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THE SELF-MONITORING REGISTER AS AN INSTRUMENT FOR THE ANALYSIS OF THE ENACTED CURRICULUM IN PHYSICAL EDUCATION

Nicolae BRAGARENCO,
Moldova State University

This article examines how the written curriculum in Physical Education is reflected in actual teaching practice, using teachers' self-monitoring registers as the main source of analysis. The registers were completed during monitored lessons and examined in relation to individualized long-term instructional planning. The study followed a descriptive-analytical approach, combining documentary analysis with qualitative interpretation of the information recorded by teachers. Two dimensions were considered: the organizational conditions of the lesson, including instructional space, number of students, equipment and material resources, and the educational process, including objective achievement, student participation, teaching strategies, assessment practices and difficulties observed during lessons. The data show that teachers do not apply the curriculum as a fixed scheme. They adapt content, methods and activity organization to available space, class size, students' level and teaching conditions. Thus, the self-monitoring register supports teacher reflection and helps explain how the Physical Education curriculum functions in school practice.

Keywords: *physical education, enacted curriculum, written curriculum, self-monitoring, curricular coherence, self-monitoring register.*

REGISTRUL DE AUTOMONITORIZARE CA INSTRUMENT DE ANALIZĂ A CURRICULUMULUI REALIZAT LA DISCIPLINA EDUCAȚIE FIZICĂ

Articolul examinează modul în care curriculumul scris la disciplina Educație fizică se reflectă în practica reală a lecției, utilizând ca sursă principală registrele de automonitorizare completate de cadrele didactice. Registrele au fost completate în cadrul lecțiilor monitorizate și analizate în raport cu proiectarea didactică de lungă durată individualizată. Studiul are un caracter descriptiv-analitic și îmbină analiza documentară cu interpretarea calitativă a informațiilor consemnate de profesori. Au fost urmărite două dimensiuni. Prima vizează condițiile organizatorice ale lecției: spațiul de desfășurare, numărul de elevi, inventarul disponibil și resursele materiale. A doua se referă la procesul educațional: realizarea obiectivelor, participarea elevilor, strategiile didactice, modalitățile de evaluare și dificultățile observate în lecție. Datele arată că profesorii nu aplică curriculumul ca pe o schemă fixă. Ei adaptează conținuturile, metodele și organizarea activităților la spațiul disponibil, efectivul clasei, nivelul elevilor și condițiile concrete de predare.

Cuvinte-cheie: *educație fizică, curriculum realizat, curriculum scris, automonitorizare, coerență curriculară, registru de automonitorizare.*

Introduction

School curriculum is not only a normative document that lists aims, competencies, contents and methodological recommendations. It becomes meaningful when these elements can be connected with what actually happens in the classroom or, in the case of Physical Education, in the gymnasium, on the sports field or in other spaces where lessons are organized. The National Curriculum Framework defines curriculum as a coherent system, but this coherence has to be checked in relation to teaching practice, not only at the level of the document itself [5]. For this reason, curriculum monitoring is useful when it looks beyond formal compliance and examines how the written curriculum is taught, learned and assessed in real instructional contexts [10].

Studies focused on curriculum monitoring show that monitoring registers can support this type of analysis. In Mathematics, structured grids have been used to identify the relationship between competencies, contents and teaching strategies, and to formulate proposals for curriculum improvement [11, p. 121]. A similar direction is found in the monitoring of the taught curriculum in Visual Arts, where the register is

discussed not only as a reporting tool, but also as an instrument through which teachers reflect on their own professional decisions [6, p. 478]. In both cases, the register is more than a form to be completed. It helps show how the teacher understands, adapts and uses the curriculum in teaching practice.

At system level, the framework plan and curricular documents express the official form of the curriculum. Still, their real value is tested during the lesson, where the teacher works with a concrete group of students, available time, material resources and specific learning conditions [9]. The relationship between the prescribed curriculum and the enacted curriculum therefore becomes a useful indicator of educational quality. Previous analyses of the correspondence between the written and the taught curriculum show that differences may appear because of organizational, methodological or contextual factors [4]. These differences do not always mean failure of implementation. In many cases, they show how teachers adjust curricular requirements to the real conditions of instruction.

