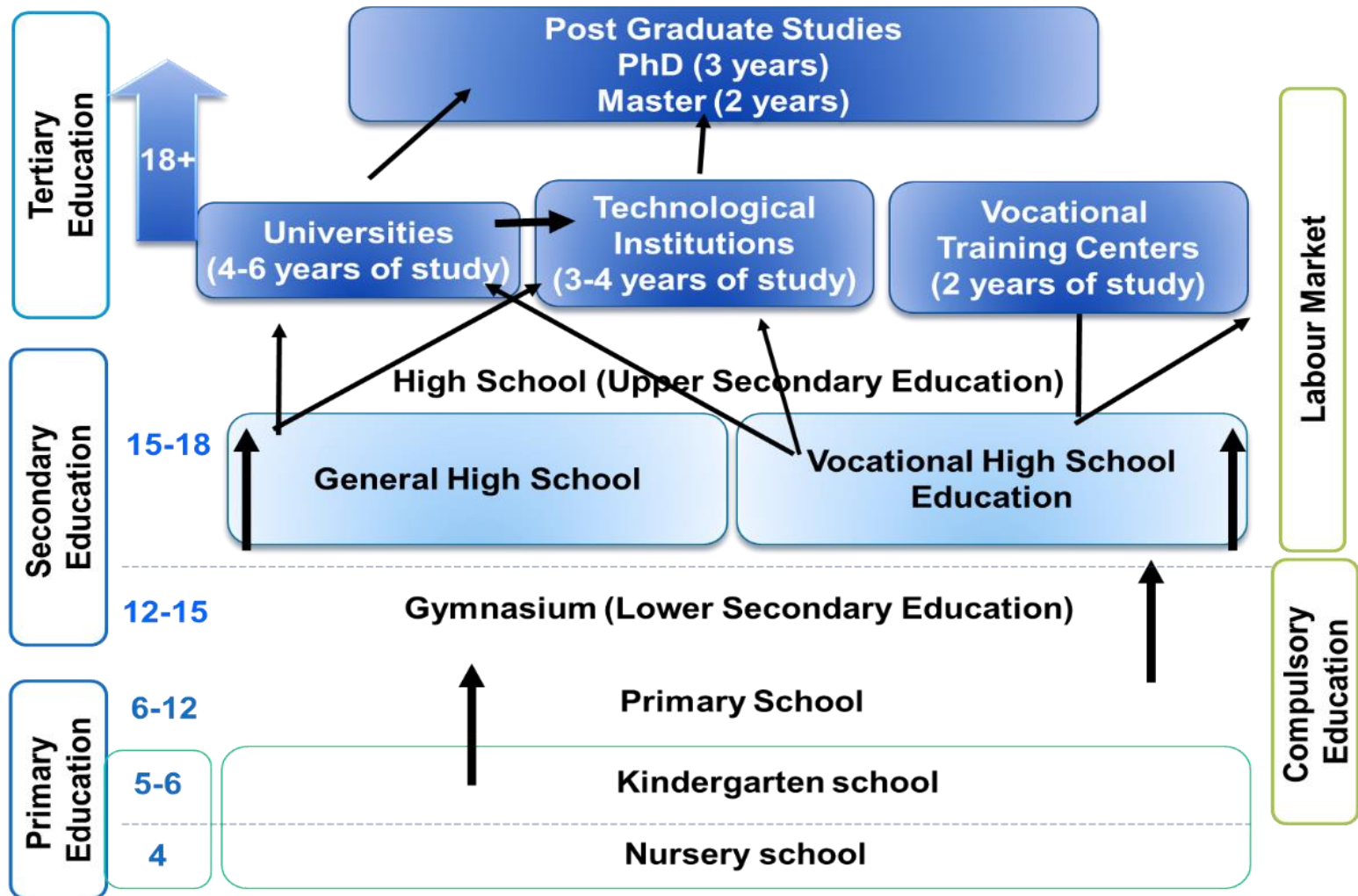
Assistant Professor in Research Methods in Physical  
Education

