

Learning to Teach Physical Education in the Secondary School

A Companion to School Experience

SECOND EDITION

Susan Capel



**Also available as a printed book
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Learning to Teach Physical Education in the Secondary School

There are many generic teaching skills and issues covered in initial teacher education courses which student PE teachers must apply to their own subject. However, the complexity of teaching PE can make this difficult to do. *Learning to Teach Physical Education in the Secondary School* focuses on the requirements of student PE teachers in relation to teaching skills and issues covered in initial teacher education courses.

The new edition of this popular textbook draws together background information about teaching and about PE, basic teaching skills specifically related to physical education, and broader knowledge and understanding of issues in the wider context of PE. The book is organised so that each chapter contains text and underpinning theory interspersed with activities which student teachers are asked to undertake either alone, with another student teacher, or with a tutor. This is not just a book of teaching tips, but promotes thinking and reflection to enable student PE teachers to develop into reflective practitioners.

Learning to Teach Physical Education in the Secondary School is an essential resource for any student teacher undertaking school-based initial teacher education to become a teacher of PE in secondary schools.

Susan Capel is Professor and Head of Department of Sport Sciences at Brunel University.

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Learning to Teach Physical Education in the Secondary School

A Companion to School Experience

Second edition

Susan Capel

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Introduction to the series

The second edition of *Learning to Teach Physical Education in the Secondary School* is one of a series of books entitled *Learning to Teach in the Secondary School* covering most subjects in the secondary school curriculum. The books in the series support and complement *Learning to Teach in the Secondary School: A Companion to School Experience, third edition* (Capel *et al.* 2001) which was first published in 1995. These books are designed for student teachers learning to teach on different types of initial teacher education courses and in different places. However, it is hoped that they are equally useful to tutors and mentors in their work with student teachers. In 1997 a complementary book was published entitled *Starting to Teach in the Secondary School: A Companion for the Newly Qualified Teacher* (Capel *et al.* 1997). That second book was designed to support newly qualified teachers in their first post and covered aspects of teaching which are likely to be of concern in the first year of teaching. A completely revised and updated second edition of that book is to be published in 2004.

The information in the subject books does not repeat that in *Learning to Teach*; rather the content of that book is adapted and extended to address the needs of student teachers learning to teach a specific subject. In each of the subject books, therefore, reference is made to *Learning to Teach*, where appropriate. It is recommended that you have both books so that you can cross-reference when needed.

The positive feedback on *Learning to Teach*, particularly the way it has supported the learning of student teachers in their development into effective, reflective teachers, has encouraged us to retain the main features of that book in the subject series. Thus, the subject books are designed so that elements of appropriate theory introduce each topic or issue. Recent research into teaching and learning is incorporated into the presentation. The material is interwoven with tasks designed to help you identify key features of the topic or issue and apply this to your own practice.

Although the basic content of each subject book is similar, each book is designed to address the unique nature of each subject. The second edition of *Learning to Teach Physical Education in the Secondary School* is a substantial revision of the first edition with many new features or completely rewritten chapters. The second edition takes account of recent changes to the National Curriculum in Physical Education and to the way teachers are educated and the standards they must meet. The unique contribution of PE to promoting physical development and physical competence and the specific contribution which needs to be given to safety, organization and management in PE are highlighted.

We, as series editors, have been pleased with the reception given to the first edition of the book and to the *Learning to Teach* series as a whole. Some subject books in the series have moved into their second edition and others are in preparation. We hope that, whatever initial teacher education programme you are following and wherever you may be situated, you find the second edition of this book supports your development towards becoming an effective, reflective PE teacher.

Susan Capel, Marilyn Leask and Tony Turner, 2004

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Abbreviations

ACCAC Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (Qualifications, Curriculum and Assessment Authority for Wales. Welsh equivalent to QCA) (www.accac.org.uk)

AEB Associated Examining Board. Now part of AQA

AQA Assessment and Qualifications Alliance (an awarding body) (www.aqa.org.uk)

BAALPE British Association of Advisers and Lecturers in Physical Education (www.baalpe.org.uk)

BST British Sports Trust (www.bst.org.uk)

BTEC Business and Technician Education Council. Now part of EdExcel Foundation

C and G City and Guilds. Now part of AQA

CCPR Central Council for Physical Recreation (www.ccpr.org.uk)

CEDP Career Entry and Development Profile

CoA Certificate of Achievement

CPD Continuing Professional Development

CSE Certificate of Secondary Education. Replaced by GCSE in 1988

DCMS Department for Culture, Media and Sport (www.culture.gov.uk)

DES Department of Education and Science (until 1992)

DfE Department for Education (1992–1995)

DfEE Department for Education and Employment (1995–2001)

DfES Department for Education and Skills (since 2001) (www.dfes.gov.uk)

EBD Emotional and behavioural difficulties and disorders

EdExcel Foundation An awarding body (www.edexcel.org.uk)

ERA Education Reform Act (1988)

ESL English as a second language

GCE General Certificate of Education (A and AS levels)

GCSE* General Certificate of Secondary Education. Introduced in 1988 to replace GCE O level and Certificate of Secondary Education (CSE) examinations

GNVQ General National Vocational Qualification

GTC General Teaching Council (www.gtce.org.uk)

HEI Higher Education Institution

HMCI Her Majesty's Chief Inspector (of schools)

HMI Her Majesty's Inspectors (of schools)

ICT Information and Communications Technology

INSET In-service Education and Training (now generally called CPD)

ITE Initial teacher education

ITT Initial teacher training

- KS** Key Stages (of the National Curriculum)
- LEA** Local Education Authority
- LEAG** London Examinations and Assessment Group (became ULEAG)
- MEG** Midland Examining Group. Now part of OCR
- NC** National Curriculum (in England) (www.nc.uk.net)
- NCC** National Curriculum Council. Merged with SEAC in 1993 to form SCAA. Now QCA
- NCPE** National Curriculum for Physical Education
- NCVQ** National Council for Vocational Qualifications. Joined with SCAA in 1997 to form QCA
- NEAB** Northern Examinations and Assessment Board. Now part of AQA
- NGB** National Governing Body of Sport and Recreation
- NQT** Newly-qualified teacher
- NVQ** National Vocational Qualification
- OCEAC** Oxford and Cambridge Examination and Assessment Council. Now part of OCR
- OCR** Oxford and Cambridge Regional (an awarding body) (www.ocr.org.uk)
- OFSTED** Office for Standards in Education (www.ofsted.gov.uk)
- OHMCI** Office of Her Majesty's Chief Inspector
- PDM** Partnership development manager (person with responsibility for the overall delivery of a School Sport Coordinator programme)
- PDB** Professional Development Board for Physical Education (see www.pea.uk.com or www.baalpe.org.uk)
- PEAUK** Physical Education Association of the United Kingdom (www.pea.uk.com)
- PGCE** Postgraduate Certificate in Education
- PoS PE** Programme(s) of Study for PE
- PLT** Primary Link Teachers – the primary school PE coordinator within each of the primary schools who work with the SSCs in the School Sport Coordinator programme
- PSE courses** Personal and Social Education courses
- PSHCE courses** Personal, Social, Health and Citizenship Education courses
- PSHE courses** Personal, Social and Health Education courses
- QCA** Qualifications and Curriculum Authority. Formed in 1997 as a result of the Education Act 1997 (www.qca.org.uk)
- QTS** Qualified teacher status
- RSA** Royal Society of Arts. Now part of OCR
- SCAA** School Curriculum and Assessment Authority. Formed in 1993 from a merger of NCC and SEAC. Joined with NCVQ in 1997 to form QCA
- SSCs** School sports coordinators – responsible for managing and coordinating their family of schools in a School Sport Coordinator programme
- SEAC** School Examinations and Assessment Council. Merged with NCC in 1993 to form SCAA
- SEG** Southern Examining Group. Now part of AQA
- SEN** Special educational needs
- SLD** Specific learning difficulties
- TES** *Times Educational Supplement*
- TTA** Teacher Training Agency (www.teach.org.uk)
- ULEAC** University of London Examinations and Assessment Council (became London Examinations). Now part of EdExcel Foundation
- VCE** Vocational A level
- WJEC** Welsh Joint Education Committee (an examination body) (www.wjec.co.uk)
- YST** Youth Sport Trust (www.youthsporttrust.org)

Introduction

Susan Capel

LEARNING TO TEACH

All top sports people and dancers spend hours learning and practising basic skills in order to be able to perform these effectively. Once learned, skills can be refined, adapted and combined in various ways appropriate for a specific situation and a performer's personality, in order to create a unique performance. Developing excellence in performance is informed by scientific understanding, including biomechanical, kinesiological, physiological, psychological and sociological. There is therefore art and science underpinning excellence in performance.

Likewise, there is an art and a science to teaching. There are basic teaching skills in which teachers require competence. Effective teaching also requires the development of professional judgement in order to be able to adapt the teaching skills to meet the demands of the specific situation – to take account of, for example, the needs and abilities of pupils, the space, or the environment in which the lesson is being delivered. Teachers also require broader knowledge and understanding – for example, it is important that the aims of PE inform the planning of units of work and lessons. It is also important to have knowledge and understanding of the wider world of education. However, there is no one right way to teach. Different teaching strategies are appropriate for different learning situations. Further, as we know, teachers have different personalities and characteristics. They therefore refine and adapt basic teaching skills and combine them in different ways to create their own unique teaching style. The process of development as a teacher is exciting and the ability to blend art and science should lead to rewarding experiences as a teacher.

In PE, skills are sometimes described on a continuum from open skills (those performed under variable conditions) to closed skills (those performed under consistent conditions). For open skills (e.g. a dribble in hockey or basketball), it is important to

have competence in the basic skill, but just as important to be able to use the skill appropriately in a game situation. For closed skills (e.g. performing a forward roll or throwing a discus) it is most important to refine the technique and the ability to perform the skill under the pressure of competition. Some skills (e.g. a putt in golf) fall along the continuum.

Different methods of practice are needed in order to learn and perform effectively skills at different points on the continuum. For an open skill practice is needed in the basic techniques of the skill, but practice is also needed in how to adapt the skill to respond to different situations which arise. On the other hand, for a closed skill it is most appropriate to practise to perfect the techniques of the skill.

Using the analogy of open and closed skills, teaching skills can be considered as open skills. You need to practise and become competent in basic teaching skills, but you also need to be able to use the right skill in the right way at the right time. On your initial teacher education (ITE) course you are likely to have a variety of opportunities and experiences to develop competence in basic teaching skills, starting in very controlled practice situations and moving on to teaching full classes. You are unlikely to become a fully effective teacher during your ITE course. Refinement and the ability to adapt teaching skills as appropriate to the situation are continued into your work as a newly qualified teacher and beyond, as part of your continuing professional development (CPD) as you continue to develop your ability to reflect and your professional judgement.

There is a lot to learn to develop into an effective teacher. There are bound to be ups and downs. We cannot prepare you for a specific teaching situation, but we can help you to understand the complexities of teaching. We aim to help you to develop:

- competence in basic teaching skills (the craft of teaching), to enable you to cope in most teaching situations;
- knowledge and understanding of the wider context of PE;
- your ability to reflect critically on what you are doing and on your values, attitudes and beliefs;
- your professional judgement.

In so doing, you should be able to develop, adapt and refine your teaching skills to meet the needs of specific situations, respond to the changing environment of education and inform your CPD as a teacher.

ABOUT THIS BOOK

The book can be divided into three main sections. Section 1 (Chapters 1 and 2) provides an introduction and background information about teaching and about PE. Section 2 (Chapters 3 to 11) introduces some of the teaching skills in which you need to develop competence during your ITE course. Section 3 (Chapters 12 to 18) looks at how you can extend your expertise and at the wider context in which you are learning to teach PE. There is some similar content in different chapters. This is designed to reinforce the context, but also provides a useful point for reflection.

In this book we look at general principles which can be applied to areas of activity/activities taught in PE. We do not consider content knowledge in detail although, throughout the book, there are references to activities taught in PE. You need to refer to other sources for content knowledge. There are many books which focus on specific activities taught in PE. In addition, you need to draw on material you covered in your first degree course, including the disciplines of biomechanics, kinesiology, physiology, psychology and sociology. Your understanding of these disciplines should underpin your work as a PE teacher (e.g. the use of biomechanical principles in identifying learning/teaching points for a skill, aspects of physiology in teaching health-related exercise, or understanding the effects of competition or reasons for attrition from sport in considering an extracurricular programme).

In this book, each chapter is laid out as follows:

- *introduction* to the content of the chapter;
- *objectives*, presented as what you should know, understand or be able to do having read the chapter and carried out the tasks in the chapter;
- *content*, based on research and evidence to emphasise that teaching is best developed by being based on evidence and critical reflection – the content is interwoven with *tasks* to aid your knowledge, understanding and ability to do;
- *summary* of the main points of the chapter;
- *further reading*, selected to enable you to find out more about the content of each chapter.

We try to emphasise links between theory and practice by including examples from relevant practical situations throughout each chapter and interweaving theory with tasks designed to help you identify key features of the behaviour or issue. A number of different inquiry methods are used to generate information – for example, reflecting on the reading, an observation, an activity you are asked to carry out, asking questions, gathering information, observing lessons, discussing with your tutor or another student teacher. Some of the tasks involve you in activities that impinge on other people – for example, observing a PE teacher teach or asking for information. If a task requires you to do this, *you must first of all seek permission of the person concerned*. Remember that you are a guest in school(s), you cannot walk into any teacher's lesson to observe. In addition, some information may be personal or sensitive, and you need to consider issues of confidentiality and professional behaviour in your inquiries and reporting.

ABOUT YOU

We recognise that you, as a student PE teacher, have a wide range of needs in your development as a teacher. We therefore do not feel that there is one best way for you to use this book. The book is designed so that you can dip in and out rather than read it from cover to cover; however, we encourage you to use the book in ways appropriate to you.

We also recognise that you are studying in different places and on different types of ITE course. We have tried to address as many of your potential needs as possible,

irrespective of where you are studying and what type of ITE course you are on. Although it is expected that most student teachers using this book will be on ITE courses in which there is a partnership between a higher education institution (HEI) and schools, we recognise that some of you may be on courses which are entirely school-based or not in partnership with an HEI. The book should be equally useful to you. Where we refer to work in your HEI, you should refer to the relevant person or centre in your school. Although ITE is generally referred to generically, where we do refer to specific requirements we make reference to requirements in England. If you are not learning to teach in England you should refer to the requirements of your own ITE course at this point.

Where we have needed to link the theory to specific situations in schools or specific requirements of teachers in implementing the curriculum, we have linked it to the National Curriculum for Physical Education (NCPE) in England (DfEE/QCA, 1999b). We recognise that some of you are not on ITE courses which are preparing you to teach in state schools in England and therefore suggest that you do two things whenever information and tasks specific to the NCPE are used in the book:

- substitute for the information and task given the curriculum and requirements which apply to your situation;
- reflect on the differences between the curriculum and requirements which apply to your situation and those of the NCPE.

In doing either/both of the above, not only are the information and tasks relevant to your own situation but, also, you can attain a greater understanding by comparing your own experience with requirements for ITE or another curriculum.

YOUR PROFESSIONAL DEVELOPMENT PORTFOLIO

We strongly recommend that you keep a professional development portfolio. As you read through the book and complete the tasks, we ask you to record information in your professional development portfolio. You can use this information for a number of purposes – for example, to refer back to when completing other tasks in this book, to help you with assignments on your course, to help you reflect on your development and to provide evidence of your development, your strengths and areas for further development to use in your Career Entry and Development Profile (CEDP). You should refer to Chapter 18 and the introduction to *Learning to Teach in the Secondary School* for guidance about keeping and using your professional development portfolio.

TERMINOLOGY USED IN THE BOOK

We call school children *pupils* to avoid confusion with students, by which we mean people in further and higher education. We use *student teachers* for students in higher education who are on ITE courses. We refer to ITE as we would argue that your

course (and this book) provides not merely training (as in initial teacher training) but also education of intending teachers. By this we mean that learning to teach is a journey of personal and professional development in which your skills of classroom management develop alongside an emerging understanding of the teaching and learning process. This process begins on the first day of your course and continues throughout your career.

The important staff in your life are those in your school and HEI with responsibility for supporting your development as a teacher; we have called all these people *tutors*. Your ITE course will have its own way of referring to staff.

Your ITE course may use terminology different to that used in this book – for example, where the word *evaluation* is used in this book, on some courses the word *appraisal* is used. You should check the terminology used on your ITE course.

1 Starting Out as a PE Teacher

Susan Capel

INTRODUCTION

As a student PE teacher you are embarking on the long but exciting process of becoming an effective PE teacher; of translating your knowledge and love of PE into the ability to encourage pupils' learning. To develop into an effective teacher you need to understand yourself, your values, attitudes and beliefs and be able to reflect on how these influence what you are doing and therefore how they impact on pupils learning. You also need to understand your role as a teacher and as a PE teacher, as well as what you are aiming to achieve in your lessons. There are numerous teaching skills you need to develop, along with the ability to use the right teaching skill in the right way at the right time to improve pupil learning. An understanding of how teaching skills interact with each other in a lesson is also helpful.

Your development into an effective teacher is challenging and not always smooth. At times you may be anxious or concerned about your development or your teaching performance, may lack confidence to try something out or may feel frustrated or despondent at not being able to cope with a situation or not knowing how to respond. Early in your development you may not have the teaching skills or experience to cope effectively with a specific situation. Part of the challenge of learning to teach is becoming able to adapt what you do to suit the unique needs of any situation. When you can adapt your teaching skills to the context and situation you are rewarded for your hard work, as you are well on the way to a satisfying career as an effective teacher. This enables you to change your focus from yourself to your pupils' learning.

OBJECTIVES

By the end of this chapter you should:

- be able to recognise the variety of reasons people choose to become PE teachers and the implications of this;
- have an overview of your role as a teacher and as a PE teacher;
- have an overview of the teaching activities and skills required to develop into an effective teacher who focuses on pupils' learning.

WHY DID YOU BECOME A PE TEACHER?

Task 1.1 Why do people want to become PE teachers?

List your reasons for wanting to become a PE teacher. Compare your reasons with those given by other student teachers and by experienced PE teachers you know. Are there any reasons common to all those to whom you spoke? Why do you think this is so?

You have been at school for 11 years or more and in all probability wanted to become a PE teacher because you enjoyed PE, were able and successful, wanted to pass on your knowledge, understanding and love of PE and wanted to work with young people. If you also found that these were the major reasons given by other people for becoming a PE teacher, your findings support results of research (e.g. Evans and Williams, 1989; Mawer, 1995a). Similar reasons for becoming a PE teacher suggests some homogeneity in values, attitudes and beliefs about PE and about PE teaching.

Your positive experiences of PE and your ability and success in physical activities and sport give you positive perceptions of PE teachers, their role, what they do and how they teach the subject. As you are likely to spend considerable time, professionally and socially, with other PE professionals, it is easy to forget that there are many pupils in schools and, indeed, people in society at large, who do not share your values, attitudes and beliefs about PE and hence about participation in physical activity and sport. You can, no doubt, think of friends who had less positive experiences of PE at school, who have more negative perceptions about PE lessons and PE teachers. Unfortunately, these negative perceptions seem to be all too common. An effective PE teacher is one who can help *all* pupils (including those who do not enjoy PE and/or who are not as able and successful at physical activities) to enjoy participation and to value their experiences and, hence, to be physically educated (see Chapter 2). How do you develop into such a teacher and enjoy the rewards that this brings?

AN OVERVIEW OF TEACHING

First and foremost you are a teacher of pupils; a member of a profession with a responsibility to help pupils to learn by developing knowledge, practical skill and understanding. Second, you are a teacher of PE, with a specific responsibility for teaching the knowledge, practical skill and understanding specific to PE.