Physical Education makes this relationship even more visible. Compared with many other school subjects, it depends directly on space, equipment, class size, students' motor level and safety conditions. The lesson is practical by nature, and the development of motor competencies is closely connected with formative objectives, attitudes, cooperation and student involvement. For this reason, the curriculum cannot be implemented in exactly the same way in every school or in every class. Teachers often have to adapt the content, the organization of activities and the teaching strategies to the conditions available at that moment [1]. Monitoring the taught–learned curriculum in Physical Education should therefore include not only what content was planned, but also what decisions were made during the lesson and how these decisions influenced the achievement of specific competencies [4].

Curriculum can be discussed at policy level, but it becomes visible only when the teacher works with a real class. At this level, curricular policies meet teachers' professional reflection, lesson organization and students' actual participation [2]. In the case of Physical Education, the analysis of the relationship between the written and the enacted curriculum requires instruments that can record concrete aspects of implementation: the space used, the number of students, the equipment available, the objectives achieved, the methods applied, the assessment practices and the difficulties encountered [3].

In this context, the self-monitoring register completed by the Physical Education teacher can offer useful data for understanding the enacted curriculum. Unlike external or institutional monitoring, self-monitoring records the lesson from the teacher's perspective. It can capture not only what was planned, but also what had to be adjusted: the organization of the class, the use of equipment, the integration of students with temporary exemptions, the degree of student engagement and the methodological decisions made during the activity. Through these records, it becomes possible to analyse how coherent, applicable and functional the Physical Education curriculum is in actual school practice.

Although the literature provides methodological references for curriculum monitoring [6, 10, 11], the use of self-monitoring registers in Physical Education still needs deeper analysis. In particular, it is important to see whether these registers can show the connection between the written curriculum and the curriculum implemented in lessons. This is the point from which the present study starts: it examines self-monitoring registers completed by Physical Education teachers and asks how far they show the link between the written curriculum and actual teaching practice.

Materials and Methods

The research was organized as a descriptive-analytical study based on self-monitoring registers completed by Physical Education teachers. The focus was placed on the way the written curriculum is reflected in actual teaching practice. In other words, the analysis followed not only what the curriculum provides, but also how teachers apply, adjust and document these provisions during lessons.

The study included 21 Physical Education teachers, who completed self-monitoring registers for the six curricular modules taught during one academic year. In the curricular structure, each module is linked to a specific sport discipline. For this reason, the analysis did not focus on isolated lessons only. The main unit of analysis was the curricular module, because this made it possible to observe how the instructional process is organized and adapted across several sport disciplines.

The main research instrument was the self-monitoring register. Teachers used this document to record what happened during the lesson and to reflect on the way curricular provisions were applied in practice. The register included data on the achievement of lesson objectives, student engagement, teaching methods and strategies, assessment approaches and difficulties encountered during the lesson. It also recorded organizational aspects, such as the instructional space, the equipment used, the number of students and the presence of students temporarily exempted from physical effort.

The registers were read from two perspectives. The first was the organizational dimension, referring to the real conditions in which the Physical Education lesson took place: available space, material resources, class size and other factors that could influence the implementation of curricular content. The second was the educational dimension, focused on the achievement of objectives, the suitability of teaching methods, student participation and the relationship between teaching and assessment.

The methodological work combined document analysis with comparison of the information entered in the registers. The comparison was made across modules and sport disciplines, so that both common elements and discipline-specific situations could be identified. The interpretation remained mainly qualitative. The aim was not to quantify every recorded detail, but to understand how teachers adapt the curriculum to the real conditions of the class.

This approach offers a view of the enacted curriculum as it appears in teaching practice. It shows how the curriculum moves from the official document to the lesson itself, where decisions are influenced by space, equipment, students' level, available time and the teacher's methodological choices.

Results and Discussion

The self-monitoring registers show how teachers used this instrument to compare what was planned in the curriculum with what actually happened during the lesson. Each teacher completed the register in relation to the curricular module selected in the long-term instructional plan. Since the school year is organized into six modules, the registers included six representative lessons, each linked to a sport discipline taught during that year.

The entries also show that some sport disciplines are used more often in teaching practice. Gymnastics, athletics, basketball, volleyball, football and table tennis appear most frequently in the analysed registers. Their repeated presence suggests that these modules are already well established in the organization of Physical Education lessons. This also made them more suitable for comparison, because they appeared in a larger number of registers and allowed a clearer view of how teachers apply the curriculum in practice.