# Criteria and items for paper presentation

- A. Public - Private schools' activities
- B. Historical background and development of compulsory PE
- C. Important items of the current national school system
- D. Aims and objectives of PE curricula and teaching concepts of PE promotion of active learning with physical activity at school



# Structure of the current national school system

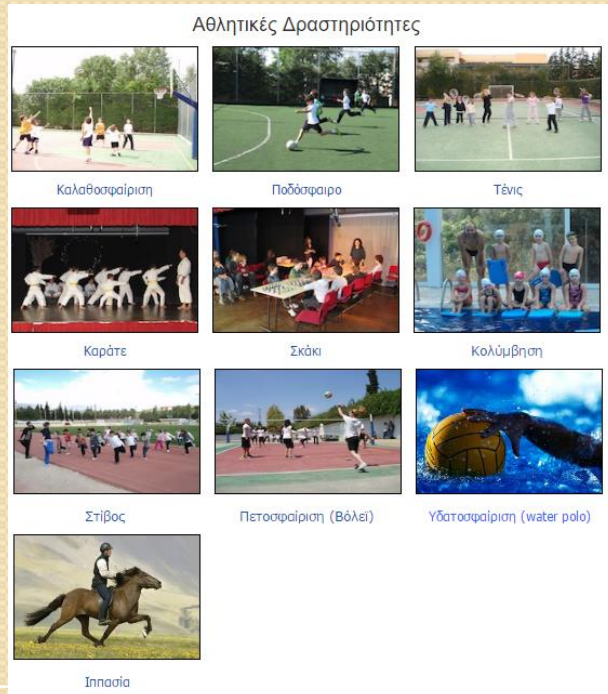


# Physical Education hours per week

- **Pre-school**
  - No structured PE hours
- **Elementary**
  - 2 – 4 hours/week
- **Secondary**
  - Gymnasium (2 hours/week)
  - Lyceum (1 – 2 hours/week)

## Private schools

- Afternoon (paid) activities
- Between 14:00 – 17:00



## Public schools

- **DAY school**
- Proposed by law in 1997
- In 1999 - 2000 the first **28** school
- From 7:00 till 16:00
- Today, **3.555** Elementary Day schools, of which **321** follow a reformed Curriculum
- From 13:15 till 16:00 or 17.00
- **2 extra** hours/day