You therefore undertake a wider role as a teacher (see Chapter 15 and Unit 8.2 in Capel *et al.* 2001) as well as a subject-specific role. As a PE teacher you provide pupils with a variety of experiences to promote their physical learning and their enjoyment of PE in order to physically educate them (see Chapter 2).

Task 1.2 What is the role of PE teachers?

Record in your professional development portfolio what you believe to be the role of PE teachers. You may want to create two lists for this task: one list which identifies how the role of all teachers applies specifically to PE teachers and one which identifies the role undertaken specifically by PE teachers. Compare your list with that of another student teacher, then discuss it with your tutor so that you understand what you are working towards and hence the knowledge, teaching skills and understanding required to enable you to get there. Refer back to this information at different times in your initial teacher education (ITE) course.

Here, we concentrate on helping you to develop your skills for teaching PE.

You cannot address at once all the teaching skills required to develop into an effective teacher. On your ITE course, and in books such as this, teaching skills are addressed separately. If your tutors on your ITE course, or we in this book, tried to address teaching skills in combination, we are likely to give you too many things to think about and concentrate on at any one time, overwhelming you with information or even confusing you, rather than helping you to develop as a teacher. However, an approach in which you look at teaching skills separately only provides you with a partial picture of teaching, which gradually builds up over time. You only recognise the complete picture when you suddenly realise that you see it. It is helpful to have an overview of teaching so that you know at what you are aiming and how the teaching skills in which you are developing competence fit together.

This overview should help you to think about what you are doing, its effectiveness in terms of pupils' learning and on which teaching skills you need to concentrate in order to develop further. This can be compared with planning lessons and units of work. You know what you want to achieve by the end of a lesson (your intended learning outcomes) and by the end of a unit of work (objectives) and can therefore plan how to achieve these (see Chapters 2 and 3).

We now look at the role of teachers, specifically focusing on part of that role, teaching lessons, and the teaching skills required to undertake the teaching role effectively.

What is required for effective teaching of PE?

Teaching is a complex, multi-faceted activity. First and foremost it is an interaction between *what* is being taught (the content), *why* and *how* it is being taught (the process).

What is taught in PE is guided by the aims and content of the curriculum used in the school experience school in which you are working. The content of PE is varied. In England the content is as specified in the National Curriculum for Physical Education (NCPE) – i.e. four strands that are taught through six areas of activity (see Chapters 3 and 17 and DfEE/QCA, 1999b). However, in other countries there may be no restriction on the content that can be taught. Within any curriculum the choice of content and balance of activities reflects the priorities of the planners, schools and individual teachers. The curriculum in many schools in England is biased towards games (see for example, Ofsted, 1995a; 1995b; Penney and Evans, 1994). It is important as a teacher to reflect on why games are dominant – is it due to, for example, the focus of the NCPE, the desire of schools to produce good school teams, the preference of the teacher, because the curriculum has always been biased towards games, or a combination of factors? Is this to the benefit of pupils' learning in PE? Do pupils enjoy games – in Year 7, in Year 9, in Year 11? How many pupils choose to continue to participate in games out of school or when they leave school? Would pupils prefer to participate in other activities (e.g. individual activities)? Would this encourage them to participate more in physical activity outside and post-school? Why are these activities not prioritised in PE?

Task 1.3 Activities in the PE curriculum

Familiarise yourself with the aims and content of the PE curriculum used in the school experience school in which you are working. Find out what activities are taught in your school experience school. Compare this with the aims, content and activities identified by another student teacher working in another school. What are the similarities and differences and why? Are there other aims and content and activities which are frequently taught in schools which should be included on your list?

Obviously, every teacher needs good knowledge and understanding of the subject content (Chapter 4 looks at effective observation being, at least in part, related to the depth of knowledge about the activity you are teaching). You are likely to have considerable content knowledge of one or more of the activities you teach. You need to identify which activities are your strengths and in which you need to

gain further knowledge and understanding in order to teach effectively. In your ITE course there is limited time available to learn about each activity you teach, or even to address all activities in which you identify weaknesses in knowledge or understanding. This book is not designed to cover the content of a PE curriculum. You therefore need to consider ways in which you can gain the required knowledge and understanding of activities in which you are weak. There are many ways in which you can do this, some of which are identified in Chapter 18. We advise you to start on this aspect of your teaching as soon as you can.

It is also important to recognise that there are other aspects of knowledge that you need to develop on your ITE course – which together are the subject knowledge you have as a teacher. If you concentrate solely on developing your content knowledge, you are unlikely to develop into a fully effective teacher. Chapter 18 covers subject knowledge in more detail (see also Shulman, 1987).

Task 1.4 Addressing your subject content weaknesses

Using the list of activities taught in your school experience school (compiled for Task 1.3), identify whether each is a strength or a weakness in terms of your knowledge and understanding. Identify ways in which you can address your weaknesses (e.g. observation in schools; sharing knowledge and understanding with other student teachers on your course; gaining governing body awards; peer teaching; teaching PE lessons; watching matches; officiating at school activities; reading; watching video recordings). Do not try to address weaknesses in a number of activities at once, but consider how you can spread this over your ITE course and even into your first year of teaching.

Why you are teaching PE and your overall aims for PE should be borne in mind as they influence your choice of content and teaching strategies. For example, if one of the aims of PE is to encourage pupils to adopt healthy lifestyles by participating in regular physical activity, how would you feel about pupils only being active for about two minutes in your lesson; the rest of the lesson they are stationary, trying to develop a specific skill? Thus, developing teaching skills alone is not enough. You need to reflect critically on how they are used, why and what you are teaching in the lesson.

How the content of the PE curriculum is taught is left to the professional judgement of the individual teacher, department and school (see also Unit 1.1 in Capel *et al.* 2001). How you teach relates to the aims of the school and PE curriculum, as well as your own objectives for a unit of work and intended learning outcomes for any particular lesson (see Chapters 2 and 3). In Chapter 9, aims, objectives and learning outcomes are considered in relation to teaching strategies. Thus, you need to think critically about how you are teaching a particular activity to ensure that you achieve your aims, objectives and intended learning outcomes.

What you see happening in a lesson is only the tip of the iceberg (see Figure 1.1.1 in Capel *et al.* 2001). Prior to teaching a lesson, longer-term objectives for the unit of work have been established, followed by general *planning* of the unit of work and detailed planning and preparation of the lesson, including short-term intended learning outcomes for the lesson. During the lesson you need to be flexible and to adapt the plan, if necessary. After the lesson the effectiveness or otherwise of parts of the lesson and the whole lesson should be *evaluated* to inform planning and preparation of the next lesson. Planning and evaluation are addressed in Chapter 3.

The tip of the iceberg (i.e. what happens in the lesson) is also important. This stems from objectives for the unit of work and intended learning outcomes for the lesson and detailed planning, but also forms the basis for evaluation. The tip of the iceberg also includes those interpersonal (human) aspects of teaching such as interaction, empathy, perception, sensitivity, responsiveness and observation, that enable teaching to be effective.

Task 1.5 What happens in a PE lesson?

Observe a lesson taught by an experienced PE teacher and note the types of activities in which the teacher is involved, their sequence and the time spent on each. You should aim to get an overview of what happens rather than great detail. You may want to organise your observation into what happens:

- before the teaching starts (e.g. takes the register while pupils are changing, collects, reads excuse notes and talks to any pupils not doing the lesson, collects valuables, hurries along anyone slow to change, locks the changing room after the last pupil has left etc.);
- during the teaching part of the lesson;
- after the teaching has finished.

Remember that the lesson starts as soon as pupils arrive at the changing rooms and finishes when they move to their next lesson or to a break in the day (see also Chapter 6).

Rink (1993) and Siedentop and Tannehill (2000) both provide an overview of teaching PE in which they categorise what a teacher does in a lesson, i.e.:

- *instructional activities* (activities associated with imparting subject content to pupils);
- *organising and managing activities* (activities associated with organising the learning environment and managing the lesson to maintain appropriate behaviour in order for subject content to be imparted effectively);
- *other activities* (activities to develop and maintain an effective learning environment).

Chapter 6 looks at the time pupils spend actively engaged in learning (academic learning time) and how this is affected by activities that are not directly related to pupil learning.

You can allocate what the teacher does (identified in Task 1.5) into these three categories. Some teaching skills are important in all categories of lesson activities – for example, communication (see Chapter 5).

Along with planning and evaluating, the skills required in these three categories of activity are the *teaching skills* in which you need to develop competence. A starting point for identifying the teaching skills you need to have mastered by the end of your ITE course could be the skills required of newly qualified teachers (NQTs), as set out in a government publication or by your higher education institution (HEI). Even where skills required are centrally determined, HEIs generally also produce their own set of skills based on those in the relevant document.

Task 1.6 Teaching skills

Look at the skills you need to develop to pass your ITE course and identify those on which you need to work particularly in order to become competent. Discuss with your tutor which teaching skills you should work on immediately and which you should leave until later. As part of the regular reviews you undertake with your tutor during your ITE course, consider which teaching skills you should work on at that particular time.

Being competent in basic teaching skills is not enough for your lessons to be effective. In order to develop into an effective teacher you need to be able to refine and adapt these teaching skills and combine them so that they are used in a way appropriate to the specific situation. You need also to consider how the skills interact in a lesson. Further, you need to move your focus from yourself and your teaching to your pupils. You need also to reflect critically on why you are teaching certain activities and tasks in a certain way (see above), in order to maximise pupils' learning and achieve your goals.

How do teaching activities and skills interact in any one lesson?

The situation and environment of any specific lesson is unique. What you aim to achieve is defined by your intended learning outcomes for the lesson, which in turn are defined by your objectives for the unit of work (see Chapters 2 and 3).

There are a number of reasons why you do not always achieve your intended learning outcomes. Sometimes this is due to lack of appropriate planning. We have seen some student teachers plan the content of their lessons thoroughly, but leave the

organisation and management of the tasks, the equipment or the pupils to chance. On the other hand, we have seen some student teachers plan how they are going to control a class without considering the appropriateness, quality and progression of content. If a student teacher has not planned how to organise and manage the lesson, the pupils may not be clear about what they are to do and what is expected of them; therefore the teacher has to spend considerable time organising and managing and cannot deliver the lesson in the way intended. On the other hand, if the student teacher concentrates on organising and managing the class, the pupils are likely to achieve little and what they do achieve is likely to be of low quality. The lesson plan in Chapter 3 directs your attention to both of these elements.

You must be aware that pupils ‘test out’ student (and new) teachers and try to negotiate an acceptable standard of performance, effort or behaviour. We have all seen situations where pupils try to negotiate a longer game if they do a practice effectively or where pupils promise to work hard if they can work with friends. Discuss with another student teacher other ways in which pupils may try to negotiate boundaries so that you are aware of them as you start to teach a new class.

Make sure that you only accept performance, effort or behaviour of an acceptable standard right from the beginning, otherwise you may find it hard to get pupils to accept this later. Pupils may make less effort to complete a task appropriately in future if you accept initially a performance, effort or behaviour below that of which they are capable. You may, for example, set a task in gymnastics which requires pupils to develop a sequence comprising five movements, with at least one each of three different types of movement – rolls, jumps and balances. Pupils are given the opportunity to develop and practise an appropriate sequence and then show this to the class. How you respond to the way pupils complete the task is important. If, for example, a pupil uses the three required movements to complete a sequence but makes no effort to link them together or to perform them in an effective way and you accept this, you send a message to the class that they can complete the task in any way they want.

There are other reasons why pupils may not perform, or make an effort, or behave to the standard expected. The task may be, for example, too easy or too difficult or not interesting – therefore pupils are not motivated to do the task. You may not have presented the task clearly or you may respond differently to the same performance, effort or behaviour on different occasions. Pupils may therefore be bored, unclear or confused about what is required of them and may modify the task to make it easier or more difficult, not try to accomplish the task or, on occasion, refuse to do the task altogether. Can you think of any other reasons why pupils may not perform, or make an effort, or behave to the standard expected?

As you develop as a teacher you become aware of how different teaching activities and skills interact to influence what happens in the lesson and hence the effectiveness of pupils’ learning. You also become aware of the importance of adopting appropriate teaching strategies. You need to develop the ability to use these interactions effectively. You also need to move beyond thinking about your teaching to focusing on pupil learning and linking that to what you are trying to achieve in PE and why (i.e. your longer-term aims).

HOW ARE YOU GOING TO DEVELOP INTO AN EFFECTIVE PE TEACHER?

Many changes occur as you develop your teaching skills and teaching style. Changes have been identified by a number of authors as stages or phases of development. For example, Capel *et al.* (2001, Unit 1.2), Maynard and Furlong (1993) and Perrott (1982) identified stages in development of student teachers, and Siedentop (2000) identified these specifically for student PE teachers. Guillaume and Rudney (1993) found that in developing as teachers, student teachers not only think about different things but also think about the same things differently.

If there are different stages in your development as a teacher, it follows that you may need different learning opportunities and experiences at different stages. Learning opportunities and experiences include observing experienced teachers teach; role play; small group micro-teaching situations with peers or groups of pupils; team teaching with your tutor, either teaching a small group or the whole group for part of the lesson; and teaching a full class. These are not sequential. Each can be used at any time on your ITE course in order to achieve a particular purpose. These learning opportunities and experiences allow you to practise and become competent in basic teaching skills and to spend time using your developing teaching skills in a variety of situations. In turn you refine the skills so that you can adapt them as appropriate to the situation, enabling you to use the right teaching skill in the right way at the right time to promote pupil learning. Chapter 13 covers learning opportunities and experiences in more detail. It is also important that as you become more confident in your teaching skills you reflect critically on what you want to achieve – your aims, objectives and intended learning outcomes, and on what teaching strategies and learning activities enable you to achieve these (see Chapter 9).

Getting started

In order to make the most of the learning opportunities and experiences in school you need to understand the context in which you are working. Gathering essential background information to inform your work in school is an essential part of this. On preliminary visits, prior to each school experience, you collect information about the school and PE department. This information comes from many sources. You observe the PE environment, including the facilities, displays and equipment. You ask questions. You talk to tutors about the policies and procedures of the school and PE department and observe them in practice. You read school and department documents such as schemes or units of work, policy statements and prospectuses. A document such as the school prospectus can provide valuable information about the whole school and its pupils. Whole-school and PE policy statements covering such issues as assessment, equal opportunities and extracurricular activities are important in providing the context for your work in the department. Other documents give you essential guidance on how to conduct yourself (e.g. the school dress code) and how to relate to pupils within the department. Your tutor will, no doubt, give you guidance about what information to collect and mechanisms to help you.

Chapter 13 addresses observation and other information-gathering techniques to help you make the most of your learning opportunities and experiences in schools.

Metzler (1990) indicated that tutoring should be a teaching process in itself. Your tutor should help you to make the most of the learning opportunities and experiences on your ITE course in order to study, observe and practise teaching skills in situations appropriate to your stage of development. You and your tutor may undertake different roles as you undertake different learning opportunities and experiences in school; therefore you need to determine how best to work with your tutor at different stages in your development (e.g. direction, guidance, negotiation, freedom).

Task 1.7 Working with your tutor

Discuss with your tutor your immediate development needs and what learning activities you both feel might best help you address those needs. Take part in the learning activity and then evaluate with your tutor how effective that activity was in addressing your development need.

SUMMARY

Your past experiences of PE have influenced your decision to become a PE teacher and have moulded your values, attitudes and beliefs about PE and about PE teaching. In order to become an effective PE teacher, you need be aware of how your values, attitudes and beliefs influence you and to understand that not all pupils you teach, nor all parents, nor all other teachers share your values, attitudes and beliefs. You need to be conversant with your role as a teacher and as a PE teacher and the teaching activities and skills you require for effective teaching.

You need competence in basic teaching skills before you can refine and adapt these skills to be able to use the right skill in the right way at the right time. It is only then that you can combine them effectively to enhance pupils' learning and achieve the intended learning outcomes of a lesson and objectives of a unit of work, and work towards achieving the aims of the PE curriculum in which you are working. In order to do this, you also need to understand the complex interactions between teaching activities and skills and pupils' learning, including how specific teaching strategies help to achieve specific learning outcomes. Teaching skills tend to be introduced on your course, and written about in books such as this, in isolation from one another. This chapter has attempted to provide a picture of how they fit together and interact so that you know what you are aiming at. It has also attempted to introduce you to bearing in mind why you are teaching a specific activity or task in a specific way and considering whether this is the best way to teach that activity to promote pupil learning. In this overview, some basic teaching skills have been identified. In the chapters that follow these skills are addressed in more detail. After

you have read those chapters we suggest that you return to this chapter to help you reflect on how teaching skills fit together and interact.

As you start out as a student PE teacher you are likely to find that teaching is more complex than you thought. Your previous experience, your enthusiasm and your wish to pass on your knowledge, understanding and love of PE are not enough. Your ITE course is designed to give you different learning opportunities and experiences to help you develop as a PE teacher. We hope that this book helps to support your development as a teacher and that you enjoy the challenge.

FURTHER READING

- Armour, K. and Jones, R. (1998) *Physical Education Teachers' Lives and Careers: PE, Sport and Educational Status*, London: Falmer Press. The complex links between PE, education and sport, as experienced by PE teachers, are explored in this book. It includes consideration of how their personal involvement in sport has influenced their establishment of personal philosophies and professional practices in PE. This should help you to think through your own career.
- Mawer, M. (1995) *The Effective Teaching of Physical Education*, London: Longman. Chapter 1 in this book considers why people become PE teachers, their socialisation into the PE profession and stages in their development as teachers. Chapter 2 focuses on being a student PE teacher and on early lessons taken by student PE teachers.
- Rink, J. (1993) *Teaching Physical Education for Learning*, St Louis, MO: Times Mirror/Mosby College Publishing. Chapter 1 provides an overview of the teaching process, including content and organising and managing activities and skills used in a lesson.
- Siedentop, D. and Tannehill, D. (2000) *Developing Teaching Skills in Physical Education*, fourth edition, Mountain View, CA: Mayfield Publishing Co. Chapter 1 addresses a number of issues concerned with learning to teach PE effectively, including stages of teaching skill development of student PE teachers. Chapter 5 introduces three primary systems: the managerial task system; the instructional task system; and the student (pupil) social system; and how they interact.

2 Aims of PE

Margaret Whitehead

INTRODUCTION

In Chapter 1 you were provided with a picture of a whole lesson so that you know where you are going and what you are aiming to achieve and can judge when you have got there. In this chapter you are provided with a larger picture of the subject through the educational purposes or intentions of the curriculum. These educational purposes clarify what you are aiming to achieve and, hence, serve to guide your planning of a series of lessons (units of work) and planning and delivery of individual lessons, including choice of content and teaching strategies. You will probably want to return to Chapters 1 and 2 regularly throughout your initial teacher education (ITE) course to remind you of what you are aiming to achieve in PE.

OBJECTIVES

By the end of this chapter you should be able to:

- understand the terms aims, objectives and learning outcomes;
- differentiate between aims of and justifications for PE;
- appreciate that aims of PE are of two types: those unique to the subject and those that are broader educational aims shared with other curriculum subjects;
- understand that aims, objectives and learning outcomes influence your design and delivery of lessons.

DEFINITIONS

You will hear the words *aims*, *objectives* and *learning outcomes* frequently in your ITE course and beyond. These terms are different statements of intent and serve a number of purposes:

- they identify where you are going (being what you intend the pupils will achieve);
- they guide how you will get there;
- they enable you to establish if you have arrived.

AIMS, OBJECTIVES AND LEARNING OUTCOMES

Aims and objectives

Aims and objectives are the basis for educational planning. *Aims* provide *overall purpose and direction* and therefore relate to more general intentions. A school has long-term aims or purposes. You should be able to find these in school documentation. There are aims for the curriculum (e.g. the National Curriculum in England) and for the subject, PE. The aims or purposes of the subject form the starting point for devising units of work, each of which has specific objectives. *Objectives are more specific purposes and intentions*. Thus, objectives are building blocks or stepping stones which, when put together, result in the achievement of an aim(s).