Other modules were also recorded, including oina, badminton and combat sports, such as judo or wrestling. However, these appeared only in a small number of registers and were not distributed evenly across the sample. For this reason, the analysis was focused mainly on the disciplines with the highest frequency. This choice made it possible to compare data more consistently and to observe how the curriculum functions in the case of the sport modules most often used by teachers.

The self-monitoring register was not treated only as a document for reporting the lesson. Its role was broader. Through this instrument, teachers recorded how curricular provisions were applied, what difficulties appeared and what adjustments were needed during teaching. In this way, the register became a tool for professional reflection, helping the teacher look at the connection between long-term planning and the real course of the lesson.

In Physical Education, this type of register is useful because the lesson depends on many concrete conditions. Some of these are organizational: the space available, the equipment, the number of students, weather conditions or the presence of students temporarily exempted from physical effort. Others are related to the educational process itself: the achievement of objectives, students' involvement, the methods used, assessment practices and the conclusions formulated after the lesson. For this reason, the analysis of the registers was organized around two dimensions: the organizational dimension and the educational dimension.

The organizational dimension. The data presented in Table 1 show that teachers adapt sport modules to the real conditions in which the lesson takes place. The way a module is implemented depends not only on the curriculum, but also on the sport discipline, the available infrastructure and the number of students in the class.

Regarding instructional space, most lessons were organized in standard-size gymnasiums, such as 9×18 m, 12×24 m or 18×36 m. Athletics and football were usually carried out on adapted outdoor fields, most often 18×36 m or 20×40 m. These data show that teachers did not apply the module content in a fixed way. They adjusted tasks, distances, formations and activity areas according to the space available.

Class size also influenced lesson organization. The registers included groups ranging from 13 to 31 students. In larger classes, teachers used grouping, station-based work or small-sided teams to keep more students active at the same time. These solutions helped distribute practice time more evenly and reduced waiting periods. The differences from one module to another show that the organization of the lesson was continuously adapted to the number of students, the content taught and the available space.

Table 1. Analysis and interpretation of the organizational dimension reflected in the self-monitoring registers

Sport	Instructional space	Nr. stud.	Students exempted	Equipment used	Notes on lesson organization and curricular adaptation
Athletics	Outdoor field 20×40; 18×36	13–31 students	1–4 students medically excused / 1–2 temporarily exempt from physical effort	20 cones; 12 hoops; 6 hurd-les; 28 batons; 8 ropes; 16 balls; stopwatch; 29 small balls; markers	The module was organized on adapted outdoor fields. Teachers used cones and markers to delimit working areas and to organize tasks by stations. This made it possible to involve several groups at the same time and to adjust running, jumping or throwing tasks to the available surface.
Gymnastics	Sports hall 9×18; 12×24; 18×36	13–31 students	1–4 students medically excused / 1–2 temporarily exempt from physical effort	Mats; bench; wall bars; vaul-ting horse; 2 trampolines; hoops; ropes; weights	The lessons required careful use of space and apparatus. The selection of mats, benches, wall bars or vaulting equipment was linked to the content of the module, but also to safety conditions. Group organization allowed students to work progressively and under closer teacher supervision.
Volleyball	Sports hall 9×18; 12×24; 18×36	14–31 students	1–3 students medically excused / 1–2 temporarily exempt from physical effort	6–20 volleyballs; net; 12 cones; court markings; whistle; stopwatch; instructional charts	The organization of activities depended on the size of the hall, the presence of the net and the number of balls available. In larger classes, teachers used groups or teams to maintain active participation. Technical drills were combined with simplified game situations.
Basketball	Sports hall 9×18; 12×24; 18×36	14–21 students	1–2 students medically excused / 1–3 temporarily exempt from physical effort	9–15 balls; 4–6 baskets; 12–14 cones; backboard; court; ropes	The number of baskets and balls influenced the structure of the lesson. Teachers combined technical exercises with applied game situations, using small groups and role rotation to maintain rhythm and engagement.
Football	Adapted football field	24–28 students	1–2 students medically excused / 2–4 temporarily exempt from physical effort	6–8 footballs; 12–24 cones	The field was adapted to the available space, with working areas marked by cones. Because the groups were relatively large, small-sided games were used to increase the number of active students. The duration and intensity of tasks were adjusted to class size and students’ level.