# After-school activities

ΣΤΗΝ ΠΑΙΔΟΠΟΛΙ ΜΑΣ



Become good housewives

Medical care



National pride



Read and write

Joy through games



Healthy bodies

Eat well and healthy



ΚΑΙ ΠΑΝΤΕ ΑΠΟ ΟΛΑ

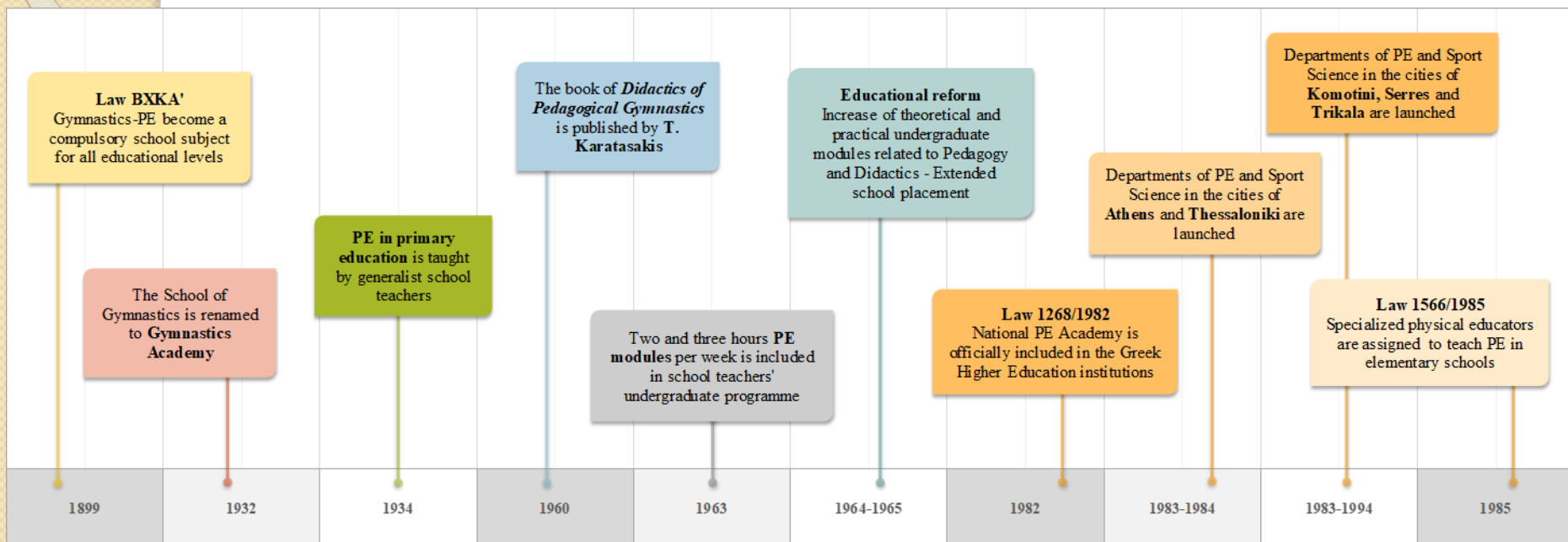
Learn to love our homeland

ΚΩΜΑ ΤΟΥ ΧΟΡΙΟΥ ΜΑΣ

# Historical background and development of compulsory PE

- **776 B.C.:** 1<sup>st</sup> Olympic Games