Aims and objectives become more specific and precise the more short term and closer to the point of delivery they become. Therefore, aims become more specific from education, to school, to curriculum, to subject. Aims of education specify what should be achieved over a period of time – for example, for the time pupils are required to be at school. They offer general guidance about the purposes of, and outcomes from, education rather than defining any specific achievements, whereas the aims of PE, although still long-term aspirations, are more specific.

Learning outcomes

Aims cannot be used directly to help you plan a particular unit of work or lesson. They need to be broken down into ‘operational’ segments, each with a more specific focus. These are the objectives for units of work and *learning outcomes* for individual lessons (although some higher education institutions (HEIs) use learning outcomes for both). Objectives for a unit of work define the end products of the unit, whereas learning outcomes identify what pupils should achieve in a specific lesson. For example, an aim of a school PE department might be to initiate pupils into playing invasion games. An objective of a unit of work derived from this aim could be for pupils to be able to play a 5 v 5 game in hockey. A learning outcome of a lesson within this unit could be that pupils understand and can demonstrate the roles of attack and defence in a 5 v 5 situation in hockey. Learning outcomes describe what pupils should be

able to do, know or understand at the end of the lesson. They are the fundamental aspects of a lesson plan as they challenge the teacher to devise specific learning activities to achieve the intended learning outcomes at the end of a lesson. In addition, learning outcomes focus the pupils' and teacher's attention during the lesson in that they are likely to be key teaching points.

Aims of education, school and curriculum

Unit 7.1 in Capel *et al.* (2001) considers the aims of education. It is suggested that you refer to that unit now for background information. In this chapter, general but more specific aims of the school curriculum and of the PE curriculum are considered. At this point you should find out the aims of the whole school/curriculum in the school experience schools in which you work. In England and Wales, for example, the National Curriculum requires a broad and balanced curriculum in schools. The aims of the National Curriculum are:

- *Aim 1:* the school should aim to provide opportunities for all pupils to learn and to achieve.
- *Aim 2:* the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life (DfEE/QCA, 1999b).

Aims of PE

PE has taken a number of forms since its inclusion in the school curriculum in the late nineteenth century. Early forms of PE were called drill and physical training (see Davis *et al.* 1994). The term PE was introduced in 1945 when the then Department of Education took over responsibility for the subject from the Ministry of Health. Since its introduction into schools the subject has worked to achieve a variety of aims. Early aims included promoting health, improving discipline and developing loyalty and teamwork. For many years those teaching PE were free to select the specific aims they worked to (for a list of aims to which PE teachers have aspired see Figure 2.1). Nowadays, however, in England the National Curriculum sets out what the subject should aspire to achieve. Teachers design work to realise these goals and pupils are assessed against their achievement of these aims.

In National Curriculum documentation the aims of PE take a number of forms. The strands specified at each key stage spell out fundamental aims (DfEE/QCA, 1999b). These state that in the context of physical activity the aims of the subject are to enable pupils to:

- acquire and develop skills;
- select and apply skills, tactics and compositional ideas;
- evaluate and improve performance;
- gain knowledge and understanding of fitness and health.

Figure 2.1 Aims of PE to which teachers have aspired

- Develop physical skills
- Develop self-esteem and self-confidence
- Introduce every pupil to a wide range of activities
- Ensure pupils continue with physical activity after leaving school
- Develop creativity and inventiveness
- Produce world-class athletes
- Provide activity to keep youngsters off the street and away from crime
- Teach pupils the role of physical activity in stress prevention
- Promote joint flexibility and muscle strength
- Teach respect for the environment
- Teach pupils to handle competition
- Develop social and moral skills
- Prepare pupils to be knowledgeable spectators
- Teach pupils the place of sport/dance in UK (English/Welsh/Scottish/Northern Irish) culture
- Open up possibilities for employment post-school
- Promote health (freedom from illness) especially cardiovascular health
- Promote physical growth and development
- Develop perseverance
- Promote emotional development
- Provide enjoyment
- Win inter-school matches and tournaments
- Ensure pupils are alert to safety at all times
- Provide an area of potential success for the less academic
- Ensure every pupil has sufficient time to become proficient at a particular sport
- Develop water confidence to promote personal survival
- Develop aesthetic sensitivity
- Enable pupils to express themselves through movement
- Promote cognitive development
- Develop good posture and approach a mesomorph build, neither over- or underweight

The aspirations of the strands are spelled out in more detail in *Physical Education: A Scheme of Work for Key Stages 3 and 4* (QCA, 2000c). The aims listed in this publication are that the subject should enable pupils to:

- become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as a team member;
- understand what it takes to persevere, succeed and acknowledge others' success;

- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

(QCA, 2000c: 4)

There are three important points to be made here about the aims listed above. These relate to the range of aims attributed to the subject, the difference between aims and justifications and the inclusion of two distinct types of aim – those unique to the subject and those shared with other curriculum subjects.

The range of aims for PE

The National Curriculum for Physical Education (NCPE) and other literature present a broad range of aims for the subject. In some cases these aims are arrived at through taking a particular approach to debating the place of PE in the curriculum (Almond, 1997; Arnold, 1988; DES, 1991; DfEE/QCA, 1999b; MacFadyen and Bailey, 2002). Clearly there is no way that you can achieve all these aims and aspirations in a single lesson. The overall aims serve to guide the structuring of the whole school PE curriculum. This curriculum should ensure that through the course of their education pupils have the opportunity to realise all the aims. The curriculum is divided into units of work, each of which focuses on a selection of the aims – expressed as objectives of the unit. The unit is then broken down into individual lessons and the selection of learning outcomes for each of these lessons is derived from the objectives of the unit. Although learning outcomes seem a long way from the overarching aims of the subject it is important to remember that all our work is ultimately directed towards this bigger picture. Put simply, our aim is to physically educate all pupils or in other words to ensure that by the time they leave school they are physically educated.

Task 2.1 Defining what is meant by being physically educated

Discuss with another student teacher how you would describe a physically educated person. Write a brief description and then consider how the aims of the NCPE are designed to help pupils achieve this goal. Keep this description in your professional development portfolio and refer to as appropriate.

In recent years there has been debate about the currency of the concept of physical literacy. The intention of this description is to provide an underlying rationale and

foundation for our work. It is suggested that, like literacy *per se* and numeracy, physical literacy is a human capacity that is acquired in education, drawn upon and further developed throughout life, enabling the individual to benefit fully from a wide range of opportunities in the world at large. (Further discussion of this concept can be found in Whitehead, 2001a.) There is a subtle difference between the notions of being physically educated and being physically literate. The former concept is focused more on the skills and understanding a pupil leaving school should have acquired. The latter concept looks at a capacity that has the potential to make a significant positive difference to a person's ability to take advantage of the many opportunities life offers in the broad field of movement.

Task 2.2 Considering the concept of physical literacy

Read the following description of a physically literate person and discuss firstly how this agrees with your description of a physically educated person from Task 2.1 and secondly compare the aspirations of the description below with the aims of the NCPE. Record your findings in your professional development portfolio.

‘The overarching characteristics of a physically literate person are that she moves with poise, economy and confidence in a wide variety of physically challenging situations. Furthermore the person is perceptive in “reading” all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination’.

(Whitehead, 2001a: 6)

Physical literacy is not the only relatively new concept being discussed by physical educationists. For example, some advocate a focus on sport education rather than PE. The article on this issue by Kinchin, Penney and Clarke (2001) is thought provoking and challenging. Read this article and compare your views on the ideas it presents with those of another student teacher.

Aims and justifications

Statements about the aims of PE are often confused with the justification for the subject. This is partly because they often contain very similar material. However, there is a subtle difference between the two which needs to be appreciated.

Aims are statements of your intended goals, such as to help pupils ‘acquire and develop skills’. Aims answer the question ‘Why?’ ‘Why have you designed this unit to progress from 2 v 2 to 5 v 5 situations in hockey?’ The answer here could be to achieve the objective of developing teamwork.

Justifications, however, answer the question ‘What is the value of a particular educational practice?’ So you could be asked ‘What is the value of developing teamwork?’ The answer here could be to promote social development. It is taken as read that social development is a worthy educational goal, although a persistent individual could go on to ask ‘What is the value of social development?’

Task 2.3 Recognising the difference between aims and justifications

Read page 15 of the NCPE (DfEE/QCA, 1999b) and Page 1 of *Learning Through Physical Education and Sport* (DfES/DCMS, 2003) and discuss with another student teacher why these pieces are expressing justifications rather than aims. Using either piece, create a list of aims derived from the justifications and compare this with the aims as listed on pages 20 and 21.

It is very important that PE teachers can identify the value of achieving the aims of the subject; that is, be able to justify its inclusion in the curriculum, and to engage in a debate as to the educational worth of the values claimed. There can be little dispute over a reference to an aim in respect of your answering the question ‘Why are you engaging pupils in this type of work?’, however anyone could challenge you about the value of an aim. For example, while most people could not argue with you when you identify that the learning outcome of a particular lesson is to enable pupils to create a gymnastics sequence, some people might ask what the value is of pupils achieving this outcome. In this situation you would need not only to cite, for example, creativity, but also to support the value of developing creativity in young people.

Task 2.4 Justifying aims

Working with another student teacher, each select a different aim from the list you created in Task 2.3 and each prepare an argument to justify its value in an educational context. Now engage in a debate, with each student teacher in turn playing ‘devil’s advocate’ in relation to the justification for the aim supported by the other.

Two distinct types of aim

It is important to realise that the aims identified on pages 20 and 21 include two distinct types. One type is concerned with aims that are unique to PE and the other identifies broader educational aims that are shared with other curriculum subjects.

Task 2.5 Recognising the two types of aim

Using the list of aims on pages 20 and 21 identify those that are unique to the subject and those that are shared with other curriculum subjects. Carry out the same exercise with the aims listed for PE in the school in which you are working. Discuss your lists with your mentor.

There is wide debate about where the priorities of PE should lie. Should we focus on aims that are specific to PE or should we be more concerned with broader educational aims shared with other curriculum subjects? It is recommended that early in your development as a PE teacher the principal aims, objectives and outcomes for you to focus on should be those that are unique to PE (e.g. promoting physical development and physical competence in the context of physical activities). At this stage, learning outcomes for lessons that are concerned with the material of the subject provide a focus for your early planning, enable you to check that you understand the material you are teaching and form the criteria against which you judge the success of your lessons and against which you are judged by others.

Refer to the NCPE documentation for guidance on achieving these subject-specific aims. Support is given in the form of the four strands and the activities detailed in each key stage. Further guidance can also be found in the schemes of work produced by the QCA (2000c).

It is, however, important to remember that PE can and should contribute to the broader aims of education and as soon as you have mastered the subject-specific aims you should start to address some of the broader educational aims shared with other curriculum subjects (see Chapter 15).

While broader educational aims are not your first priority, there is no doubt that we have a responsibility as teachers to address cross-curricular elements such as promoting citizenship, teamwork, creativity, initiative and personal goal setting. Indeed it is the potential of PE to realise some of these that has ensured that we have held our place in the curriculum. However, we are open to the challenge to prove that we can, in fact, deliver these wider aims, and this must be a serious concern for the profession. There are two important points to be made here – one reassuring and the other challenging.

It is very good to know through the work of the QCA that there is growing evidence that PE can make a significant contribution to broader aims of education such as developing self-esteem and improving attitudes to learning and behaviour throughout the school day. You are recommended to visit the QCA website to access this information (www.qca.org.uk/pess).

The challenge with respect to this achievement is that while we undoubtedly *can* be successful here, this only occurs if we tailor our planning appropriately. Physical educationalists are sometimes guilty of claiming a great deal for the subject, but having little evidence that these aspirations have been achieved. Work planned to achieve subject-specific aims such as skill improvement does *not* automatically

deliver broader aims. The significant variable here is *how* we teach and how we interact with young people in the lesson situation. If we claim, for example, to promote self-esteem, foster creativity or develop communication skills, our planning and teaching must be designed with this in mind (see Chapter 15). Work in dance does not automatically develop creativity nor does participation in football necessarily improve social skills. For dance to develop creativity, pupils must have the necessary movement and choreographic skills and knowledge, and be given time and opportunities in the lesson to experiment and use their imagination. For involvement in football to promote social skills it is essential for teams to plan, compete and evaluate together, with the teacher encouraging exploration and discussion, with the inclusion of everyone in the group in these debates. See Chapter 9 for further discussion of teaching approaches to achieve aims, objectives and learning outcomes.

Task 2.6 Teaching approaches to enable aims to be met

Identify one aim which is unique to PE and one that is shared by many curriculum subjects. Translate each of these aims into an objective for a unit of work and then into a lesson learning outcome. Identify teaching approaches you could use to achieve each of these outcomes. Discuss your ideas with your mentor to check that your approach would be feasible, then try to implement these teaching approaches in lessons that you teach. Discuss with your mentor how far you were successful in achieving the learning outcomes.

SUMMARY

The aims of education and schooling, and more specifically the aims of the school curriculum and the PE curriculum used in the school experience schools in which you work (e.g. the National Curriculum in England), provide guidance about what you are aiming to achieve. In this chapter we have introduced you to the range of aims of PE and alerted you to the two different types of aim: those that are unique to PE and those that are broader and are shared with other curriculum subjects. We have also explained the difference between aims and justifications and outlined the importance of your being able to articulate the value of work in PE.

The aims of the PE curriculum used in the school experience schools in which you work should guide your decisions about objectives for units of work, intended learning outcomes for lessons (see Chapter 3) and the selection of appropriate content and teaching approaches. Early in your development as a PE teacher the principal learning outcomes for you to include in your lessons should be those that are unique to PE (e.g. promoting physical development and physical competence in the context of physical activities). At this stage, aims that are focused on the material of the subject provide a focus for your early planning, enable you to check that you

understand the context you are teaching and form the criteria against which you judge the success of your lessons and against which you are judged by others. As you become able to plan units of work and lessons that enable your pupils to work towards achieving these aims, and as you gain experience and confidence, you can start to address some of the broader aims of the PE curriculum used in the school experience schools in which you work.

Task 2.7 The requirements of the NCPE

Make sure you are familiar with the requirements of the NCPE (DfEE/QCA, 1999b). Discuss this document and its implementation in school with your tutor, especially how its requirements inform the setting of objectives for units of work and learning outcomes for lessons.

We suggest that you return to this chapter at different points in your ITE course and consider its content in detail towards the end of your course, when you have mastered the basic teaching skills and can reflect on the aims of PE and what it means to physically educate pupils (see also Chapter 17).

FURTHER READING

- Almond, L. (ed.) (1997) *Physical Education in Schools*, second edition, London: Kogan Page. This text looks at PE as a whole at different stages in compulsory education. Chapter 1 looks at a new vision for PE. It also considers a variety of activities and discusses different aspects of their teaching.
- Arnold, P.J. (1988) *The Curriculum, Education and Movement*, London: Falmer. A valuable text written from a philosophical perspective which contains useful discussion on education 'about' movement, education 'through' movement and education 'in' movement.
- Capel, S. and Piotrowski, S. (eds) (2000) *Issues in Physical Education*, London: RoutledgeFalmer. A wide-ranging text which includes a debate on the issues surrounding the aims of PE. This covers topics such as extrinsic versus intrinsic aims and the use of PE as a means to achieve broad aims or as an end in itself.
- Kinchen, G., Penney, D. and Clarke, G. (2001) 'Try sport education?' *British Journal of Teaching Physical Education*, 32 (2), 41–4. This article challenges the profession to defend the concept of PE in preference to sport education.
- Whitehead, M.E. (2001a) 'Physical literacy', *British Journal of Teaching Physical Education*, 32 (1), 6–8. This article proposes and discusses a definition of physical literacy. Further detail can be found in Whitehead (2001b).

3 Planning in PE

Cathy Gower

INTRODUCTION

Effective planning is at the heart of effective teaching and learning. This chapter is designed to help you in your planning (and to enable you to plan units of work and lessons on school experience). It prompts you to consider the factors that influence the way you plan in PE and how the statutory framework in England (outlined by the National Curriculum) is interpreted in planning. A model on which to base planning in the long, medium and short term is presented. It is important that you are able to use a sequential process in which to frame your planning: long (schemes of work), medium (units of work) and short term (lessons). The model is designed so that you understand the value of thinking critically when planning PE experiences for pupils and so that you consider long-term aims and how these should influence what and how you plan in PE. The chapter emphasises the crucial relationship between curriculum planning and assessment – in which assessment data is used to inform future planning through assessing your pupils' learning and critically evaluating your own teaching strategies.

OBJECTIVES

By the end of this chapter you should be able to:

- understand the importance of thinking critically at all stages in the planning process;

- understand the relationship between long-, medium- and short-term planning;
- use assessment data to inform the next phase of planning;
- apply a model of planning that enables you to plan effectively for pupils' PE experiences;
- plan units of work and lessons (and understand how to plan schemes of work).

INFLUENCES ON LONG-TERM PLANNING IN PE

In your school experiences you are not normally required to plan for the long term (i.e. to design schemes of work). Rather, you are expected to plan units of work and related lessons which fit into existing schemes within the department. However, when you start teaching you will be expected to be involved in long-term planning (planning schemes of work) and therefore by presenting the whole model you should see how long-term planning fits in.

When faced with planning a PE experience for the first time it is natural to rely on your own previous experiences and the advice and guidance of those you view as more experienced. While it is important to take account of both of these, you should never be passive in planning in PE. Effective planning requires you to be proactive and both critically aware and evaluative in order to physically educate your pupils and move their learning and PE forward. Teaching, and indeed PE itself, evolves as a result of critical thought and, as a teacher, you are central to the process of change and development in pupils' learning, but also in making a contribution to the development of PE.

HOW THE NATIONAL CURRICULUM FOR PE IN ENGLAND INFORMS PLANNING

When embarking on the process of any planning in PE you must take account of the statutory framework within which you operate. In England, the Education Reform Act (ERA) 1988 introduced a National Curriculum, which resulted in the National Curriculum for Physical Education (NCPE) in 1992 (DES/WO, 1992). There have been two revisions to the NCPE since 1992, in 1995 (DfE, 1995) and 1999 (DfEE/QCA, 1999b). Even in this relatively short period of time, there have been significant changes to curriculum requirements. It is useful to be informed of the debate about and developments in the NCPE since 1988 so that you understand the influences on the development of the NCPE (see e.g. Murdoch, 1997; Penney and Evans, 2000).

In the National Curriculum, each subject has at least one Attainment Target which outlines what learning is expected in the subject. The Attainment Target for PE embraces four key processes called strands:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional principles;
- evaluating and improving performance;
- knowledge and understanding about health and fitness.

The NCPE programme of study (PoS) outlines how the four strands should be taught through a range of learning contexts (the six areas of activity: athletics, dance, games, gymnastics, outdoor and adventurous activities (OAA) and swimming). You also need to be conversant with, and be able to interpret, current requirements in your own planning in PE. These can be found in the NCPE document (DfEE/QCA, 1999b).

Progression and continuity in these four strands are defined in a series of eight level descriptions, which provide the basis for making judgments about pupil learning in PE. Progression has been defined as: ‘The sequence built into children’s learning through curriculum policies and schemes of work so that later learning builds on knowledge, skills, understandings and attitudes learned previously’ (DES, 1990: 1). Continuity has been defined as: ‘The nature of the curriculum experienced by children as they transfer from one setting to another’ (DES, 1990: 13).