Table Tennis	Sports hall 9×18; 18×36	13–24 students	1–2 students medically excused / 1–2 temporarily exempt from physical effort	2–3 tables; 10–14 paddles; table tennis balls; 10–14 tennis balls	The limited number of tables required rotation and pair work. This organization helped include more students in practice, although waiting time remained an important factor. The content was adjusted to the indoor space and to the available equipment.

Class size had a visible influence on the way lessons were organized. The registers include groups between 13 and 31 students, and this difference required different forms of work. In larger classes, teachers used groups, stations or small-sided teams in order to keep more students active at the same time. These solutions helped reduce waiting time and allowed practice time to be distributed more evenly. The differences recorded from one sport module to another show that lesson organization was adjusted according to the number of students, the available space and the type of content taught.

The registers also show the constant presence of students who were medically excused or temporarily exempted from physical effort, usually between 1 and 4 students. Their presence required small adjustments in the lesson. In some cases, these students could receive alternative roles, observe execution, help with equipment, support organization or complete differentiated tasks. This aspect is important because it shows that participation in Physical Education was not understood only as direct physical effort, but also as involvement adapted to the student's condition.

The equipment recorded in the registers gives another indication of how lessons were prepared. In athletics and team sports especially, teachers listed the materials in detail: cones, balls, hoops, hurdles, batons, ropes, stopwatches and other resources. This quantitative recording is useful because it shows the connection between available materials and the way activities were structured. Where equipment was sufficient, teachers could organize more varied tasks and involve several groups at the same time. Where resources were limited, rotation or group work became necessary.

Taken together, the data related to the organizational dimension show that sport modules were not implemented in identical conditions. Each lesson depended on space, equipment, class size and the specific requirements of the sport discipline. The self-monitoring registers therefore reveal a flexible way of organizing the instructional process. Teachers did not simply follow a fixed scheme; they adapted the lesson to the conditions they had, while keeping the activity coherent from a curricular point of view.

The educational process dimension. To understand how the written curriculum was put into practice, the analysis also focused on the educational dimension of the Physical Education lesson, presented in Table 2. This dimension included the achievement of lesson objectives, student engagement, the methods and strategies used by teachers, the assessment approaches and the difficulties observed during the teaching–learning process.

The data recorded by the 21 teachers offer a comparative view of how sport modules were implemented. They also show the adjustments made during lessons, depending on the discipline, the level of the class, students' involvement and the concrete conditions in which the activity took place.

The information presented in Table 2 shows that most objectives planned for the sport modules were achieved. At the same time, the registers do not describe a rigid teaching process. Teachers often noted that some objectives were only partially achieved, adapted to the class level or simplified when the situation required it. These notes are important because they show how the lesson was adjusted to students' motor level, available time, working conditions and the difficulty of the tasks.

Student participation differed from one discipline to another. In team sports, especially volleyball, basketball and football, teachers recorded stronger involvement. Students were more active during game situations, where competition, cooperation and immediate use of skills increased interest. In gymnastics, athletics and table tennis, participation was less even. Some students worked more slowly, others were cautious, and in table tennis the limited number of tables created waiting time. These differences show that engagement depends not only on the curriculum, but also on the type of content and the way the lesson is organized.

Table 2. Analysis and interpretation of the educational process dimension reflected in the self-monitoring registers