- **1834:** Modern Greece was established – PE was included in formal boys' education
- **1882:** 1<sup>st</sup> state PE School (*Fokianos*)
- **1887:** German PE model
- **1896:** 1<sup>st</sup> **modern** Olympic Games





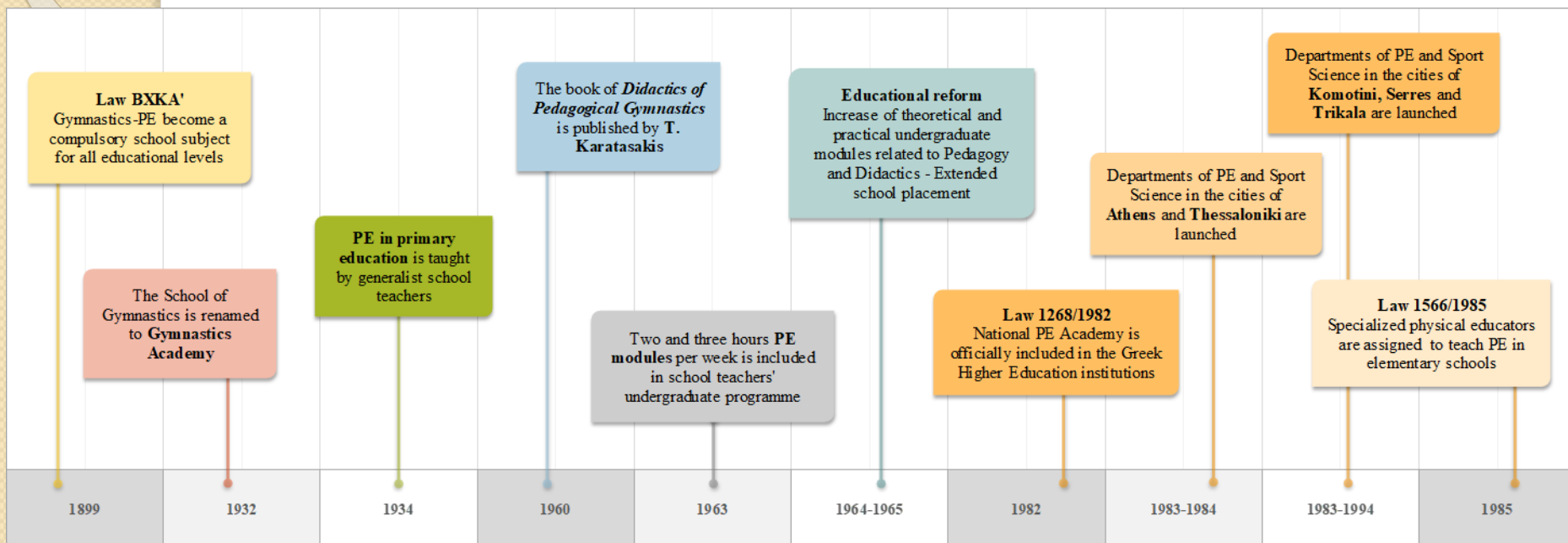
# Historical background and development of compulsory PE