The Attainment Target and level descriptions are central to planning in PE. In order to use these level descriptions effectively for long-term planning you need to understand the principles of progression which inform them. As pupils progress through the key stages there are increasing demands and expectations on them. These can be broken down into four aspects: a gradual increase in the complexity of the sequence of movement; an improvement in the demonstrated performance qualities; greater independence in the learning context; and a gradual challenge to the level of cognitive skills required. When planning a scheme of work across a key stage based on the existing NCPE, it is essential that these principles are both understood and used to inform the expected attainment. These can be tracked through the eight level descriptions in the NCPE document (DfEE/QCA, 1999b: 7). Chapter 17 looks at progression in the level descriptions in more detail.

Long-term planning in PE must also take into account aspects of teaching and learning which meet the broader aims of the National Curriculum. These broader aims are covered in Chapter 15.

Although a minimum number of areas of activity to be included at each key stage are specified in the NCPE (see DfEE/QCA, 1999b), the areas of activity offered at each key stage in any one school are limited by a number of factors. These include teachers’ backgrounds and experiences, including their strengths and weaknesses (especially in games – see e.g. Capel and Katene, 2000) and tradition in what is offered in the curriculum and in extracurricular activities, which in turn is linked to the strengths of staff and to facilities. For example, the Office for Standards in Education (Ofsted, 2002c) indicates that in most schools, the availability of facilities and resources is a significant influence on how the curriculum is planned and delivered, including the areas of activity offered. If a school has limited indoor facilities the curriculum is often dominated by outdoor games, with limited opportunity for activities such as gymnastics and dance. Very few schools have ready access to swimming

pools without the need for the inconvenience of travel and thus this area of activity is not often included as a planned context for learning. Chapter 6 looks at facilities and equipment in planning and teaching lessons.

The eight level descriptions in the NCPE do not, at any point, make reference to areas of activity or specific activities. Rather, they cross-reference directly to the four NCPE strands. Indeed, they are a deliberate attempt to promote a more holistic approach to learning in PE, which supports pupils in making connections across areas of activity, and to understand similarities and differences between activities and learning, as well as enhancing pupils’ understanding of the uniqueness of movement in specific contexts.

This requires you to adopt a generic approach to learning in your curriculum planning, using the four strands of the NCPE, in order that progression and continuity in learning is fully realised. Too often planning occurs in a compartmentalised, and activity-specific way, with attempts then made to cross-reference to the four strands. Such an approach to curriculum planning and design can result in repetition of work which is not progressive in nature. This needs to be challenged. Penney and Chandler (2000: 37) state that: ‘if progression in learning relating to the strands is to be maximised, we need a curriculum structure that openly focuses upon the strands, rather than a structure that subsumes the strands within an over-riding focus upon activities or areas of activity’.

**Task 3.1 Curriculum planning
based on the four strands**

Using a copy of the schemes of work for PE in your school experience school, identify whether the curriculum is planned around the four strands or specific areas of activity. If it is based around areas of activity, how are the four strands brought into planning and design of the curriculum? Does the curriculum cover the strands adequately? Discuss the scheme of work with your tutor and compare your findings with those of another student teacher. Make some notes in your professional development portfolio for reference when planning your own schemes of work.

The model in this chapter is based on the centrality of the four strands to curriculum planning, with the areas of activity as potential contexts for learning. In this chapter we provide a general framework for planning for the long term (schemes of work) and take you through the processes of medium- and short-term planning in PE, helping you to understand how to construct units of work and lesson plans which enable the aims of PE to be achieved, embrace the statutory requirements outlined in the NCPE and allow you to plan curriculum experiences which support breadth and balance, enabling pupils to become physically educated (see Chapter 2).

A MODEL FOR PLANNING

A general framework for planning schemes of work

Schemes of work are long-term curriculum planning documents which can be used to outline expectations for learning across, for example, a year or a key stage. Schemes of work need to take into account the particular circumstances of the school. A scheme of work should take into account which particular areas of activity are being used as the vehicle for learning *through* the four strands and careful attention should be paid to how continuity and progression is planned for across the key stage. Schemes of work should ensure breadth and balance of experience and provide pupils with opportunities to experience learning through movement in unique and complementary contexts. However, there may be some restrictions to be considered. The available facilities, staffing, timetabling restrictions and grouping strategies are some of the issues that need to be taken into account when planning and designing a scheme of work. In summary, in this model schemes of work are written with the four strands as the main focus, taking account of the selected contexts for learning (i.e. the areas of activity). When you start planning schemes of work, you need to consider in detail the levels in the NCPE level descriptions. For example, a scheme of work for Key Stage 3 (KS3) needs to be pitched to cover level descriptions 3 to 7, with expected attainment for, for example, Year 7 working generally between levels 3 and 5, with expected attainment pitched at level 4.

When planning a KS3 scheme of work (and unit of work and lessons – see below) the specificity of the intended learning outcomes is crucial as they provide criteria for assessing learning during the lesson. Your use of language in being able to specify expectations for learning is very important when planning a learning experience in PE – whether long, medium or short term. Words such as control, accuracy or fluency, as in the NCPE attainment target (DfEE/QCA, 1999b), do not necessarily provide you with a clear enough set of criteria to help you move learning forward. It is important, therefore, that the outcomes include a *verb*, *context* and *quality* to specify the expected attainment. The *verb* directly relates to the targeted strand (e.g. travel – acquiring and developing (A&D); devise – selecting and applying (S&A); describe – evaluating and improving (E&I); adopt – knowledge and understanding about fitness and health (K&UHF)). The ability to relate verbs to specific strands should help to identify outcomes for all strands (rather than focusing on one strand – generally acquiring and developing). This overcomes the concern of Ofsted (2002c: 4) that: ‘Curricular planning needs to satisfy the four aspects of knowledge, skills and understanding in the National Curriculum across different areas of activity . . . Pupils’ skills of observation and evaluation remain relatively weak because pupils are not always given opportunities to develop these aspects’.

When specifying the *context* for learning, you need to acknowledge the unique context of each area of activity and the transferability of learning across areas of activity. Sometimes the context is specific to an area of activity – for example, ‘respond to different basic rhythmic patterns showing an awareness of beat and pulse’ (A&D), takes account of the uniqueness of the dance context in developing specific aspects of movement to a specific stimulus. On the other hand, for example, ‘devise short phrases

of movement which show variation in moments of stillness and fluent movement into and out of held positions' (S&A) could be applied in a range of contexts, promoting connectivity across areas of activity.

Finally, specific aspects of *quality* in a pupil's response are identified. Words like control, accuracy and precision are not interpreted in the NCPE attainment target. Does, for example, control in one context (e.g. gymnastics) equate with control in another (e.g. swimming)? Vague use of language can result in a lack of consistency in the assessment of pupil learning, as what one teacher perceives as accuracy may be different to another's perception. A more specific identification of aspects of quality expected from pupils in different contexts is needed. For example, 'shift the centre of gravity in order to best maintain balance when static or when moving' (A&D) represents a specific criteria for assessing the ability to demonstrate the expected control in movement at level 4 of the Attainment Target without limiting the outcome to a specific context.

Effective use of language is a skill which you need to develop, but this needs to be based on good subject knowledge (see Chapter 5 for use of language in PE and Chapter 18 for development of subject knowledge).

Planning units of work

Understanding the mechanics of effective long-term curriculum planning should help you to understand how to plan units of work and lessons. Units of work are medium-term plans which should outline expected learning for particular groups of pupils within a year group over a specified period of time. Many PE departments plan units of work which are applicable to a whole year group. They are not individualised for particular groups of pupils. This may result in curriculum planning and design falling short in catering for the diverse needs of different groups of pupils. This model is based on time being set aside to plan a scheme of work thoroughly, from which units of work are planned for particular groups of pupils.

Initially, the thought of having to plan a whole unit of work may seem a little daunting. However, if you work to a structure and plan step by step, you should find that it is not as difficult as it might at first seem.

As when writing schemes of work, some important basic information is required to ensure appropriate provision for the specific group for whom you are planning a unit of work. Remember that it is the pupils you are teaching who are the most important and they must have first consideration. The activity or material that you are teaching comes second. Before you can begin to think out any ideas, you need as much information as you can get about the class you are going to teach. Thus, on the unit of work plan (see Figure 3.1) you include information about the key stage and year group, and recognition of *prior learning*. Unless planning for the next phase of learning is based on previous assessment data on the group which identifies group and individual learning needs, it is difficult to ensure challenge and extension through progression in learning. You also include the area of activity to be taught, the duration of the unit of work (QCA (2000c) recommend that units of work should be between 8 to 12 hours in duration in order to achieve any degree of depth in

learning), facilities and resources needed to assist you in your teaching of the unit (e.g. use of the sports hall or the need for video/music resources), the language for learning and the key skills to be achieved. A simple formula for planning might go in this order:

- Who am I teaching (information about pupils)?
- What are the objectives/outcomes I want to achieve in each of the four strands (objectives/outcomes)? (In Chapter 2 and this chapter, the term objectives is used to describe the intended outcomes of units of work and intended learning outcomes for the outcomes of individual lessons. However, your higher education institution (HEI) might use intended learning outcomes in both contexts.)
- What am I teaching (activity and material)?
- How can I teach it (learning activities, teaching strategies and organisation)?

At the very heart of effective planning is taking into account the prior learning of the group with whom you are working. This allows you to pitch the learning experience appropriately and to take account of both whole group and individual learning needs. Information on prior learning should be gathered from a range of sources. If you are teaching the group for the first time you may need to consult existing assessment data to construct an appropriate unit of work. This might be annual reports on the pupils outlining attainment against the NCPE strands or might be informal records kept by the teacher in their register or teacher planner. Either way, it is the principle of taking account of prior experience to inform planning which is central.

Once you have the information about the pupils and what the activity is, then you can begin planning by setting your objectives. It is important that you plan objectives related to all four strands throughout your individual units of work. These objectives have been taken from those in the scheme of work in order to meet the needs of a particular group of pupils. By planning the objectives of the unit of work first, you think about what you could hope to achieve through the length of the unit of work and have a good idea what the end product should be. This product forms the basis for development over the unit of work. This system for planning a unit of work (i.e. starting at the end first) is followed also for lesson planning (below).

Below is an example of objectives for a gymnastics unit of work for a Year 7 group. The objectives are selected specifically, to 'tailor' the unit for a particular group of pupils. They would be taken from those identified for a scheme of work. Thus, you would need to refer to the objectives for the scheme of work in which you are planning your unit of work.

Level 4 unit of work – gymnastics (12 hours)

By the end of this unit of work pupils will be able to:

A&D

- demonstrate a range of different body shapes during flight, balance and travel showing clarity of body shape;

- repeat simple footwork patterns in order to take off and land effectively before and after flight;
- shift the centre of gravity in order to best maintain balance when static and when moving;
- perform simple movement patterns and phrases which show effective transitions between different types of movement.

S&A

- select the most appropriate body shape in order to control the degree of rotation during flight;
- devise short phrases of movement which show variation in moments of stillness and fluent movement into and out of held positions;
- create short phrases, motifs or sequences of movement which show appropriately selected variations in body shape and use of whole or part body actions according to the context and apply this understanding when refining patterns of movement;
- devise simple phrases, motifs or sequences showing variation in speed, size, level and direction of movements.

E&I

- describe an observed response or own response to a set task and identify key features within it using a set of specified criteria;
- identify strengths and areas for improvement in the response and communicate these constructively using key words.

K&UFH

- adopt appropriate posture and understand its importance for maintaining a healthy back;
- outline the importance of warming up and cooling down using key words.

Task 3.2 Understanding a unit plan

Complete the unit of work plan (in Figure 3.1 or provided by your HEI) for a particular group of pupils you are going to teach in the near future (otherwise for a hypothetical group of pupils). Take account of the information identified above which you need to consider in your planning. Discuss your unit of work plan with your tutor and amend if appropriate. Once you teach this unit of work evaluate it carefully and record in your professional development portfolio how you might plan such a unit differently in the future.

Figure 3.1 Template for a unit of work

UNIT OF WORK			
AREA OF ACTIVITY:		KEY STAGE:	
YEAR GROUP:		DURATION:	
RESOURCES:		LANGUAGE FOR LEARNING:	
PRIOR LEARNING:		KEY SKILLS:	
INTENDED LEARNING OUTCOMES	LEARNING ACTIVITIES	TEACHING STRATEGIES	
ACQUIRING AND DEVELOPING			
SELECTING AND APPLYING			
EVALUATING AND IMPROVING			
KNOWLEDGE AND UNDERSTANDING ABOUT HEALTH AND FITNESS			

The unit plan should be seen as an outline, or framework, for supporting lesson planning, rather than being restrictive in predetermining the outcomes of each lesson. The detailed planning occurs each week in the lesson plan. In order to impact on the quality of pupil learning in PE you need to use assessment data to think critically about the quality of learning in one lesson to inform planning of the next. This requires that, if genuine progress is made, you assess pupils' learning on an ongoing basis to inform the planning of your next lesson. This may result in adaptations to the unit of work and individual lessons as the unit progresses.

Planning lessons

Units of work have been devised to meet the identified needs of your pupils using the departmental scheme of work, and in turn they are the basis for short-term lesson planning. Lesson planning is the next stage in the curriculum planning cycle. It focuses on the short-term learning needs of pupils.

Having an initial overview of where pupils are in terms of their learning, where you want them to be at the end of a unit of work and how they are going to get there, is an important starting point for planning a sequence of lessons in a unit of work. As the sequence progresses you need to use your unit of work to map whether you are on target to meet initial expectations for the group or whether these expectations need to be adjusted as a result of the ongoing response of the group. At times you have to deviate from your original plan. By adopting this approach you may need to challenge existing practices in a department in which units of work outline lesson by lesson content and there is an expectation that individual teachers follow this each week with their different groups and move onto the next lesson specified in a unit of work regardless of what has or has not been learnt or whether the outcomes of the previous lesson were achieved. Such an approach means that teachers do not respond to previous assessment data and the identified learning needs of groups and individuals on a lesson-to-lesson basis. Challenging existing practice is obviously a daunting prospect and it must be managed sensitively. Seeking support for such an approach to planning your own assessment of pupil learning provides evidence as to why you digress from initial intentions. If done effectively, this can be the best argument for changing the next lesson plan. However, you are also required to respond to identified learning needs in your groups as part of the process of learning to teach (see TTA/DfES, 2003).

You need also to ensure that you have planned access to available facilities and resources. This includes taking account of, for example, the number of pupils in the group and the number of mats available to use in a particular lesson. These are all practical considerations which you need to prepare for as part of the planning process (see also Chapter 6).

An outline of a lesson plan is included in Figure 3.2. The introductory section of the lesson plan, when completed, provides not only vital factual information about the class, but most importantly the specific and assessable intended learning outcomes that you set for your lesson prior to the detailed planning. It gives the basic information about the group you are teaching: date; year group and key stage; area of activity;

Figure 3.2 Lesson plan outline

LESSON PLAN							
Date	Year group/ key stage	Area of activity	Lesson in unit	Time	Working area	No. girls/boys	Equipment required
ACTION POINTS FROM ASSESSMENT OF WHOLE- CLASS LEARNING IN LAST LESSON		ACTION POINTS FROM ASSESSMENT OF SAMPLE OF PUPILS' LEARNING IN LAST LESSON					
Strand	Key words for this week's intended learning outcomes (ILOs) – refer to last week's assessment data and use these to inform your ILOs in the section below and your learning points inside plan			Name of pupil	Differentiation required for this lesson – refer to last week's assessment data and use to inform differentiated learning activities column inside plan		
SPECIFIC AND ASSESSABLE INTENDED LEARNING OUTCOMES – CROSS-REFERENCE THESE TO YOUR UNIT OBJECTIVES, NUMBER AND ANNOTATE AGAINST THE NCPE STRANDS AND WRITE AS 'VERB, CONTEXT, QUALITY'							
Number	Strand	By the end of this lesson pupils will be able to:					

Time						
ILOs						
Whole-class learning activities						
Differentiated learning activities						
Learning (and teaching) points – ensure these address all NCPE identified in ILOs						
Organisation of pupils, space, equipment and resources						
Teaching styles and strategies						

lesson in unit; time; working area; number of girls and boys in the group; and equipment required. It also gives action points you have identified from assessment of whole-class learning and from assessment of a sample of pupils' learning in the last lesson. This ensures that you plan one lesson based on the outcomes of learning from the previous lesson.

Once you have completed the background information, this informs lesson planning. You can see in Figure 3.2 that the taught part of the lesson has been set out in seven columns, under the headings of:

- Time
- Intended learning outcomes (ILOs)
- Whole-class learning activities
- Differentiated learning activities
- Learning points (some HEIs use the term teaching points rather than learning points)
- Organisation of pupils, equipment and resources
- Teaching styles and strategies

This seven-column plan is a useful method of helping you to think through in detail your planning and preparation. It focuses on each aspect of the lesson so that you can prepare yourself carefully with regard to the intended learning outcomes. It focuses you on pupils' learning but also ensures that you plan carefully the content/material you plan to teach, the relevant learning points, as well as teaching and learning strategies and the various organisational points. By reading across the seven columns of the lesson plan, you can see a logical link between all these aspects of the lesson.

However, this is just one way of writing lesson plans. Your HEI may provide a different format, in which case you should use that. Whichever format you use, it is quite likely that you will be required to think through and plan using a series of headings.

Just as objectives are identified for schemes and units of work, intended learning outcomes need to be specified for all lessons. Ideally, an effectively planned unit of work helps you to establish the focus and level for these. Learning outcomes of lessons should be pitched to meet the needs of the majority of pupils within the group based on prior assessment data. As with objectives for schemes and units of work (see above), these outcomes are clearly specified using *verb*, *context* and *quality*. They should represent learning across the NCPE strands and also provide pupils with opportunities to demonstrate broader aspects of learning (see Chapter 15). Below is an example of how a lesson outcome using the verb *context* (quality framework) relates directly to the exemplar unit of work provided above.

Unit objective – S&A: devise short phrases of movement which show variation in moments of stillness and fluent movement into and out of held positions.

Related lesson outcome – S&A: compose a short individual phrase of movement into and out of an inverted balance using rolling actions demonstrating that the end of one movement becomes the beginning of the next.

Task 3.3 Setting lesson intended learning outcomes

Observe a PE lesson taught by an experienced PE teacher. Write down what you think the intended learning outcomes of the lesson are. Afterwards, discuss with the teacher:

- the intended learning outcomes to see if you are in agreement;
- whether you think the intended learning outcomes (both yours and the teacher's, if they were different) were achieved in the lesson; and
- how the lesson intended learning outcomes relate to the overall unit objectives.

By setting objectives over a longer term (unit of work) and intended learning outcomes over a shorter term (lesson plan) you have begun planning the end of your work first (see above). This is vital in keeping you on course and ensuring that you and your pupils can see a purpose to the task. It is also important in enabling you to make the link between lesson intended learning outcomes and unit objectives – which should always be kept to the forefront in your planning. The second stage of planning is to go to the beginning.

Having decided on your intended learning outcomes, you need next to look at how you can begin to achieve them. Where do you start? What would be the most appropriate way? What do you want to achieve initially? These are questions which you need to ask yourself in this stage. You should begin the process of identifying learning activities pitched to meet the learning needs of the majority of pupils within the group. If your outcomes reflect learning across the NCPE strands and broader aspects of learning, your learning activities should do so as well. Therefore, you should build into your lesson planning a process of cross-mapping your outcomes to your learning activities. For example, below is a lesson intended learning outcome which cross-references to the evaluating and improving strand and the development of communication as a key skill:

E&I – observe a pair motif and provide feedback on how changes in level and pathway are utilised using key words, identifying strengths in response first, followed by areas for development.

This requires pupils to engage in at least one learning activity in which they have the opportunity to observe and analyse performance. The learning activity therefore needs to provide pupils with criteria to analyse the response with specified key words and to understand how to structure feedback, working on their communication skills. This might involve the pupils working in threes, one pupil observing using a worksheet or key words written onto a whiteboard.