Sport	Objective achievement	Student participation	Teaching methods and strategies	Assessment practices	Difficulties observed during lessons
Athletics	Objectives were generally achieved, although some tasks were simplified or adjusted because of time limits, weather conditions or the presence of students exempted from effort. Differentiated group work helped maintain the planned direction of the lesson.	Students were mostly active and showed interest in practical tasks. In endurance activities, the working pace was slower, and participation was uneven in more demanding exercises.	Short-distance drills, demostration, station-based work, repetition, differentiate tasks and group organization were used to keep students involved.	Teachers used direct observation, timing, verbal feedback, individual correction and continuous assessment during practice.	Rapid fatigue, differences in motor level, insufficient time for consolidation, fluctuating attention and coordination difficulties were noted in some students.
Gymnastics	Objectives were achieved in most cases, with several exercises adapted to the class level. More complex elements required simplification and gradual progression.	Participation was good in basic exercises, but students were more cautious when working with apparatus or when new elements were introduced.	Step-by-step demonstration, methodological progression, group work, individual assistance, controlled repetition and detailed explanation were applied.	Assessment focused on individual observation, immediate correction, technical execution, verbal feedback and formative evaluation.	Fear of apparatus, incorrect execution, repeated need for explanation, reduced concentration and coordination differences were reported.
Volleyball	Objectives were achieved mainly through technical drills and applied game situations. New technical elements were sometimes only partially achieved and had to be adapted to the pace of the class.	Students were highly active during gameplay, while involvement decreased during repetitive drills. Competitive situations increased interest, although attention during explanations was variable.	Teachers used technical drills, applied games, positional rotation, teamwork, demonstration and analytical exercises.	Continuous assessment, verbal feedback, participation assessment, technical observation and individual correction were used.	Coordination difficulties, repeated technical errors, maintaining attention, insufficient time for refinement and uneven engagement were observed.
Basketball	Objectives were generally achieved according to planning and adapted to class size. Applied gameplay supported the achievement of objectives, while complex techniques required additional consolidation.	Students were active and competitive, especially during gameplay. Some passive participation was observed, and involvement was sometimes selective in defensive tasks.	Game situations, dribbling and shooting drills, small-sided team organization, demonstration, applied games and rotation were used.	Teachers applied systematic observation, individual feedback, technical performance assessment, verbal appraisal and formative assessment.	Significant performance differences, reduced attention during explanations, excessive individual play, collaboration difficulties and unstable technical execution were reported.

Football	Objectives were achieved mainly through gameplay and repeated applied tasks. The content was adjusted to the group level, with emphasis on participation and consolidation through practice.	Students showed high enthusiasm and strong involvement. At the same time, disciplinary issues, uneven attention and a tendency toward individual play appeared in some situations.	Team-based games, technical-tactical drills, subgroup organization, demonstration, game situations and coordination exercises were used.	Assessment was based on active participation, verbal feedback, observation of technical execution and collective feedback.	Tendency toward individual play, difficulty following instructions, group management issues, differences in technical level and reduced concentration were noted.
Table Tennis	Objectives were achieved progressively and, in some cases, only at a basic level because of limited practice time. Rotational organization influenced the rhythm of learning.	Participation was good during execution, but involvement alternated because students had to rotate. Waiting periods reduced continuity, and interest was moderate in some cases.	Technical demonstration, pair work, systematic rotation, analytical drills and individual correction were used.	Teachers used individual observation, correction of stance and stroke, verbal feedback and formative evaluation.	Limited practice time per student, waiting during rotation, unstable technical execution, coordination difficulties and temporary passive involvement were reported.

The methods used by teachers were closely linked to each sport discipline. Demonstration, repetition, group work, station-based organization and applied game situations appeared frequently in the registers. Gymnastics required gradual progression, individual assistance and controlled repetition. Athletics was often organized through stations. In volleyball and basketball, rotation and applied games helped involve more students. In this way, the registers show that teaching strategies were adapted to the content, space, equipment and class level.

Assessment was mainly formative. Teachers relied on observation, verbal feedback, individual correction and assessment of participation. The registers contain fewer references to standardized assessment tools. This suggests that assessment was used mostly during the lesson, as a way to guide students and regulate the teaching process, rather than only as a final measurement of performance.

The difficulties recorded by teachers were also linked to the specific nature of each discipline. Some problems appeared repeatedly: differences in motor level, unstable technical execution, reduced attention, insufficient time for consolidation and, in team sports, the tendency of some students to play individually. Other difficulties were more specific: fear of apparatus in gymnastics, rapid fatigue in athletics and waiting time in table tennis. These observations show that the educational process is shaped by the real dynamics of the class, not only by the planned content.

A comparison between disciplines shows that team sports usually generated higher engagement, but also more challenges related to discipline, cooperation and group management. Individual or technically oriented disciplines required closer methodological control and more frequent adaptation to students' level. Each type of content therefore produced its own teaching problems and required different forms of teacher intervention.