## ➤ **1899: Law BXKA**

- Compulsory subject for all educational levels (3 times/week)
- Foundation of School of Gymnastics – Academic Gymnasium
- Specified the qualifications of specialist trainers
- Instituted the gymnastic demonstrations

# Historical background and development of compulsory PE

- **1925 - 1949:** Swedish PE model
- **1950s:** Traditional Swedish model was replaced by pedagogical one, with difference in the way of performing the exercises
- **1960s:** Shift from the pedagogical Swedish model to a **competitive form of sports**
- **1988:** Shift from competitive sports to **teaching sports** as a means of holistic development



# Historical background and development of compulsory PE

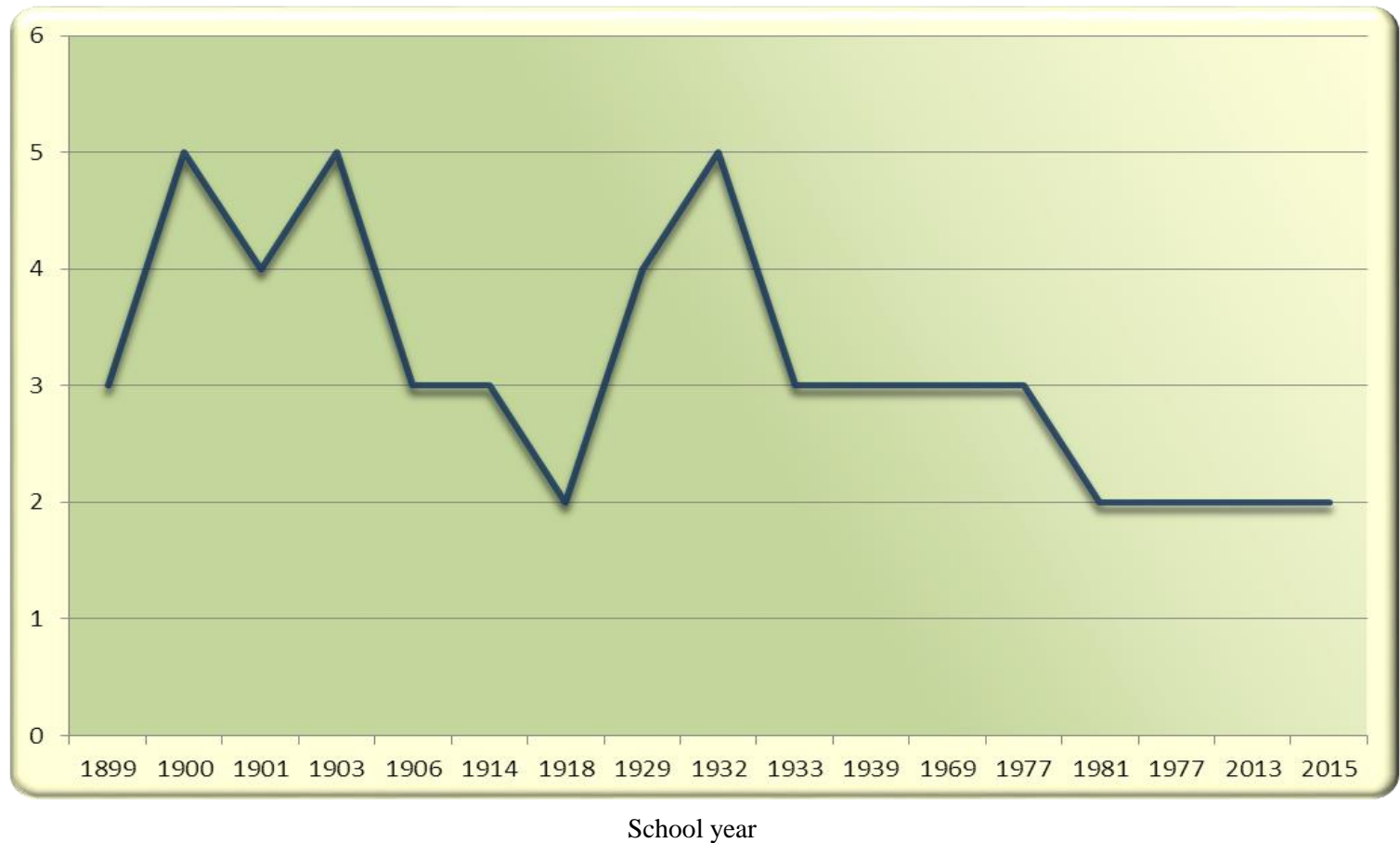
- The years to follow, from **1980** and on, are considered the most important ones for PE and school sport.
- Significant changes took place during **1980-2000**
- Following the foundation of the first two PE Departments in 1983, three more PE and Sport Science Departments were founded in the cities of **Komotini (1983)**, **Serres (1986)**, and **Trikala (1994)**

# Historical background and development of compulsory PE

- **2001**: PE acquires a cross-thematic dimension
- **2010**: Establishment of Primary Schools with Single Reformed Curriculum – amendment of the existing PE curricula
- **2015**: Transitional year for PE – New Curriculum, beginning with the Lyceum school
- ✓ **1985: PE is taught by PE teachers**