In many lesson plans there are many learning outcomes and activities for acquiring and developing but few relating to any of the other strands. This is not good practice;

there should be learning outcomes and activities for *all* strands. If you do not plan for the four strands in your intended learning outcomes and activities, they are unlikely to be included in a lesson and, therefore, key aspects of learning are omitted. Sometimes assumptions are made – for example, that pupils are able to evaluate and improve effectively. Thus, there are no learning activities to ensure that pupils are taught to stand in the right place to observe, use a set of criteria to observe against, analyse response using these criteria, use appropriate technical language to feedback and to be constructive in their feedback by identifying strengths as well as areas for development. However, even acquiring and developing learning outcomes/activities can be superficial if careful attention is not given to them. They should not only specify what you want to see in the response and how you expect it to be performed, but should prompt you, and subsequently the learner, to consider why an aspect of learning is performed in such a way and possibly when it is most appropriate to use such a technique. For example, you should articulate why the side-on body position opens up the body to release the arm as a lever to vary the level of weight and power behind the throw and not just state that you want to see a side-on body position to throw an implement. This reminds you of physically educating pupils and developing transferable knowledge, skills and understanding to help pupils make connections across activities.

You should also consider how you are going to differentiate the learning activities to meet the needs of different groups of pupils, including those who are achieving at levels above or below the majority of the group. Get to know your pupils. This allows you to set a high level of expectation by selecting appropriate tasks. Your pupils have a tremendous appetite for knowledge and activity and usually rise to a challenge, so use this to your advantage and push your pupils to their maximum. You will be surprised at what they can achieve, but only if you set a high standard. The setting of appropriate, realistic and achievable challenges helps you to motivate and interest your classes. A series of challenges or targets, perhaps increasing in difficulty, or perhaps building up in stages, can keep your pupils working and give them (and you!) a tremendous sense of satisfaction when they achieve something they have been working hard for. By giving out constant challenges, you are helping your pupils to make progress. Do think carefully about what you are asking your pupils to do though: a very difficult or unobtainable task can seem not only daunting but also demotivating or even dangerous and you could find that you have put someone off, rather than encouraging them. Knowing your pupils and motivation are addressed in Chapter 7 and differentiation in PE lessons in Chapter 10.

It is also important to consider how your learning activities are going to be structured. Lessons are often broken down into three parts: introduction and warm-up; main part; conclusion.

Introduction and warm-up

This part of the lesson might start with a brief verbal introduction. Perhaps you could remind pupils of work covered in the previous lesson, explain the intended learning outcomes and/or the topic for this lesson or just set up the first task and identify key words they will be using during the lesson to support learning. You need to tune in

the pupils to the topic or theme of the lesson. With this in mind, select material for this early part of the lesson which has a bearing on what is to follow. This not only emphasises what is being covered but it also helps you to give pupils the right sort of preparation and practice. In any case, keep your talk to a minimum at this stage in order that pupils can be involved immediately in activity, especially if it is a cold day. The initial warm-up task needs to be of an aerobic nature to increase the heart and lung rate and begin to warm the pupils.

Main part

This part of the lesson is probably the most important because it is the development of the topic and should help to promote pupil understanding. It forms the major part of the lesson, both in time and work covered. It is generally the part of the lesson in which pupils are introduced to new skills, revise and practise old skills or are given the opportunity to practise and improve a whole activity. However, the structure can take a number of forms, depending on the focus of the lesson. The lesson may, for example, focus on selecting and applying or evaluating and improving activities. It may include the practice of a particular skill(s) associated with an activity or may be practising the whole activity (e.g. a whole game in order to understand something about tactics). It may be piecing together a dance, with pupils developing and practising their dance to show at the end of the lesson (for which time must be given). It may, for example, follow a whole-part-whole approach – whereby the whole activity is tried, then it is broken down into parts before the whole activity is tried again. As well as the focus of the lesson, the actual structure depends on the length of time of the lesson (see below). For example, if you have a very short gymnastics lesson, you might only be able to complete a floorwork session as there is not time to get apparatus out. Alternatively though, in another short lesson, perhaps the following one, you might spend all the time doing apparatus work. In a longer lesson both floor work and apparatus work may be covered.

Conclusion

This is a very small part of the lesson in terms of time, perhaps only a couple of minutes, but an extremely important part for a number of reasons and needs to be built into the plan. You must allow for this part of the lesson in your overall plan. You must allow time to recap on what has been covered and what learning has taken place, returning, for example, to the key words that pupils have learned to consolidate their learning and give time for a calm, orderly and purposeful conclusion. Also, make sure that you finish your lesson on time, so that pupils are not late for their next lesson (see Chapter 6).

Most of your lesson time should be given to learning activities in the main part of the three-part structure. You need to plan the time to be given to each learning activity/part of the lesson. The ‘teaching time’ of the lesson (i.e. the amount of time you actually have on the field or in the gymnasium) determines the overall structure and the length of time given to each part.

Although the first teaching part of the lesson is the introduction and warm-up task, the lesson actually begins at the moment the bell goes. It is important, therefore, that you think about what happens before you begin teaching. The beginning and end of lessons, especially in PE, can eat into a large amount of lesson time. You must get pupils' changed and into the teaching space as quickly as possible so that you can begin your lesson promptly. If the lesson lasts 35 minutes, you could finish up with only 15–20 minutes of teaching, so it is essential that as little time as possible is wasted. The introduction and warm-up can be shortened or extended according to the total length of time available. You can save a lot of time in the first part of the lesson by using tasks which serve as a warm-up but also involve the practice and development of the topic. By doing this, the move from the first to the second part of the lesson should not be evident, thus promoting continuity and progression, as mentioned above. Chapter 6 covers this aspect of the lesson in detail.

Writing down a time allocation at the side of each activity/part of your lesson plan may help you to keep within certain time limits, but you must allow for some deviation and be prepared, if necessary, to change the time allocated to each activity/part as you go through the lesson according to your observations of pupils' responses.

Think about the following suggestions which also help you save time, but ensure that you still achieve quality in your teaching. Can you:

- Simplify the game (e.g. smaller numbers, fewer rules, less complex to set up)?
- Shorten the sequence (e.g. fewer moves or skills required)?
- Show half a class at a time instead of many groups (and focus the observation)?
- Cut down on your instructions (keep explanations concise) (see also Chapter 5)?
- Keep up the pace of your teaching (be brisk and avoid any time-wasting) (see also Chapter 7)?

Task 3.4 Beginning and end of lessons

Discuss with your tutor the importance of the beginning and end of lessons, remembering what you have read in this chapter. Then meet with another student teacher and between you make a list of:

- the intended learning outcomes of the warm-up, considering the physical, social and psychological values (see also chapter 2);
- four different and simple concluding tasks for a gymnastics lesson.

Keep the warm-up intended learning outcomes in mind when planning your next lesson. Try out some of the concluding tasks when you next teach a gymnastics lesson.

Task 3.5 Planning progressions

Select one particular learning outcome and think out three stages of practice (progressions) which would help a beginner pupil to build up to the outcome. Try these practices out yourself and ask another student teacher to observe. Decide between you whether the progressions are logical, but also how you could adapt the practices to make them easier or harder for pupils of varying abilities. Try these out in a teaching situation.

Task 3.6 Managing lesson time

Observe a full lesson taught by an experienced PE teacher. Make a note of the amount of time given to each learning activity. Then plan a lesson for an activity and group of your choice, allowing for 40 minutes of teaching time. Apportion the time as you think most appropriate. If you get an opportunity, try out the plan with a class and evaluate it in terms of time allocation.

Task 3.7 Structuring lessons

Write out two *different* but *consecutive* lesson plans for short lessons of gymnastics (maximum teaching time 25 minutes), one of which must include apparatus work. Discuss the plans with your tutor and evaluate the feasibility of each one.

Once you have identified and carefully selected your lesson intended learning outcomes and activities, and planned the time for each one, you should be planning the detail of making these work. This includes the teaching and learning strategies you will use to enable the intended learning outcomes to be achieved. Your planning should make these strategies explicit so that they become embedded in your practice. You should also cross-reference with your intended learning outcomes and learning activities to ensure that they enable pupils to meet the expectations for learning. Selecting appropriate teaching strategies is covered in detail in Chapter 9.

It also includes planning how you are going to organise and manage the pupils, space and equipment to make maximum use of the time available. One of your main

concerns when first starting to teach is likely to be whether you can manage effectively the group you are working with. Planning your organisation of a lesson is therefore important. Often, when one aspect of organisation is omitted in the planning process, the response of the group deteriorates. If due care and attention has not been accorded to thinking through all aspects of how you intend to organise the learning environment and the pupils you are working with, lessons can deteriorate rapidly. This deterioration is easy to classify as poor behaviour of pupils when, in fact, it is a direct result of poor planning for class organisation and management. Mawer (1995a) refers to preventative class management strategies which establish clear rules, routines and procedures for how the lesson is organised. While working in schools you may observe experienced teachers who appear to use these management systems almost automatically. However, at some stage they have internalised such processes by planning them in detail and this is an important part of your learning. You need to think through at the planning stage all aspects of how you are going to organise and manage the learning environment right from your first point of contact with the pupils. Chapter 6 covers this in more detail. You might also want to refer to Mawer (1995a). However, it is important to remember that good organisation and management are not ends in themselves – they create the climate for teaching and learning to take place.

Once you have planned a progressive sequence of learning activities and appropriate teaching strategies and how these are to be organised to support pupil attainment against your intended learning outcomes, you need to consider a set of specific criteria to help you assess whether these expectations for learning have been met during and after the lesson. These are the learning points for each of the learning activities. They identify how, why and when a skill should be performed in a particular context, which relates to expected learning, but also the detail of learning points you will give and which will help pupils to attain the outcome against which you can measure their achievement (see also Chapter 11 on assessment which indicates how learning points are used as criteria for assessment). They therefore enable you to observe, analyse and provide feedback formatively during the lesson as well as summatively against the achievement of the intended learning outcomes.

Assessing and evaluating your lessons

Once you have taught a lesson or part of a lesson, and before you can begin to think about planning the next one, you need to use lesson assessment data to evaluate the effectiveness of the lesson in terms of what pupils learnt and also what you as the teacher learnt from teaching the lesson. This is essential if pupils (and you) are to make progress. You have to consider not only whether the intended learning outcomes of the lesson were achieved, but also whether they were, in fact, realistic and appropriate. You will find it helpful to evaluate the lesson and write down comments about it as soon as possible after you have taught it. This makes it easier to clarify your thoughts while they are still fresh in your mind and allows you to reflect on what happened in that particular lesson (especially if you have to teach a similar lesson to a different class on another day).

Task 3.8 Lesson planning

Take one of your lesson plans and use this monitoring sheet to check that you are taking account of the following considerations in planning your lessons.

Discuss with your tutor and identify areas of strength and areas for development in your planning.

Activity and group Lesson in unit Date	
Aspect of planning	Comment
Intended learning outcomes are both specific and assessable. They are written in terms of what pupils will <i>learn</i> rather than what you will <i>do</i> or what you will teach and include <i>verb</i> , <i>context</i> and <i>quality</i>	
Intended learning outcomes relate to the unit outcomes and do not just include acquiring and developing skills but map across all other NCPE strands	
Key words are identified from the intended learning outcomes for this lesson and they have been informed by assessment data from the previous lesson	
Action points are included for a sample of pupils	
Learning activities are differentiated for individuals and/or groups	
Learning points are 'bullet pointed' and relate to what you expect to observe. These should also represent all the NCPE strands identified in the intended learning outcomes	
Full consideration has been given to pupil/ equipment movement, taking account of safety factors	
Comments and targets for future lesson planning	

You have identified in your intended learning outcomes, learning activities and learning points, criteria for assessment of learning both during and after the lesson. During the lesson you can plan opportunities or contexts to enable you to utilise the criteria – for example, in a small-sided game take time to stand back and observe and analyse response. The outcome then helps you to provide feedback to the learners on what you have seen (see Chapter 9). This feedback might be to the whole class, small groups or individuals and may take various forms – for example, a further demonstration or the use of question and answer techniques to prompt pupils to analyse their own response (see also Chapter 5). It can also help you to differentiate the task to support different levels of response observed across the group (see Chapter 10). This is assessment for learning within the lesson (see also Chapter 11).

However, these criteria should also be used to assess the quality of learning after the lesson to help you plan the next phase of learning. Assessment of quality of learning is broken down into assessment of whole-class and individual pupil learning (see page 37). Using key words identified for each of the strands, you can analyse the quality of response across the whole group, estimating how many pupils have achieved the outcomes, how many are still working toward them, and how many are working beyond them. This combination of quantitative and qualitative data can help you plan outcomes for the next lesson. If a low percentage of pupils achieve the expected attainment in one strand, this tells you that you need to revisit this for the whole group in your outcomes next week. Alternatively, if a high percentage of pupils achieve the expected outcome, you can move the group onto a more challenging aspect of learning. However, you need to ensure that the expected attainment was pitched appropriately in the first place. You can also gather data which gives an insight into individual pupils' learning. The lesson plan outline encourages you to select a sample of pupils (e.g. a range of ability or gender) within the group to assess against the lesson outcomes. You then use quality key words from the learning outcomes to assess the response of this sample. At the heart of this process of assessment is the need to use a combination of data to help you plan differentiated tasks for the next phase of learning. These tasks should be pitched to meet the needs of individuals or the groups that these individuals are representing as part of your whole-class planning.

Assessment of pupil learning should also prompt you to evaluate the effectiveness of your teaching. Often reflections on, and evaluations of, teaching and learning centre around the teacher and their learning and capacities rather than using assessment data on pupil learning to adopt a critical approach towards teaching. Evaluation of teaching must be informed by assessment of pupil learning if it is to be at all meaningful and impact upon the quality of response by both the learner and the teacher. Knowledge and understanding of learners' responses should help to adapt and change many aspects of your teaching. Therefore, planning structures should prompt you to assess pupil learning and use this data to reflect critically on how to improve pupil learning and also your approaches to teaching. In any evaluation all the questions are focused around one important factor: 'What did the pupils achieve'?

The lesson plan in this chapter requires you to assess whole-class and individual pupils' learning before evaluating your own teaching. If you structure your evaluation under the three headings: assessment of whole-class learning; assessment of learning for identified sample of pupils; and evaluation of your learning, you can begin to be quite

critical in your analysis of the lesson of what the pupils achieved and how this matched up with the intended learning outcomes, but also of the effectiveness of the lesson.

In addition to evaluating whether the intended learning outcomes were achieved, there are many aspects of your lessons on which you can focus in evaluation. At the beginning of your school experiences these might be, for example, your organisation and management, your voice, whether you planned the right amount of material for the length of the lesson or how you responded to pupil behaviour. As you gain experience the focus of the evaluation should change. You cannot consider all aspects in each lesson, therefore you may want to focus some evaluations on selected aspects of the lesson. The aspects on which you focus may be the result of, for example, previous evaluations or observations. You must also consider how you can address any issues or negative points in the evaluation and try to put this into practice in future lessons. This is prompted on the plan by identifying action points for the next lesson. It is likely that the aspects identified will be identified in standards or competencies you are required to achieve to qualify as a teacher.

The data you gather when completing assessment of pupils' learning and evaluations of your teaching can feed into assessment of pupils over a unit of work. This system should allow you to plan for the next phase of learning. (See Chapter 11 and the Physical Education Association of the United Kingdom (PEAUK) materials for further information.) This reflects the cyclical nature of planning – teaching – evaluating.

Task 3.9 Assessing and evaluating lessons

Following one of your lessons (possibly the one used in Task 3.8) use this monitoring sheet to check your assessment and evaluation in your lessons.

Discuss with your tutor and identify areas of strength and areas for development in your assessment and evaluation.

Aspect of assessment and evaluation	Comment
Whole-class learning is assessed using key words from the intended learning outcomes of the lesson. Identify key words for the next lesson	
Evidence of pupil learning in sample used for systematic assessment is critically reflective rather than descriptive. Action points are identified for future planning	
Comments and targets for future lesson planning	

SUMMARY

This chapter has provided a model for planning in PE. I examined factors that influence the way in which PE is planned; considered the statutory structures as specified by the National Curriculum; and took you through the processes of long-, medium- and short-term planning in PE. The chapter has also worked through practical examples of planning units of work and lesson plans. Closely aligned with the need to plan effectively is the need to assess against intended outcomes. The chapter highlighted how data gathered about how outcomes have been met can be used to plan the next phase of learning and to evaluate the effectiveness of your approaches to teaching. The model illustrates how this cyclical process can be organised. However, at the heart of this chapter is a prompt for you to think critically about how planning and assessment in PE are part of your professional development and not to copy current practice without questioning it. Planning and assessment are at the heart of what it means to be a professional. It is crucial that you recognise that taking ownership of this process, valuing it and understanding how it impacts on pupils' experiences in school can help to drive forward pupils' learning, your own teaching and PE.

FURTHER READING

- Kyriacou, C. (1998) *Essential Teaching Skills*, second edition, London: Stanley Thornes. A small, easy to read book, which deals with the basic skills required for teaching. Chapter 2 'Preparation and Planning' and Chapter 4 'Lesson Management' are very relevant to topics in this chapter.
- Penney, D. and Chandler, T. (2000) 'A curriculum with connections?', *The British Journal of Teaching Physical Education*, 31(2), 37–40. This article challenges you to consider the content of the physical education curriculum – which should encourage you to be critically constructive in your planning of units of work and lessons.
- Williams, A. (1987) *Curriculum Gymnastics*, London: Hodder and Stoughton. This book is especially helpful if you are planning gymnastics lessons. Chapter 6 'Lesson Structure and Progression' and Chapter 5 'Teaching Styles and Techniques' are both helpful and can also be applied to activities other than gymnastics.

4 Observation of Pupils in PE

Andrea Lockwood and Angela Newton

INTRODUCTION

Central to your development as a teacher is your ability to observe and analyse what is happening in lessons. This chapter considers observation of pupils in PE. Your observation of the pupils' response to tasks set is the key to your helping improve their performance. The observations made enable you to give individual and/or whole-class feedback, inform your teaching in the current lesson and also help you in the planning of future lessons and units of work. As a PE teacher, your role is to educate your pupils physically, to provide them with a variety of physical experiences and to promote their physical learning. To fulfil this role you need to draw on and develop your knowledge and understanding of movement. Your knowledge and understanding must cover both the movement associated with individual motor skill and the movement of individuals in relation to others. You need to become a skilled observer and analyser of movement to be able to evaluate pupil performance and provide feedback.

OBJECTIVES

At the end of this chapter you should:

- appreciate the role of observation in a movement environment and its use to you as a PE teacher in promoting pupil learning;
- understand how you can observe movement;
- understand the use of criteria to extend your skills in observing movement.

MOVEMENT

When you observe a range of physical activities you can identify certain movement patterns, some of which are unique to a particular activity, some of which are common to two or more activities. A movement pattern is a series of movements organised in a particular sequence. A movement is a change of position in space and time, such as an arm swing, elbow bend or push with the foot. It may help you in your observations to think of a skill as being a movement pattern performed in a particular context with a specific outcome as an objective. A sports skill, or a skill specific to a particular physical activity, is then a modified version of a more general skill produced to meet the requirements of the particular sport or activity. Each activity can therefore be seen as requiring a combination of specific skills, selected and refined to meet the particular goals of the activity. Observation undertaken by a PE teacher is not confined to the skills performed by an individual or to their movement in isolation. It can also be observation of the movement of an individual in relation to others (e.g. group dynamics within a gymnastics sequence or the employment of tactics and strategies in a game).

Most of the rest of this chapter focuses on observing and analysing movement skills. However, if observing other foci – for example, the group dynamics or tactics and strategies in a game (as identified above) – the same principles apply.

