

hoeveelheid spiermassa. Training waardoor de spiermassa toeneemt zal dus het rustmetabolisme verhogen. Al deze effecten van training bij elkaar opgeteld verklaren waarom je met fanatiek sporten op termijn toch behoorlijk wat vet kunt kwijtraken.

#### PLAATSELIJK VET VERBRANDEN

Er bestaat een misverstand bij veel mensen over de mogelijkheid om 'plaatselijk' vet te verbranden. Zo lijken velen ervan overtuigd dat het doen van allerlei buikspieroefeningen ertoe leidt dat het buikvet zal verdwijnen. En dat je van het trainen van de buikspieren slanke billen krijgt. Dit is onjuist. Buikspieroefeningen bijvoorbeeld zullen de buikspieren weliswaar sterker maken en eventueel de spieromvang doen toenemen. Er zal echter nauwelijks vet worden verbrand gezien de hoge intensiteit van de kracht oefeningen (het 'anaëroob' karakter). Bovendien verbranden spieren niet toevallig *nét* die onderhuidse vetten die het dichtste in de buurt liggen. Spieren verbranden vetten die ófwel opgeslagen zijn in de spier zelf ófwel worden aangevoerd via de bloedvaten naar de spier. Die laatste kunnen overal van afkomstig zijn. Voor een plattere buik kun je dus beter dagelijks een uur fietsen dan dagelijks 100 buikspieroefeningen doen. Als het buikvet verdwenen is, krijg je van het doen van veel buikspieroefeningen op termijn wel een zogenaamd 'wasbordje'.....

Concluderend kan worden gesteld dat regelmatige training op langere termijn een goede manier is om af te vallen. Daarbij is het goed om te streven naar een steeds betere conditie, immers hoe beter je getraind bent, hoe langer je een inspanning kunt volhouden en dus hoe meer vet je verbrandt. Bovendien ver-

brand je bij elke (submaximale) inspanningsintensiteit meer vetten naar mate je beter getraind bent. De vetverbranding blijft nog een tijdje verhoogd nadat je je hebt ingespannen. Omdat het hierbij voor de hand ligt dat het effect sterker is naar mate je meer trainingsarbeid hebt kunnen verrichten, pleit ook dit ervoor om te werken aan een goed uithoudingsvermogen als je wilt afvallen. Echter, naast het theoretische verhaal over op welke inspanningsintensiteit je het meeste vet verbrandt, zijn twee zaken in de praktijk belangrijk: de individuele mogelijkheden en voorkeuren. Als je inspanningscapaciteit beperkt is door een aandoening, ouderdom, overgewicht, enzovoort, dan is het uiteraard verstandig om op een aangepaste intensiteit te beginnen. En misschien meer te werken aan het verhogen van de duur dan de intensiteit. Als je er bovendien een hekel aan hebt jezelf in het zweet te werken in het fitnesscentrum, met hardlopen of op een racefiets, dan zal je die activiteiten op lange termijn nooit volhouden. Zoeken naar een activiteit die je wél leuk vindt (misschien wandelen, zwemmen of op een minder 'sportieve' manier fietsen) en die je kunt inbouwen in je leefstijl zal dan uiteindelijk effectiever zijn.

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EN VERDER



## PHYSICAL EDUCATION IN ENGLAND

U komt in ons vakblad zelden een artikel in een andere taal tegen. Toch zien we in het voortgezet onderwijs steeds meer tweetalig onderwijs in vooral het Engels. We gaan proberen iets te doen met anderstalige artikelen. Vanaf volgend jaar start in Amsterdam aan de ALO een Engelstalige klas. Wellicht dat we uit die hoek dan ook Engelstalige artikelen kunnen verwachten. Een eerste aanzet is dit artikel uit Den Haag over het onderwijs in LO in Engeland. **Door: Louisa Webb en Frank Jacobs**

This article contains selected highlights of a public lecture presented at Halo by Dr Louisa Webb from Loughborough University, England. Loughborough University is the highest ranked university for physical education and sport in England. The presentation explained the Physical

Education Teacher Education programme at Loughborough University and the National Curriculum for Physical Education in England.