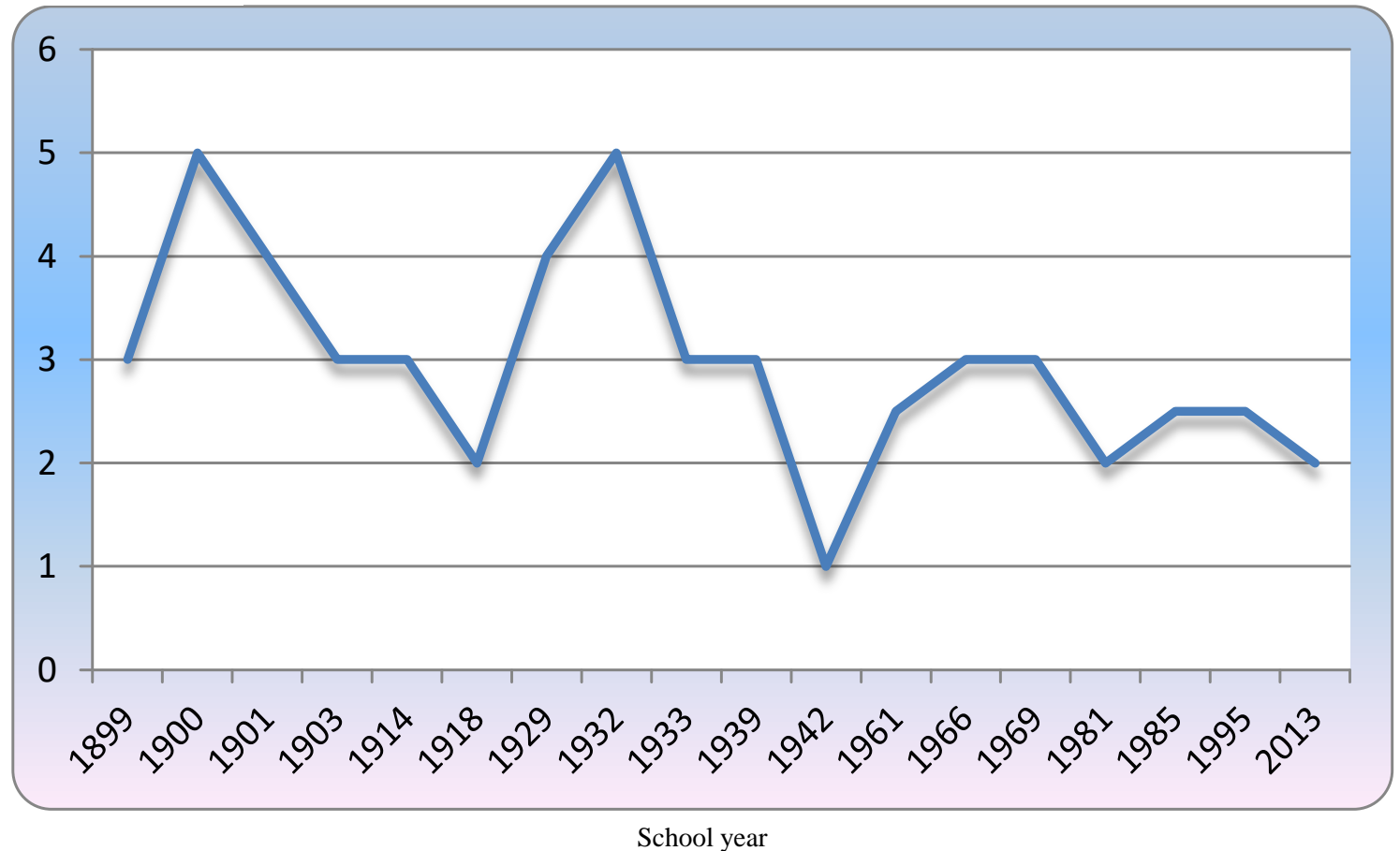
# Graphical presentation of the PE teaching hours in Upper Secondary Education in the 20<sup>th</sup> -21<sup>st</sup> century

PE hours/week



# Graphical presentation of the PE teaching hours in Lower Secondary Education in 20<sup>th</sup> - 21<sup>st</sup> century

PE hours/week



# According to the 2011 curriculum students should be able to...

- Demonstrate competency in **motor skills** and **movement patterns** needed to perform a variety of physical activities (PA)
- Demonstrate an **understanding** of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
- **Participate regularly** in PA
- Achieve and maintain a **health-enhancing level** of PA
- Exhibit **responsible** personal and social behavior that respects one's self and others in PA settings
- **Value** PA for health, enjoyment, challenge, self-expression and/or social interaction

# According to the 2011 curriculum students should be able to...

- The structure is organized as follows:
  - Grade
  - Content-guiding principles (psychomotor, dance/music education, games, athletics, gymnastics, traditional Greek dances and swimming)
  - Aims (expressed as knowledge, skills, attitudes and values)
  - Indicative fundamental cross-thematic concepts (space-time, individual-team, similarity-difference, etc.)