OBSERVING AND ANALYSING MOVEMENT

Movement in physical activity can be described in different ways, such as anatomically, biomechanically, aesthetically or tactically. You, as a PE teacher, are concerned in your observations with *what* the pupils are doing (*quantitative* analysis) and *how* they are doing it (*qualitative* analysis). Observations you make of a quantitative nature place movement into established compartments or categories (e.g. knees bend, toes pointed, running, leaping). Qualitative descriptions refer to the quality of the movement (e.g. suddenly, slowly, strongly) and can also include the timing of the phases of a movement. You also need to be able to analyse a wide range of movement skills or tasks, varying in complexity from relatively simple closed skills such as leaping, rolling or javelin throwing, to the highly complex open skills found in some sports and dance.

Knudson and Morrison (2002) identify the need for knowledge of the activity as one of the important points in developing a systematic observational strategy, and in their review of observation literature they propose that critical features should be focused on to aid in analysis when developing a systematic observational strategy. Critical features are the key features that are essential for a movement to be performed successfully. The more knowledge you have of the activity the easier it is for you to identify these features.

In developing skills in observing movement you therefore need to:

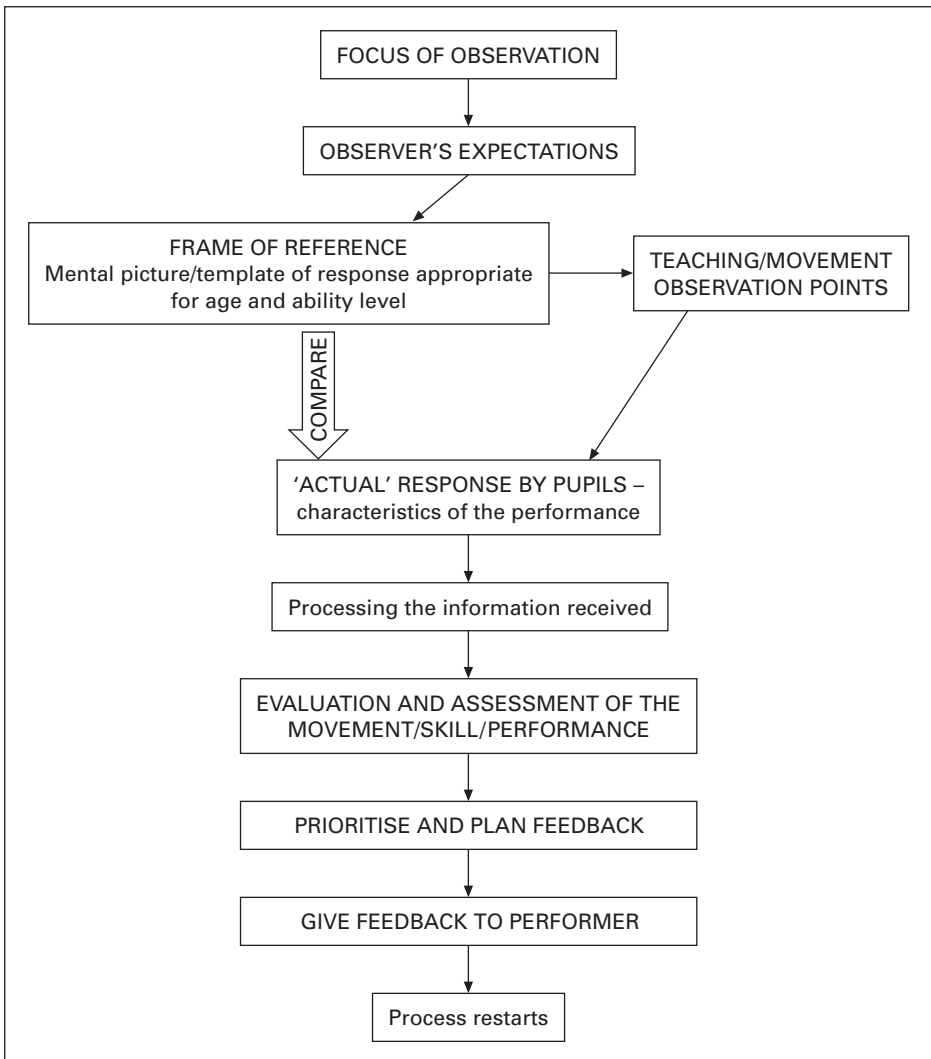
- have knowledge and understanding of specific activities and the movements they demand;

- be able to make judgements about those movements based upon clear criteria;
- use this information in the planning of future progressions and developments of pupil learning.

These are summarised in Figure 4.1 and addressed in more detail below.

The observational skills you require as a PE teacher vary with the objectives of the task set. The majority of your observation and feedback is directed towards

Figure 4.1 Observation of movement in PE



improving pupil performance skills. However, observation, and hence feedback, is not confined to motor skills. If, for example, you want to develop pupils' observational skills as an initial step in their learning to evaluate, then your focus of observation should be on the pupils' ability to observe. Similarly, if your intention is to develop pupils' ability to select and apply skills in a particular context you may be looking for variety and originality of response rather than at the performance itself (Chapter 9 covers feedback in more detail). Whatever the foci of the observation it is important that the criteria developed are appropriate to the intended learning outcome.

PROCESS OF OBSERVATION

You may find it helpful to consider the process of observation and analysis in three stages: pre-observation, observation and post-observation.

Pre-observation

At this stage you need to collect together the relevant information by analysing the movement being observed. It may be necessary to break down a complex movement into smaller components. When looking at a skill such as a tennis serve or hand-spring, for example, preparation, action and follow-through (or recovery) are appropriate. Other terms are used to identify these phases. Pinheiro (1994), for example, refers to preparatory phase, execution phase and follow-through in his approach to motor skill analysis. Further considerations at this stage are the purpose of the movement, the constraints of the environment and its characteristics and the level of ability of the performer. You must be sure to identify both quantitative and qualitative elements in your analysis. Using your knowledge of the activity you should have an appropriate and clear mental picture or frame of reference of your expectations. You should draw from this pre-observation stage the most important or critical features: a mental checklist of *teaching points*. Teaching points are essential for you to be able to carry out meaningful observation of your pupils. To help in focusing your observation it is possible to rank these in order of importance. Your expectations will differ with pupils of different ages, even if they are performing the same skill or task.

Knudson and Morrison (2002) suggest several ways of organising critical features (teaching points) in order to aid observation. These are by phases of movement and importance (as identified above) and also by balance and origins of movement and from the general to the specific. In considering balance and origins of movement for example, it may be advantageous to focus initially on movements of the legs and lower body. The way the lower body is positioned affects balance and good balance is key to successful performance in most skills. Similarly, when observing it can be beneficial to consider the whole skill and then to focus on the parts which need improving.

Observation

At this stage you make direct subjective assessment with reference to the mental picture or frame of reference and teaching points you have identified previously. You need to observe carefully the specific points identified and ensure that you position yourself where you can observe the critical features most readily. It may be necessary to adjust your viewing position during the observation.

Post-observation

Here you compare what you expected to happen with what actually happened. Your expectations need to be realistic, taking into account the stage of development of the pupils and their characteristics: physical ability, experience, level of understanding, motivation and readiness to learn. You should give feedback to pupils using the teaching points in order of importance. Do not overload the pupils by giving too much information at one time.

KNOWLEDGE AND UNDERSTANDING OF ACTIVITIES

Good knowledge and understanding of activities enables you to be sure of the pre-requisites of movement, the characteristics of performance and any critical features pertaining to any activity you are teaching. The more you know, understand and observe of movement the better the information you can eventually pass on to the pupils (see Chapters 3 and 11).

Observation is a vital tool in the assessment of pupil learning in PE. Chapter 11 identifies this link as part of the assessment of pupils. Your ability to identify appropriate teaching points by using your movement observation skills is critical for the progression and improvement of pupil performance in activities. To establish clear and meaningful teaching points you need sound technical knowledge and understanding to inform your observations.

This knowledge and understanding, together with your personal participation experiences, define your expectations for your pupils and subsequently their performances in activities. Therefore, the greater your involvement in an activity, whether it be as a spectator, official or participant, the more effective you are likely to be.

Task 4.1 Checking your knowledge of movement in different activities

Select an activity you know and understand well. Choose one movement or skill from the activity – for example, a swimming stroke, a push pass in hockey, a forward roll in gymnastics. Make a comprehensive and detailed list of the associated teaching points for that skill. You may

find it helpful to organise your teaching points according to phases of movement (preparation, action, recovery).

Now take an activity where your knowledge and understanding are less secure. Choose one movement or skill from this activity. Again, compile a comprehensive and detailed list of the associated teaching points organised in the same way as above.

Compare the two lists and answer the following questions:

- Are the details of the movements/skills comparable in detail?
- Do the lists demonstrate similar depth of knowledge and understanding of those movements/skills and therefore similar specificity?
- Is the first list based upon a clear picture of what the skill/sequence of movement may look like in isolation and in a game/sequence situation?
- What is the second list based upon?
- Have you got a clear picture of this movement/skill in isolation and in a game/sequence situation?

In completing Task 4.1 you will have found that your depth of knowledge and understanding of an activity influenced your ability to select appropriate teaching points. Effective observation of pupil movement in your lessons is dependent on these points being clearly identified. You need to know what you are looking for in order to see it. Identify ways you can gain this knowledge and understanding of subject content (see also Chapter 18).

JUDGEMENTS OF MOVEMENT

With experience you build up a fund of relevant teaching points. Your observations increase your knowledge and help you update and refine these teaching points. However, just like other databases, the information is redundant if it is not utilised and it is this utilisation you are now considering.

The information you gather about movement/skills through observation allows you to analyse the movement/skills/performances of your pupils. When setting a task, create a mental picture or frame of reference of the response you would like to see, taking into account pupil age and level of ability. The clarity of the picture depends on your depth of knowledge and understanding of the task and the activity. Using your teaching points as a checklist, you need to bring about a meeting of what the pupils initially do and the desired response to the task set. The judgements are arrived at through a combination of:

- your understanding of the prerequisites of the movement;
- your knowledge of the characteristics of the performance;

- what you know of any critical features of the activity and the movements involved;
- your personal skills of recognition of the movements by the pupils while participating in the activity;
- the expectations you have of the activity and of your pupils and their abilities;
- your ability to observe.

When the pupils have been set a task you need to stand back and scan the class to check the general level of success. It is particularly important that you can observe individuals and cope with the distractions taking place around you. You need to plan carefully how you are going to observe. Have a clear picture in your mind of what you are looking for and decide where it is best to stand to observe the pupils. Knudson and Morrison (2002) suggest that it may be necessary to have different viewing points to ensure all key actions can be seen clearly.

Although you have a picture of the desired performance, pupils may not meet this exactly but may still be successful in achieving the intended learning outcome. Therefore, you must be careful not to focus on the reproduction of perfect movement at the expense of the achievement of the learning outcome.

Having gone through this process of acquiring sets of criteria and using them to determine the stage of learning and performance of your pupils, how do you make this information work for you and your teaching, to improve your effectiveness and efficiency and that of the pupils in your classes?

PROGRESSION AND DEVELOPMENTS OF MOVEMENT

So far you have gained information about the activities you teach and the movement skills each requires. You are using your developing observation skills to collect knowledge about your pupils and their possible movement/performance needs. You should not only be comparing their performances with the desired pictures in your mind, but also prioritising the appropriate teaching points. Which aspect of their movement needs to be addressed first and would make their participation/performance more efficient and effective? Some of their movement needs could be addressed almost immediately – for example, stressing the need to focus on one point at eye line to create and maintain a balance; to keep the head over the ball to prevent the ball rising off the floor when kicked. Remember, though, care must be taken not to overload pupils with too much information at one time. It is important when giving feedback to pupils to focus on the teaching points that were introduced prior to the practice of the task, although you can give some additional information to pupils who are having difficulties or differentiate the task for one who is finding it too easy. You must be careful how you do this as to add extra teaching points to a task after it is started can lead to confusion. (See also ‘Feedback’ in Chapter 9).

Task 4.2 Improving the performance of your pupils

Observe and identify the teaching points for a skill within an activity you are teaching at the present time – for example, the front crawl in swimming, a handstand in gymnastics, a shot at goal in football. Create a movement picture in your mind of the desired performance of your selected movement/skill. Observe the performance of the pupils taking part in your lesson. How near are their performances to your desired performance picture, based upon your knowledge and understanding? The nearer the two are, the more successful, efficient and effective the pupils should be.

Then ask yourself the following questions:

- Which pupils need the most help in their movements?
- Why?
- Which teaching points are you going to select in order to improve the pupils' performance?

Complete the same task for three of the other activities you teach at present in your school experience school, including ones in which you have less confidence.

OBSERVATION IN THE WIDER CONTEXT

The programmes of study (PoS) for Key Stage 3 of the National Curriculum for Physical Education (NCPE) (DfEE/QCA 1999b: 20–5) require pupils to be taught not only to acquire and develop skills but also to select and apply skills, tactics and compositional ideas. As a PE teacher, therefore, you must be able to observe a pupil's ability to implement strategies in games and select compositional ideas in areas of activity such as gymnastics and dance. This can be illustrated by a pupil's ability to beat an opponent or to apply successfully principles of attack such as maintaining possession or using width in basketball, hockey etc. A frame of reference or clear mental picture of an appropriate response by the pupil or group to tasks set can be developed in the same way as for an individual motor skill. A list of teaching points is generated and these should be prioritised prior to the observation taking place. A further example of pupils selecting compositional ideas could be the development of a gymnastics sequence. Pupils need to meet a number of previously stated criteria such as the inclusion of a certain number of balances, rolls and other linking locomotor movements. Here the frame of reference comprises both the prerequisite movements and the necessary qualitative expectations. Teaching points again need to be selected and prioritised.

Skill improvement may need to be planned for over a longer period of time. Pupils may need time to practise the movements/skills, to develop an understanding of the concepts and principles involved in the movements/skills and to grow physically in

order to coordinate the movement as young adults instead of children. Developments could take six to eight weeks, as in a unit of work, or even the three years for Key Stage 3 and the two years for Key Stage 4.

Task 4.3 Planning a programme of skill/performance improvement

Select a pupil in a class that you are teaching who requires help in an aspect of an activity that you know and understand well. Prioritise that pupil's movement needs in terms of:

- those which could be addressed immediately to give significant improvements in skill/performance;
- the more complex or coordinated movements/skills which need a little more time to develop;
- those which take considerably more time as the pupil's understanding, cognition and physique need to mature.

Decide which of these should be addressed:

- in the lesson;
- in the unit of work;
- over the year;
- over the key stage.

Plan how you can meet the immediate needs in your next lesson with the class. Discuss with your tutor how you can begin to address the longer-term needs. Record this in your professional development portfolio for later reference.

SUMMARY

Good observation of movement in PE demands an awareness of how individuals move in different physical activities. Your acquisition and development of skills of observation of movement can be aided and extended through having/acquiring a substantial knowledge and understanding of the activities you teach. It is also essential for you to develop your knowledge of the supporting disciplines of biomechanics, kinesiology, physiology and psychology, which you may have studied in your degree course. You need to use these disciplines to compare, interpret and analyse your observations so you can plan appropriate programmes of work for your pupils. Observation is a continuous process. What you observe increases the knowledge which you apply to your teaching, creating a more effective learning environment for your classes. Although this chapter has focused largely on the observation of individual skill and performance the principles can be applied to observation in other aspects of your teaching identified earlier.

FURTHER READING

- Knudson, D.V. and Morrison, C.S. (2002) *Qualitative Analysis of Human Movement*, second edition, Champaign, IL: Human Kinetics. The authors take an interdisciplinary approach to observation and link scientific disciplines to pedagogy. Observation is approached in a logical and systematic way. A very useful CD-ROM accompanies the text.
- Pinheiro, V. (1994) 'Diagnosing motor skills: a practical approach', *Journal of Physical Education, Recreation and Dance*, 65 (2): 49–54. The author demonstrates a practical approach to aid observation and analysis of movement.
- Schmidt, R.A. and Lee, T.D. (1999) *Motor Control and Learning: A Behavioral Emphasis*, third edition, Champaign IL: Human Kinetics. A theoretical book, but it contains information relevant to developing observation of movement and teaching skills.

ENDNOTE

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5 Communicating in PE

**Roger Strangwick and
Paula Zwozdiak-Myers**

INTRODUCTION

This chapter is concerned with effective communication in PE. Clearly, communication is crucial in all teaching. Without communication, teaching cannot take place and poor communication leads to garbled and incomplete messages which result in inadequate learning.

Each subject makes specific communication demands. The PE teacher has to contend with a variety of contexts (classroom, gymnasium, sports hall, swimming pool, playing field), and must also recognise the intrinsically practical nature of the subject. Non-verbal signals and demonstration are both important elements in the PE teacher's communication repertoire and although good use of spoken language is essential, over-talking is unforgivable because it can deny the pupil valuable activity time. Explanations and instructions should be succinct. You have almost certainly had the experience of listening to a teacher droning on when what you wanted to do was to get going on a physical exercise. Pupil talk can also be used effectively in PE lessons to deepen and extend learning but, again, talk must not dominate in practical sessions where your objective is to get the class moving. Pupils also use the non-verbal channel, and signals they send, either intentionally or unintentionally, are picked up by a perceptive teacher and the information gleaned is used to improve lessons.

PE like all subjects has its own technical vocabulary and part of the pleasure of being an expert in a subject is knowing subject-specific words and phrases and using them with other experts. Most pupils, however, are not experts and your teaching language must not confuse them. Of course, if you have General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), A or AS level classes they will expect to hear subject-specific language, but with a Year 7 group, for example, you must use a way of speaking appropriate to their level of understanding.

If you are going to include a technical term, it must be carefully explained or have an obvious meaning in context.

OBJECTIVES

At the end of this chapter you should have:

- a good idea of the quality and flexibility of your voice;
- realised the importance of non-verbal communication in PE teaching;
- understood the role of teacher language in the teaching and learning of PE;
- understood the role of pupil language in PE lessons;
- explored the use of demonstration to communicate effectively to promote pupil learning.

THE PE TEACHER’S VOICE

As a PE teacher you need a good voice which can be adapted to a variety of settings, some of which are difficult and demanding. It is sensible to get to know what your voice sounds like by recording yourself talking on a decent tape recorder.

Task 5.1 Your voice

Record yourself reading a piece of text in a natural voice or having an ordinary conversation with a friend. If you have not heard yourself on tape before, prepare for a shock. You may sound quite different from what you expect. Remember though that you hear your voice coming ‘back’ from your mouth whereas most people hear it coming ‘forward’.

Listen to your voice positively and discover your strengths. Is the tone pleasant? Do you vary the pitch to give interest? Do you sound like a friendly individual?

Vary the recording context to include different spaces where you teach. How do you sound in the classroom? Gym? Sports hall? Swimming pool? Outside?

When you have become accustomed to the sound of you speaking and have grown to like what you hear, think about the ways you could vary your voice. You can experiment with:

- pitch
- speed
- pause
- stress
- volume
- enunciation.

All of these variations have an effect on the pupils you teach. A high voice generates more excitement; a deep voice is calming. Speed can give pace to a lesson, whereas a slow delivery has the opposite effect. If you are teaching gymnastics with a large class using apparatus in a small space, you may choose to speak slowly to create a safe, careful environment. A speedy delivery might be needed with a small group in a sports hall if you want to generate enthusiasm and evoke an energetic response.

Your normal voice can vary considerably in pitch without discomfort. A lower voice is usually better indoors whereas a higher tone will carry better outside. You can find more information about use of voice and language in Capel *et al.* (2001).