#### **Much practice**

Students entering the physical education teacher education programme at Loughborough University (60 students each

## Professional Standards for QTS (2007)

### Professional Attributes

- Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
- Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.  
(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Q4 Communicate effectively with children, young people, colleagues, parents and carers.
- Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
- Q6 Have a commitment to collaboration and co-operative working.
- Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.  
(b) Identify priorities for their early professional development in the context of induction.
- Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
- Q9 Act upon advice and feedback and be open to coaching and mentoring.

### Professional Knowledge and Understanding

- Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.
- Q12 Know a range of approaches to assessment, including the importance of formative assessment.
- Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
- Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).
- Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional

language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
- Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.  
(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

### Professional Skills

- Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
- Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
- Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
- Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
- Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.  
(b) Assess the learning needs of those they teach in order to set challenging learning objectives.
- Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
- Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
- Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
- Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
- Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



FOTO: ANITA RIEMERSMA

*Bowls, typisch Engels*

year) have already completed a Bachelor degree in sport science or physical education at any university. With this as a base, the teacher education programme at Loughborough is a one year course.

The total course is 36 weeks and 24 of this is teaching practice in secondary schools.

The success of the teaching practice components of the course relies on the contribution of a team of 50 mentor teachers in local schools (Loughborough is situated in the middle of Leicester, Nottingham and Derby in the East Midlands of England). Mentor teachers attend training on campus four times a year. This training covers a range of topics such as being an effective mentor and working with new curriculum developments.

#### **Input at the university**

When the students are not on teaching practice they receive input at the university on a range of theory and practical topics. The practical components of the course are not assessed but attendance is compulsory. The practical sessions focus on ideas for teaching the physical activities. One day a week the physical education students meet in groups with other teaching areas (Science, Design & Technology) for seminars on General Professional Studies with topics such as behaviour management, special educational needs and adolescent development. The whole course is assessed on a Pass/Fail basis but assignments within the course are graded out of 100%. In addition to passing the assignments, the other key focus of assessment is the Standards for Qualified Teacher Status (see Figure 1). The mentor teachers assess the competence of the student teachers against these standards (pass/fail).

[www.tda.gov.uk/teachers/professionalstandards.aspx](http://www.tda.gov.uk/teachers/professionalstandards.aspx)

#### **Qualification**

After the 36 week course, the students are qualified to teach (Post Graduate Certificate in Education – PGCE). They also have the option to continue to study part-time to complete a full Masters degree. This is a new Masters programme that has been developed specifically for beginning physical education teachers. For example, the first module of the Masters focuses on the induction year of the new teacher and follows the tasks required by the government during the first year of teaching. By the end of the third year of teaching the Masters can be completed.

*National Curriculum for Physical Education in England*

#### **BROADER CURRICULUM**

In 2007 a new curriculum was introduced for secondary schools in England. In the previous curriculum the content for physical education was described as games, gymnastics, outdoor and adventurous activities, dance, athletics and swimming. The content of the new curriculum is broader and includes:

- outwitting opponents
- accurate replication of actions, phases and sequences
- exploring and communicating ideas, concepts and emotions
- performing at maximum levels (speed, height, distance, strength, accuracy)
- identifying and solving problems
- exercising safely and effectively.

The themes that are assessed in the new curriculum are:

- developing skills in physical activity
- making and applying decisions (including compositional ideas)
- developing physical and mental capacity
- evaluating and improving
- making informed choices about healthy, active lifestyles.

[www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum)

#### **Physical Education and the 2012 Olympics**

The National Strategy for Physical Education in England is called PESSCL – Physical Education, School Sport and Club Links. The government has made a commitment to developing a ‘world-class system for physical education and sport’. There is a commitment to ensure that physical activity becomes a part of every young person’s life, not only during the school years, but also in their college and working lives. The government is investing at least £755 million over the next three years for the National Strategy. The ambition of the government is to create five hours of physical activity each week for all 5-16 year olds, through two hours of high quality physical education and school sport and a further three hours of sporting activity in the community.

[www.teachernet.gov.uk/pe](http://www.teachernet.gov.uk/pe)

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