# Aims / objectives

Rank	Primary Education	Primary Education (EAEP)	Lower Secondary Education
1.	motor skill learning	motor skill learning	motor skill learning
2.	social learning and responsibility development	personal development and responsibility	social learning and responsibility development
3.	moral and ethical development	social learning and responsibility development	moral and ethical development
4.	knowledge, understanding and cognitive functioning	moral and ethical development	knowledge, understanding and cognitive functioning
5.	personal development and responsibility	forming active, healthy lifestyle	personal development and responsibility
6.	forming active, healthy lifestyle	knowledge, understanding and cognitive functioning	forming active, healthy lifestyle
7.	building positive attitudes	building positive attitudes	building positive attitudes

# Domains of PE in Primary Education

Grades	1 <sup>st</sup> - 2 <sup>nd</sup>	3 <sup>rd</sup> - 4 <sup>th</sup>	5 <sup>th</sup> - 6 <sup>th</sup>
<b>Domains</b>	Psychomotor education Music-kinetic education Locomotor and ball Games Greek Folk dances Swimming, where facilities allow*	Psychomotor education Music-kinetic education Locomotor and ball games Initiation to traditional ball games and sports activities Greek Folk dances Swimming, where facilities allow*	Traditional ball games Gymnastic activities Track and field events Greek Folk dances Swimming, where facilities allow*

# Assessment criteria in the last 2 years of Primary

Criteria	Evaluation goals	% of the total grading	Examples
Motor knowledge	Motor	40% of the total grade	Specific locomotor and manipulative skill tests for the assessment of traditional ball games education
Physical abilities	Biological-health	20% of the total grade	Specific physical fitness test for the assessment of the physical fitness improvement (strength, speed, flexibility, e.t.c.)
Effort, interest, attendance, behavior, knowledge	Moral-social-cognitive	40% of the total grade	Questionnaires, portfolios, checklists etc for the assessment of the social, moral and cognitive objectives

# According to the new 2021 PE curriculum, the aims and domains are...

- **Motor**
  - Development of bodily and motor abilities
- **Cognitive**
  - Development of knowledge for lifelong PA participation
- **Behavioural**
  - Active participation in PA and fitness development
- **Moral/emotional/social**
  - Demonstrate responsible behaviour, social and emotional skills

## Criteria

- Motor skills
- Cognitive concepts and knowledge,
- Physical skills
- Physical health status, participation in PA
- Social skills and attitudes

## Purposes

- Learning
- Improving teaching
- Students' motivation
- Improving communication
- Evaluation and
- Programme support

# Assessment criteria in 2021 PE curriculum

# Concluding thoughts...

- Despite the willingness of educational reformers, young people's intentions towards PE and PA remain limited
- Even though quality research and reform policy documents are being produced, their application in practice remains limited
- In cases when materials are successfully applied across schools and/or professional development programmes, this is not sufficient to produce a large-scale reform in sports didactics practices nationwide

# Concluding thoughts...

- Greek PE teachers' and coaches' lack of pedagogical support, along with their misunderstandings and lack of confidence to engage in new teaching endeavours delay the long-term implementation of reform-oriented initiatives
- Everyday practice and experience of PE classrooms confirms that there is a great need for deliberately planned and well-funded professional development opportunities before policy aspirations can translate into learners' achievement and progress

# Changing Education Paradigms



# References

- Adamakis, M., & Dania, A. (2020). Physical education and school sport in Greece. In R. Naul & C. Scheuer (Eds.), *Research on Physical Education and School Sport in Europe* (pp. 155-189). Aachen, Germany: Meyer & Meyer Publ. House.
- Adamakis, M., Dania, A., Kossyva, I., & Venetsanou, F. (2022). Sports Didactics in Greece: Development, trends and theory-practice discrepancies. In B. Hoger & K. Kleiner (Eds.), *Sport Didactics in Europe: History, Current Trends and Future Developments* (pp. 353-368). Münster, Germany: Waxmann Verlag GmbH.

**Thank you for your  
patience and  
attention!!!**