Pause can be an effective strategy for teachers. Very often, instead of allowing a brief silence, a teacher uses a filler like ‘er’ or ‘um’. One filler, much loved by PE teachers, is ‘right’, said with purpose and emphasis. There is nothing wrong with that but overuse of the same filler can be damaging. Pupils may concentrate on how many times you say ‘right’ and could ignore any important teaching points you make. Pause is also valuable as a gentle form of discipline. If you are talking to the class and a pupil is not listening, a pause in your delivery linked to a pointed look can bring the offender onside.

Stress is a useful tool as well because it is a way of highlighting important information. Stress must be used sparingly though. It is tiring to listen to somebody who is continually stressing words. Instructions about safety and key elements in a skill can be stressed so they stand out from the normal more relaxed delivery. This ‘baseline’ voice should be audible, pleasant to listen to and unforced.

Enunciation is important for PE teachers. You should speak precisely so pupils can hear easily the words you speak. In ordinary conversation, careful enunciation is not normally necessary but when you are talking to a dispersed group of pupils in a large space, care is essential. In addition, some of your class may learn English as an additional language (EAL) or have special educational needs (SEN) such as mild hearing loss, so you must ensure that no words are lost, otherwise your message may be confused or incomprehensible.

Pupils often take more notice of how something is said rather than what is said. If you praise a pupil but deliver the praise in a flat unenthusiastic way, the pupil will not be convinced you mean it. Equally, if you discipline someone, your voice should indicate firmness or displeasure at some unacceptable behaviour.

It is obviously vital that what a teacher says is audible and audibility is sometimes linked to volume. PE teachers have to cope with large spaces and classes outside where wind and traffic noise compete. A simplistic deduction suggests that you should shout or roar to be heard by your pupils. It is certainly helpful to have volume available if needed, but audibility is based on a number of factors. If you have a lot to say to your class, then they should be close to you not dispersed. You should always

position yourself so all the pupils are in front of you. It is very hard to hear somebody whose back is to you. In general, if you are behind somebody, audibility is reduced by 75 per cent.

If you do have to talk to a scattered class, you must first ensure that they are quiet and attentive. You then use good projection to make yourself heard by the pupils furthest from you. Projection involves careful enunciation and a concentration on reaching the remotest pupils by pushing the voice out with conviction. This sounds somewhat painful, but good projection becomes a habit and then it is easy to make even a whisper carry a long way.

Sometimes, even when pupils are gathered round, you have to gain silence by a loud ‘quiet, please’. Once you have silence, the golden rule is not to shout into it. Moderate your voice and speak naturally to the class. You do not want to become the sort of PE teacher who *always* speaks loudly, even in social settings.

Task 5.2 Voice variation

It is worthwhile practising voice variation. Use a tape recorder to explore pitch and speed variation. Read a passage from a book and use pause for effect. Add stress to highlight certain words or phrases. You will probably feel silly doing this but the practice is invaluable. It has been said that somebody who can tell a story well will make a good teacher. This may be an exaggerated claim, but certainly an expressive and flexible voice is a tremendous asset in teaching.

You should also use real lessons for voice practice. A radio microphone would be ideal but you could ask your tutor to concentrate on your use of voice during some lessons and to provide you with feedback. You want positive comment as well as suggestions for improvement.

NON-VERBAL COMMUNICATION

Non-verbal cues are very important in communication. Just consider the power of a smile or a pat on the back. We are sending non-verbal cues the whole time, both intentionally and unintentionally. You are making decisions about what messages you want to send to others when you choose your clothes in the morning; when you decide to grow a beard; when you change the colour of your hair. As a PE teacher, you have a central role in health education so if you smoke or are noticeably overweight, you could be transmitting messages non-verbally which contradict your verbal promotion of a healthy lifestyle.

What you wear is noticed by the pupils. There is not one right way to dress as a PE teacher but it is sensible to wear a different colour from the pupils so that you can be quickly located if necessary. A smart turnout obviously creates a different image from that produced by a rather scruffy appearance. You might also like to consider whether you should wear PE kit in a classroom lesson, although changing can be difficult if you have a tight timetable schedule. How would you feel about a teacher covering a PE lesson wearing a suit? How would the pupils react?

Task 5.3 The clothes you wear

Consider what you wear when you are teaching and what messages the various outfits might send to the pupils. You might like to compare what you wear with other PE staff and, more widely, with other teachers in the school. There is no suggestion here that there is a right or wrong way to dress in school, but dress is an area of choice and you have some control over the messages sent. You may also find that your headteacher or head of department has views about what you should wear in different school contexts – for example, in PE lessons, in classroom lessons, at parents' evenings.

Gesture is another non-verbal tactic used by all teachers, but especially by PE staff. Gesture can emphasise points being made verbally and it is common for gesture to translate into partial demonstrations. Watch someone teaching swimming exemplify arm movements, often with exaggeration for greater effect. Hands are often employed to show how the feet should be moving in a particular stroke. The use of gesture also shows pupils how involved the teacher is in the lesson and how committed to their improvement.

Body hold and posture can also send strong signals. Pupils may receive these sub-consciously, but the effects can be dramatic. If you look tense, you may communicate that tension to the class or indicate to potential troublemakers that you are nervous and expecting problems. The ideal body hold is relaxed but purposeful, confident but not cocky, approachable but not weak.

Task 5.4 Observation of people

Observe people generally and teachers particularly. You might like to compare notes with somebody else. What can you learn from the way people hold themselves? Contrast confident and insecure individuals. What are the non-verbal clues to make such judgements? Can you gather any tips which could help you to improve? Obviously, you cannot change your personality with a flick of the wrist but there are a host of adaptations possible which, while not making you a different person, enable you to improve your self-presentation.

Facial expression is also a strong indicator. Your normal expression should convey confidence, purpose and reliability. Smiling and laughing are not taboo, but too much obvious humour and affability early on with a class can make the pupils see you as 'soft'. It does no harm in the early encounters with a class to be firm and serious in demeanour and to relax gradually as you become secure in your basic authority (see Chapter 7 for further information about smiling and use of humour in your lessons).

Gaze is another element of non-verbal communication and eye contact can send a variety of messages. If a pupil is misbehaving mildly, then eye contact allied to a slightly disapproving expression can sometimes be enough to stop the misbehaviour.

When you are talking to a group in a classroom or gathered round you in a large space, you need to spread eye contact widely. You should not dwell for long in one contact unless you have a specific message to send. Equally, you should not avoid eye contact with any pupil. Avoidance sends out a message of rejection or apprehension, either of which can cause subsequent problems.

Remember that attitudes to non-verbal cues may vary between cultures and gender groups. If you have different cultural groups and mixed gender groups in a class, do some discreet research into the conventions each recognises. Try not to cause offence through ignorance.

Task 5.5 Your non-verbal behaviour
<p>Ask your tutor or another student teacher to observe your non-verbal behaviour in a particular lesson. How do you hold yourself? How do you use gesture? Facial expression? Gaze? Eye contact? Are you transmitting appropriate non-verbal messages?</p> <p>Use the feedback to improve your non-verbal behaviour and monitor the improvement by asking your tutor to observe you again.</p>

There is more information on non-verbal communication in Capel *et al.* (2001, Unit 3.1).

As a PE teacher you often patrol a large area where pupils are working in groups. As you move, the proximity pattern with the pupils changes. The influence of the teacher increases with proximity and it is noticeable that teachers sometimes spend more time closer to some pupils than others. The reasons may vary. One teacher may avoid the badly-behaved pupils; another may be nervous of the able group; a third may prefer to be nearer to pupils of the same or the opposite gender. A confident teacher, however, moves freely around the class, sharing proximity democratically without fear or favour (see also Chapter 6).

If you get too close to somebody, you invade personal space. This may well be interpreted as a statement of intimidation or affection so you need to be very careful not to make such an invasion unless you have a clear idea of why you are doing it. You should also check your school's Health and Safety Policy for guidance on this sensitive issue.

Touching is the ultimate proximity. Touch is a potent non-verbal tool and if used with sensitivity can be highly effective. A hand on the shoulder can transmit strong approval, and teacher support in, for example, gymnastic exercises or scrummaging practice is reassuring. Research shows that even casual and almost imperceptible touch is a powerful tool in achieving a positive response from individuals. You must remember though that touch is subject to strong taboos. You must be very careful when touching pupils that you are aware of the restrictions implied by their gender

or culture. This particular sensitivity is important for the PE teacher who goes into changing rooms; who meets mixed groups in brief clothing; and whose role can present valid opportunities for physical contact with pupils. You should be mindful to avoid actions and situations that could be misconstrued as sexual harassment. You must therefore adhere rigidly, to your schools code of conduct and practice in this matter.

One particular non-verbal instrument used regularly by PE teachers is the whistle. The pupils should be taught that a blast on the whistle demands an immediate response of still and silent attention. It is effectively a discipline signal but it does not appear to be a statement of the teacher's will and is therefore less likely to produce rebellion. The pupils are already conditioned to the whistle's authority when used by a referee or police constable. In dance lessons, a drum can be used to similar effect. You can indicate that silent stillness is a dance skill and use a drumbeat as a non-verbal command for pupils to freeze and hold their position. Again the class will not see this as an order from the teacher.

Task 5.6 Your movement in a lesson

Ask your tutor or another student teacher to observe a sequence of lessons and plot your movement around the space where you are teaching. What do the results tell you? Do you have a favourite spot where you stand most of the time? Do you avoid certain pupils? Do you prefer to be close to particular pupils?

Once you have considered the results, think what effects your movement patterns might have on the class. How might you change your habits to improve?

The whole topic of non-verbal communication is fascinating and many would claim that using the non-verbal channels with competence and sensitivity to address the needs of all pupils almost guarantees successful teaching. The Argyle and Robertson texts included in the further reading section of this chapter (see p. 78) give more information.

THE TECHNICAL LANGUAGE OF PE

Like all disciplines, PE has its own specialist language. This language is invaluable because it helps experts in PE to communicate succinctly with each other. Part of the development of any discipline is this accumulation of subject-specific terminology.

PE teachers are familiar with the words and phrases of their subject, but their pupils may not have met the vocabulary before or may have only a hazy idea of what the various terms mean. These should be introduced gradually and explained or, better, exemplified in practical situations. If the class see a lay-up shot performed and labelled, they will have learnt the phrase and the meaning in the most effective way. Of course, many will need to have the learning reinforced by questions or repetitions.

Task 5.7 Technical language

Select one activity which you are teaching (e.g. cricket or gymnastics) and make a list of technical terms associated with that activity. Do not forget that you are an 'expert'. What seems to have an obvious meaning to you may well be much less obvious to a pupil in Year 7 (e.g. a straight drive or a headstand). When you have completed your list, which in both the activities cited would be very long, consider how you might explain the terms to pupils. With a verbal description? By a demonstration? By use of a diagram? A chart? A video excerpt? Try this out in one of your lessons teaching this activity.

TEACHING THE LANGUAGE OF PE

PE covers a range of activities taught in a variety of contexts and each particular blend of activity and context should have an effect on your use of language. One of the simplest polarities is indoors/outdoors. If you are teaching a games lesson outside on a cold winter's morning, your instructions and explanations must be concise, in order for pupils to start moving as soon as possible, to keep warm throughout the lesson. It might even be advantageous to consider how much of your verbal input could be given in the changing rooms beforehand.

Some activities taught in PE (e.g. swimming) are very skills-based and also potentially dangerous. The swimming pool is also a difficult setting acoustically. Language is likely to be command-style in tone and wording, associated with a strong motivational element – praise linked to skill acquisition.

Dance, on the other hand, is about creative movement and the risk factor in a well-organised class is small. This does not mean that as a teacher you have a licence for verbosity but rather your language is likely to be more metaphorical and expressive, based on stimulating description and open questions to encourage diverse pupil responses to tasks given.

However, both of these situations also enable you to teach language appropriate to the activity. Chapter 17 gives examples of language appropriate to the process of learning in PE – specifically, developing pupils' ability in acquiring and developing skills; selecting and applying skills, tactical and compositional ideas; evaluating and improving performance; and knowledge and understanding of fitness and health.

Questioning is a universal feature of teacher language in all subjects. It helps pupils to learn the language of PE and develop their listening skills, and it helps the teacher to monitor their understanding and knowledge, concepts and skills. Brown and Edmondson (1984) quoted results of research that shows that teachers spend about 30 per cent of their time asking questions and ask about 400 questions a day. The majority of these will be checks on knowledge recall. For example:

- How many players are there in a volleyball team?
- What do we call a tennis shot made before the ball bounces?

In a PE lesson, the response to such questions could be linked to a pupil movement or demonstration. For example:

- Which part of the foot do you use to pass the ball?
- At what point do you release the discus?

All the questions quoted above are closed; there is only one correct answer, which the pupils should already have been taught. It is inappropriate regularly to ask pupils closed questions on topics they have not covered.

There are other questions you can ask which demand more thought of the pupils. These are generally open questions. It is not sensible to make all the questions you ask searching ones because if you do the pace of the lesson will move slowly as pupils need time to prepare and deliver their responses. However, in one-to-one contexts and as pupils progress in PE, you will want to make them think and you might use evaluative questions like:

- What do you think is more effective – the cross cut back to the forwards or the pass lofted forward to them?

or questions which call for understanding like:

- Why do you pass with the side of the foot not the toe?
- What is the point of the follow-through?

Task 5.8 Teacher talk/posing questions

You will need help on this task. Ask your tutor or another student teacher to observe one of your lessons and check on the amount of time you talk in lessons by using a stopwatch. This might seem a fairly crude measure, but it gives you an idea of how much you talk and whether you may want to try and reduce the verbal input. Of course, some talk is to static pupils (e.g. giving instructions) while some is to active ones (e.g. giving feedback to pupils while working on a task). You might like to differentiate these.

On another occasion ask them to write down all the questions you ask. This is not easy and some are likely to be missed. That does not much matter because the record obtained should still give you a flavour of your questioning approach. Check how many questions you ask and what type of questions they are. Who answers them? You? Nobody? A range of pupils? Just one or two pupils?

The protocol of answering questions needs to be defined and enforced. Some teachers ask named pupils and redirect unanswered questions to other named pupils. Another technique is to ask a pupil who puts a hand up. The problem with using this strategy is that some pupils never put their hand up, possibly through fear that a wrong response could result in criticism or ridicule from you or from their peers,

whereas others do so without knowing the answer because they wish to be seen as keen or knowledgeable.

Pupils also ask you questions. Sometimes a brief response suffices. In some instances, you can relay the question to the class and get them to think about possible answers. On occasion, the question will be a challenge to your authority and you will have to use techniques like humour or deflection.

Questioning that is used during lesson episodes to review guided practice and as a plenary activity to mark the closure of a lesson provides opportunities for interaction between you and your pupils that should be sensitively orchestrated to create a positive, non-threatening, working environment (see also Chapter 7). The questioning techniques you adopt should be varied to accommodate the different learning styles and learning needs of your pupils.

Verbal communication, gestures and physical prompts, used alone or in combination, can be useful devices in getting pupils to answer questions. Bailey (2002) provides further insights on questioning as a teaching strategy in PE and Spackman (2002) discusses the importance of questioning in PE in relation to assessment for learning.

WRITTEN LANGUAGE IN PE TEACHING

Because PE is seen as a practical subject involving a great deal of movement from teachers and pupils, talk might be viewed as the exclusive medium of teaching. This would be a pity because there are many instances where the written word is appropriate, useful and can support the development of pupils' reading skills. If there is a whiteboard or an overhead projector (OHP) in the gymnasium or sports hall, you can write up the key terminology, teaching points or the elements of a practice for pupils. Transparencies can be prepared beforehand and filed for individual or department reference. Diagrams can also be drawn or displayed. A flexible jointed figure can be used on an OHP to illustrate body positions.

Of course, with examination classes, there is more emphasis on writing. You have to develop an acceptable boardwriting style – clear, neat, even and of a size which can be read by a pupil at the back of the class or one with poor eyesight. Avoid misspellings. If you are not sure how to spell a word, check it before the lesson. Your pupils should also be encouraged to write accurately and legibly.

Many PE teachers use work cards and these can be valuable resources. It is important that they are well-presented and preferably laminated to last. You should check your spellings and grammar. Written materials can also be valuable in wet weather lessons, or with pupils who are not participating in lessons or who are off school for an extended period. Again, get into the habit of filing all your written materials and resources for easy access and future use.

Another writing task for you as a PE teacher is the production of notices. Again, the clarity, correctness and presentation quality are very important as the notice board in a PE department sends out non-verbal messages to pupils and visitors to the school (like Office for Standards in Education (Ofsted) inspectors). Are they the messages you want?

Information and communications technology (ICT) can be invaluable in the production of written and graphical materials. See Chapter 14 for more information on the use of ICT in PE teaching.

Task 5.9 Using written language

In one of your next indoor lessons, see if you can use a whiteboard or OHP to illustrate and reinforce/support your teaching. You might want to list the sections of the lesson, provide appropriate terminology that may be new, stress the teaching points or display some pupil ideas.

Ask your tutor or another student teacher to observe and comment on how the strategy worked. Were you at ease with the writing role? Was your writing clear? Did the pupils react well? Did any look at what was written later to check? Did it take up too much physical activity time? How could you improve your use of the board or OHP in future? Use the comments received to improve your technique next time you use such resources.

PUPIL TALK IN PE LESSONS

Pupils inevitably talk in all lessons. It is part of the socialising process. They talk subversively when the teacher is not watching, but it is clearly better to direct the need to talk into a constructive channel. Silence, of course, is important too. Pupils should watch a demonstration in silence and they should not talk when the teacher is giving instructions or explanations. You should not start talking until all pupils are silent and attentive.

Some activities taught in PE make pupil-to-pupil talk very difficult. Pupils in the swimming pool tend not to talk to each other because the setting is not conducive. They might squeal when they enter the cold water or shout with the pleasure of the experience. A strenuous game of football or hockey can also make pupil conversation difficult. Language tends to be used to call for the ball or to indicate the proximity of an unseen opponent. Indeed, if you find that there is a lot of pupil chat going on not related to the activity, you might need to condition the game in some way to enhance pupils' concentration and increase the participation level.

Pupil talk, however, is a very valuable aspect of PE. Talk can be used in a variety of ways to assist learning, deepen understanding and provide opportunities for pupils to express their opinion.

One obvious way for pupils to learn is by asking the teacher questions; but they are generally reluctant to do that. Asking questions can make pupils seem 'stupid' and could be interpreted as 'creepy' behaviour by their peer group.

Answering questions can help learning, especially if the pupil is encouraged by being given time to think and if initial answers are followed by further probing. Such a process is best done at an individual or small-group level and can be time consuming. It is to be encouraged and all pupils should benefit from such focused attention from time to time, but the reality of PE and of teaching in large spaces where vigilance is essential means that it cannot happen more than once or twice a lesson.

Discussion is the most available form of pupil talk to encourage learning. A number of activities can benefit from pupil discussion – the construction of a group sequence in gymnastics; a problem-solving exercise in outdoor education; the planning of a trio dance to given music. All of these inevitably demand pupil interaction with ideas

being voiced; perhaps tried practically and then refined and developed with the help of further discussion.

The problem for you as a PE teacher in such situations is to control the balance between pupil talk and physical activity and to ensure that the talk is task-directed and not merely social.

The composition of a group is important. Friends may work well together and discuss productively; they may, however, be tempted to chat as friends do. A mixed ability group may operate effectively, but there is the danger of the able being held back and the less able being ignored. There is no formula guaranteed to achieve results. You must monitor the progress of groups and mix and match accordingly. Remember though that if you define a number of groups over a period of time there will probably be a marked reluctance to change that system. This may be appropriate in some situations, for example, if using Sport Education (see Siedentop, 1994) as a means of teaching a particular game. It may not be appropriate in other situations. If you want flexibility tell the pupils that you intend to vary groupings, and establish the principle by making regular changes.