The registers indicate a visible connection between planning, teaching and assessment. Teachers did not simply follow the initial plan. They adjusted objectives, methods and feedback according to the class, the discipline and the difficulties observed during the lesson. In this sense, the self-monitoring register records not only what was taught, but also how teachers evaluated the effectiveness of their own decisions.

The analysis of the two dimensions „*organizational and educational*" helps clarify the relationship between the written curriculum and the curriculum implemented in Physical Education lessons.

1. From the organizational point of view, the Physical Education curriculum provides the general framework for organizing the instructional process into sport modules connected with the development of specif-

ic competencies and motor capacities. It includes content, expected outcomes and methodological suggestions, but it does not impose identical material conditions for all schools. The data recorded in the registers show that lesson organization was influenced by the size of the sports hall, the availability of outdoor fields, equipment, class size and the presence of students temporarily exempted from effort. These conditions did not block curriculum implementation. They required adaptation. Teachers modified space, organized work by stations, rotated students or used small teams. Such decisions should not be seen as deviations from the curriculum, but as practical ways of applying it in real school conditions. The same applies to students temporarily exempted from effort, whose presence required differentiated tasks or alternative roles.

2. From the educational point of view, the registers show how curricular aims were translated into teaching and assessment activities. The curriculum emphasizes motor competencies, attitudes, practical application of knowledge and formative assessment. The records made by teachers show that these aims were pursued through adapted objectives, practical tasks, observation, feedback and correction. Team sports usually stimulated enthusiasm and competitiveness, while individual or technically oriented disciplines required more explanation, closer supervision and gradual progression. The reported difficulties — different motor levels, unstable execution, fluctuating attention and, in some cases, individual play or limited cooperation — confirm that the educational process depends on the real situation of the class, not only on the planned content.

3. Comparing the two dimensions, the registers do not indicate a major break between curricular intention and teaching practice. What appears instead is a relationship of flexible coherence. The written curriculum offers the direction, while the teacher adapts the lesson according to time, infrastructure, equipment, students' motor level and the specific requirements of each module. Differences between what was planned and what was implemented are therefore not necessarily signs of inconsistency. In many cases, they show how the curriculum becomes functional in concrete teaching conditions.

4. From the perspective of curriculum development, the registers suggest several directions that deserve attention. Modular flexibility should be maintained, because it allows teachers to adapt sport content to real school conditions. Differentiation and inclusion strategies need to be clearer, especially for students temporarily exempted from effort or for classes with very different motor levels. The assessment of specific competencies also needs more precise reference points. Used systematically, self-monitoring registers can support not only teacher reflection, but also broader analysis of how the Physical Education curriculum functions in practice.

Conclusions

The self-monitoring registers show that the written curriculum and the curriculum implemented in Physical Education lessons are connected, but not in a rigid way. Teachers did not apply the curriculum as a fixed scheme. They adapted it to the conditions of each lesson: available space, equipment, class size, students' motor level and the time available for practice. This relation can be described as flexible coherence, because the curricular direction was maintained even when organizational or methodological adjustments were made.

The organizational data confirm that infrastructure and material resources strongly influence the way sport modules are taught. In practice, teachers adjusted the working space, used stations, organized students in rotation or formed small teams in order to keep the activity functional. These decisions did not move the lesson away from the curriculum. On the contrary, they made it possible to apply the curriculum in different school conditions.

The educational dimension shows the same type of adaptation. Teachers recorded the achievement of objectives, the difficulties that appeared and the corrections made during the lesson. Assessment was mainly formative, based on observation, verbal feedback and individual correction. The differences between team sports and individual disciplines also show that each type of content creates a different lesson dynamic and requires different teaching decisions.

Overall, the self-monitoring register can be used as a practical instrument for analysing how the Physical Education curriculum works in real teaching situations. It provides qualitative data about the applicability of curricular provisions, the adjustments made by teachers and the conditions that influence lesson delivery. Used regularly, this instrument can support teacher reflection and can also provide useful information for the continuous development of the Physical Education curriculum.

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Data about author:
Nicolae BRAGARENCO, PhD in Pedagogical Sciences, Associate Professor, Head of the Department of Physical Education, Institute of Physical Education and Sport, Moldova State University.
ORCID: 0000-0003-1994-6317
E-mail: nicolae.bragarenco@usm.md

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