Another important factor in achieving a good discussion environment is the clarity and nature of the tasks set. Imprecisely defined tasks lead to woolly and unfocused discussion. That does not mean that all tasks need to be closed. PE has a number of areas which require open-ended tasks, especially with older and more experienced pupils – for example, a group sequence in gymnastics or discussing issues in the sociological aspect of GCE A level. But open-ended tasks can still be couched in precise accessible language thus: ‘This music is called ‘The Market Place’. Listen to it carefully and then discuss in your group what could be going on in this market. Use your ideas to create a short dance work based upon your interpretations of the mood and rhythm of the music’.

Task 5.10 Group talk

Plan to include a group task in one of your next lessons. Your specific observation task is to check on the discussion pattern of individual groups. Is there a dominant pupil? Is there a non-contributor? Is talk task-focused? Is there enough physical activity? Should you think of rejigging the groups next time to improve the quality of discussion? How can you improve the quality of the discussion in the groups in future? Discuss this with your tutor and try to put any changes identified into practice.

In PE, talk has a valuable role in testing hypotheses, suggesting tactics and exploring the consequences of physical initiatives. The imagination is an important element in successful physical activity and, although skills learning is fundamental, pupils should be encouraged to use their imaginations, to make suggestions and, where possible, to test ideas in practice.

Reciprocal learning can be used to good effect in PE lessons. The pupils work in pairs with one acting as the teacher and the other as the learner. The ‘teacher’ needs

to be clearly briefed about the nature of what is to be learnt. The skill may need to be broken down and teaching points given. The best way to do this may be a work card. Inevitably, this process involves pupil talk, with the ‘teacher’ giving instructions, providing feedback, and praising effort and competent performance. Interaction between you and the pair of pupils is with the pupil acting as ‘teacher’ to reinforce this role (see Chapter 9 for more information about teaching strategies).

When pupils are engaged in group tasks and are talking constructively about what they will do, the teacher has a monitoring role. It is important to give the groups some initial time to get their ideas going. If you intervene too quickly into a group, you may hinder rather than help. Your role is to assess when a group has stalled or broken down and to support by question or advice.

AN EXAMPLE OF COMMUNICATION AND ITS LINK TO OBSERVATION: DEMONSTRATION TO PROMOTE PUPIL LEARNING IN PE

An often quoted cliché ‘a picture speaks a thousand words’ suggests that, as sighted people, we gain much information through our eyes. In practical subjects such as PE, demonstration can be an invaluable teaching aid. There are many reasons why demonstrations are used – for example, to explain, to encourage, to reinforce and to evaluate. The following exemplars give possible reasons for deciding to use demonstration as a teaching aid to promote pupil learning:

- *To set a task.* This can be more effective than a lengthy verbal explanation and is a more economical use of your time. A good strategy to use is to set up the activity with one group while the rest of the class is working, then stop the class to show the demonstration.
- *To teach a new skill/activity.* Here you can focus on specific teaching and movement observation points such as where to place hands in relation to the head for a headstand in gymnastics, or the point at which you lose contact with the ball for a push pass in hockey.
- *To emphasise a particular aspect/help pupils’ understanding.* For example, to show a change of speed, direction, flexibility or strength.
- *To improve quality/set standards.* By focusing pupils’ observations you can show what is expected and educate them to look more closely at each element that builds into the competent performance of a skill – for example, body tension used to perform a vault in gymnastics, the fluency of transitions in dancing from one movement phrase to another, or the placement and use of fingers when dribbling the ball in basketball.
- *To show variety, especially to show creativity.* By observing the different responses pupils make to given tasks in, for example, gymnastics, dance and manoeuvres used in games to create space.
- *To reward improved/well done work.* This is particularly important when targeted towards a pupil or group of pupils who may not be outstanding but always work to the best of their respective abilities and deserve recognition.

Figure 5.1 Who is going to demonstrate?

Who is going to demonstrate?		Teacher
		Pupil
	-----	Group
		Half of the class
		Visual aid/video excerpt

- To *stimulate/motivate*. To show pupils’ flair and individuality, to motivate all pupils and to challenge the more able to set personal targets – for example, to work toward achieving a slice serve in tennis or master the Fosbury Flop technique in the high jump.
- To *show completed work*. At the end of a unit of work you can show and reward the individual pupil, pairs, small groups and half-class groups. Knowing that they could be called upon to demonstrate often stimulates and encourages pupils to work at refining the quality of their physical movements.

There are many factors you need to consider when setting up a demonstration. You have to decide *who* is going to demonstrate and *why*. Generally it is more motivating for the class if a pupil demonstrates, but it may be more appropriate for the teacher to demonstrate, particularly if a pupil is not capable, or if a new or difficult skill is being shown. Consider which pupil(s) you could ask to demonstrate and be mindful not to use the same ones each time. Do not always ask the most able pupil as this may demoralise others. It is important that sometimes you select a mid-ability level pupil to demonstrate. A group can show their expertise, or to save time half the class may demonstrate (see Figure 5.1). Visual aids such as posters of good gymnastic movement, work cards for games tactics and video excerpts of swimming techniques can also be effective tools in showing good form and movement to a class.

Before you engage pupils in demonstration consider the following:

- Have you asked the pupils if they mind demonstrating in front of a class?
- Do the pupils know what is expected of them? Have you briefed them, have they practised the demonstration, do they feel confident in demonstrating?
- What role is the pupil to take in the demonstration? You need to know your pupils and recognise their strengths – for example, if they are taking on the role of the feeder in a practice.
- Is the environment and situation safe?
- If pupils make an error give them the opportunity to try again and do not allow other pupils or yourself to laugh at mistakes.
- Always remember to praise the demonstrators and to thank them afterwards.

When not to use demonstration!

There are times when it is not appropriate to use demonstration – for example, at the beginning of a lesson when the class needs to get tuned in and active quickly on a

very cold day; when the quality of the work is of a poor standard; or when the environment is unsafe.

How can pupils get the most out of a demonstration?

In the exemplars of reasons identified for using demonstration above, the word ‘show’ recurs, which indicates that an important component part of demonstration is *observation* (see also Chapter 4 on observing pupils in PE). The pupils who are ‘looking at’ the demonstration need both to *see* and *understand*. It is important to educate pupils to *observe intelligently* by using such techniques as:

- directing their attention to specific aspects of the demonstration;
- asking them well-structured questions about the demonstration;
- focusing their attention on the quality of the work being shown;
- helping them to perceive similarities and differences in the work being performed.

Figure 5.2 illustrates important factors that you need to be aware of when pupils *observe a demonstration*. The first priority is safety (see Chapter 8). You must also consider the best position for the pupils to view the demonstration. A number of considerations should be taken into account – for example, whether the demonstrator is right- or left-handed, the position of the sun if outdoors (you should be facing/looking into the sun, with the sun behind the pupils so that they can see the demonstration), or whether there are any distractions (pupils should not be facing any distractions, therefore should have their backs to another group or to a classroom). You also need to consider the speed of the demonstration (beginning slowly) and that some pupils may need to see the demonstration more than once.

Before you set up the demonstration consider the environmental conditions, particularly as these will affect the pupils’ ability to *hear the explanation of the demonstration* (see Figure 5.3). Is it very windy? If so, bring the group in close to you so that they can hear the accompanying explanation. As the demonstration is performed, state the most important teaching points in clear, concise language. Always remember to follow up the demonstration with question/answer sessions and positive, constructive feedback on the pupils’ performance.

Figure 5.2 Observing a demonstration

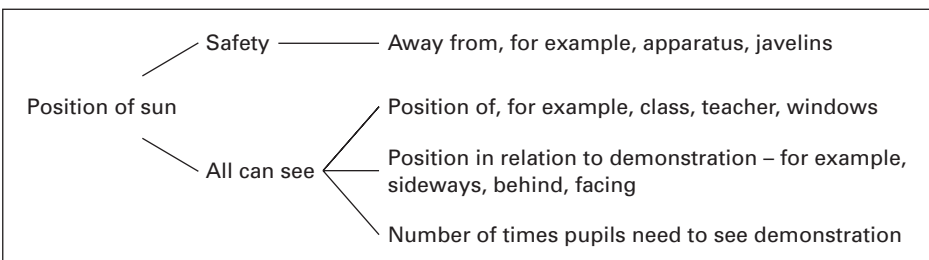


Figure 5.3 Hearing the explanation of a demonstration

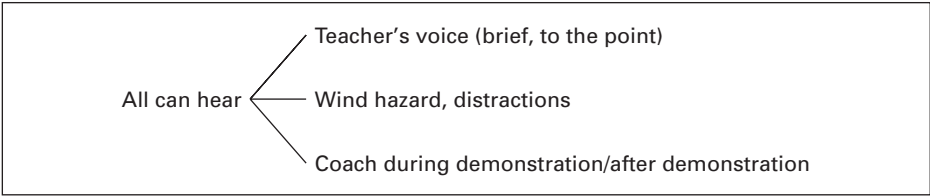
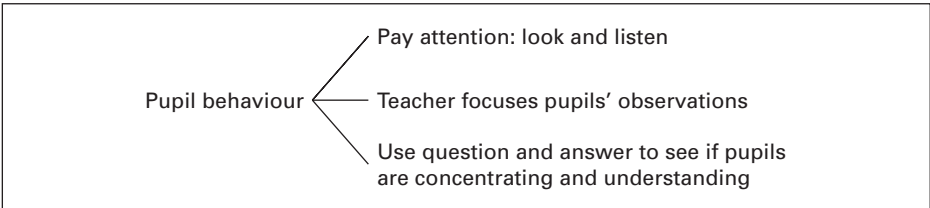


Figure 5.4 Focusing pupils' attention in a demonstration



You must *focus the pupils' attention* on a specific aspect of the demonstration (see Figure 5.4) to ensure they know what they're looking for. Once identified, all pupils should listen to verbal explanations and observe the demonstration carefully. Following this up with a question/answer session ensures that pupils have been concentrating and understand the teaching points being made. This is vitally important for improving pupils' evaluative skills.

Task 5.11 Observation of a demonstration

Devise an observation sheet that focuses on the use of demonstration. Use the information above to identify important aspects of demonstration that you want to include and further develop. Ask your tutor to use this observation sheet to monitor your use of demonstration in a lesson. Discuss the outcome of this observation exercise with your tutor after the lesson. In future lessons endeavour to put into practice what you learn from this experience. Also, try to incorporate the feedback received into future observation sheets to further support your observation of teaching and learning.

It is important for you as the teacher to be knowledgeable and to be able to demonstrate well, because pupils imitate good practice in order to become more proficient (sometimes this process is called 'modelling' – see your sport psychology notes from your first degree for more information about this). Also remember that 'practice' makes 'permanent', so demonstrations do need to be 'perfect'!

Task 5.12 Clarifying your use of demonstration

Design a lesson that incorporates demonstration. Use the following questions to clarify key factors that you need to consider when setting up a demonstration:

- *What* is the nature of the demonstration?
- *How* will this promote pupil learning?
- *When* during the lesson could this be introduced most effectively?
- *Where* in the teaching space will the demonstration take place?
- *Who* is going to demonstrate?
- *Why* am I using this demonstration?

Discuss your responses to each question with a tutor or another student teacher. Use these questions to clarify your use of demonstration in future PE lessons.

SUMMARY

This chapter has explored language skills in relation to communication in PE lessons. It has stressed the importance of:

- an audible voice;
- a varied and flexible delivery which can be adapted to different contexts;
- an understanding of non-verbal communication;
- a sensitivity to pupil non-verbal cues;
- careful use of PE-specific technical language;
- the intelligent use of questions;
- care in responding to pupils' questions;
- the neat and accurate use of written language;
- pupil talk as a part of the learning process.

By developing these aspects of language skills you are well on the way to becoming an effective communicator.

The chapter has also explored demonstration as one exemplar of communication in practice. You should now appreciate how effective, purposeful demonstration can be used to set tasks up quickly, to help pupils better understand the task and to recognise its value in the learning process. We hope also that you understand the important relationship between communication and movement observation through demonstration. Communication and observation are important in many other aspects of your teaching. You may want to consider these in relation to other teaching skills you use as you work through the following chapters of this book.

Communication and *working with others* have been identified as key skills that National Curriculum subject areas need to develop in order to promote pupil learning across the curriculum. In PE, opportunities for pupils to develop communication skills have

been identified through ‘promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance, and through responding to music and other sounds in dance’ (DfEE/QCA, 1999b: 8) and opportunities for pupils to work with others have been identified through ‘taking on a variety of roles in groups and teams in cooperative activities, working in a group with a collective goal and deciding on strategies to meet it, cooperating with others by observing rules and conventions when competing against them’ (DfEE/QCA, 1999b: 9).

The centrality of language skill development to promote the learning of all pupils has been strongly endorsed by the Department for Education and Skills (DfES) within the Key Stage 3 National Strategy framework. Fundamental to factors affecting lesson design are ‘the Strategy’s commitment to *interactive teaching and learning* and to developing the *independence of the learner*’ (DfES, 2003d: 4). The implications for you as a student teacher are that you will need to build a wide ranging repertoire of communication skills, identify communication skills within your lesson design, and reflect upon the effectiveness of each in terms of promoting the learning of each pupil, both within the context of PE and across the whole school curriculum. Refer here to Blake (1996) and McGuire *et al.* (2001) for discussions about how PE lessons can provide effective language experiences and contribute to pupils’ oracy development.

FURTHER READING

- Argyle, M. (1988) *Bodily Communication*, second edition, London: Methuen. This is a fascinating book which covers all aspects of non-verbal communication in a lively accessible way. It is not specifically aimed at teaching but it is full of valuable information. It also provides a useful bibliography.
- Godefroy, H. and Barrat, S. (1993) *Confident Speaking*, London: Judy Piatkus. This book gives some helpful practical tips about how to use your voice and language effectively.
- McGuire, B., Parker, L. and Cooper, W. (2001) ‘Physical education and language: do actions speak louder than words?’ *European Journal of Physical Education*, 6 (2), 101–16. This paper discusses findings from a research study that investigated the nature and extent to which PE lessons can provide effective language experiences and contribute to pupils’ oracy development.
- Robertson, J. (1996) *Effective Classroom Control: Understanding Teacher-Student Relationships*, third edition, London: Hodder and Stoughton. Chapter 1 discusses how certain aspects of teacher-pupil behaviour such as posture, orientation, use of territory, touching and eye contact influence authority relationships. Chapter 4 discusses how gestures and speech, vocal behaviour and meaning, and eye contact and speech can be used to convey enthusiasm to sustain pupils’ attention. The bibliography is a rich resource for classroom management and control.
- Young, R. (1992) *Critical Theory and Classroom Talk*, Clevedon, OH: Multilingual Matters Ltd. This book provides some insights into how teaching language and teaching voice can affect pupil response to subject and teacher.

6 Lesson Organisation and Management

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INTRODUCTION

According to Wilson and Cameron (1996: 190) ‘a successful instructional environment is one where pupils are on task and settled’. The organisation and management of pupils in a lesson are key if pupils are to be actively engaged ‘on task’ in PE (i.e. are engaged in motor and other activities related to the subject matter in such a way as to produce a high degree of success, and hence for the intended learning outcomes of the lesson to be met). The more time pupils spend on task the more opportunity there is for learning to occur. However, there are periods of time when it is necessary for pupils to be engaged in activities not directly related to a task set. Such times include, for example, changing, waiting and receiving information, setting up practices, moving from one task to another and the organisation of teams. It is worth noting that pupils are often more disruptive, and most behavioural problems occur, when they are not on task. In order to maximise the time spent on task and to reduce the possibility of disruption, you need to consider how to minimise the time spent on these other activities. You can, for example, cut the amount of time pupils spend moving from one task to another by having effective routines for the transition or by reducing the number of different tasks in a lesson. This requires you to be able effectively to:

- organise (people; the space, the equipment and time);
- establish rules and routines;
- manage the class;
- manage behaviour.

Research (e.g. Richardson and Fallona, 2001; Wilson and Cameron, 1996) suggests the development of organisation and management skills occurs over a long period of time. It is unlikely that you will develop these skills fully during your initial teacher education (ITE) course. However, potentially they may be one of your main

concerns when you first start teaching lessons on school experience. The aim of this chapter is to provide examples of when and where organisation and management skills can be applied effectively within the teaching environment to enhance pupil learning.

OBJECTIVES

By the end of the chapter you should be able to:

- understand how to increase the time pupils spend on task in lessons;
- organise people, the space, the equipment and time, before, during and after lessons;
- establish effective rules and routines;
- manage pupils’ behaviour and maintain discipline and control.

ACADEMIC LEARNING TIME IN PE (ALT-PE)

Task 6.1 Time spent on different tasks

Ask your tutor or another student teacher to observe one of your lessons and record the amount of time in which pupils are:

- 1 Actively engaged in motor tasks (e.g. practising a skill, playing a game).
- 2 Actively engaged in non-motor learning tasks (e.g. choreographing a dance with a partner or watching a video of a particular skill being learned).
- 3 Supporting others in learning motor activities (e.g. holding equipment, supporting a partner).
- 4 Moving from one task to another.
- 5 Waiting.
- 6 Receiving information.
- 7 Engaged in other organisational tasks.
- 8 Engaged in other tasks not working towards achieving lesson intended learning outcomes.

How much time is spent on each of these eight type of task (a) individually and (b) on 1 to 3, and on 4 to 8, respectively? What is the relative percentage of time pupils spend working directly to achieve lesson outcomes (1–3) and on other tasks (4–8) in the lesson? Do you think this is acceptable? Discuss these with the observer. Work to change the time allocation in your lessons if appropriate. Repeat this task later in your ITE course to check if the time spent on different tasks has changed.

Research on academic learning time in PE (ALT-PE) has divided activity time in lessons into:

- That time in which pupils are engaged in motor and other activities related to the subject matter in such a way as to produce a high degree of success and hence for learning outcomes of a lesson to be met. This has been called time 'on task' (or 'functional' time) (Metzler, 1989). It is often seen as a determinant of effective teaching in PE.
- Other time in which pupils are engaged in motor tasks but which is not time on task – for example, the task is too hard or too easy or pupils do not apply themselves to learning (e.g. they may hit a shuttle over the net in a badminton lesson but not work to achieve a specific learning outcome such as the use of a particular stroke or specific tactic).

Siedentop (2000) reported results of research which showed that these two account for, on average, 25–30 per cent of total lesson time. However, time on task may account for only 10–20 per cent of total lesson time (Metzler, 1989). Siedentop also identified differences in the amount of time on task in lessons in which different activities are being taught. Least time on task was found in lessons in gymnastics and team games, with time on task rising in lessons in individual activities to highest time on task in lessons in dance and fitness activities.

Task 6.2 Reasons for differences in time on task in lessons in different activities

What reasons can you identify for differences in the amount of time on task in lessons in different activities? Consider ways pupils spend their time in lessons (e.g. organisational time, time waiting and receiving information).

Discuss your reasons with another student teacher, along with the implications for you as a student teacher. Refer to these issues when you are preparing lessons in each of the activities.

Task 6.2 should have highlighted the interactions between different aspects of a lesson – for example, the more time you spend organising, the less time pupils can spend on task. Hence, increases in time on task in your lessons cannot be achieved without effective organisation. The task should also alert you to managerial and behavioural issues within your classroom, both of which influence the time pupils spend on task.

Task 6.3 ALT

Ask your tutor or another student teacher to complete the ALT-PE observation schedule (Siedentop *et al.*, 1982) (see Appendix to this chapter) while observing a couple of lessons you are teaching in different activities to see if there are any differences in time on task between lessons in different activities.

After each lesson reflect on the results and discuss them with the observer, to inform your evaluation of the lesson(s) and to identify what you can do to increase time on task. You may be able to better undertake this part of the task after you have read the following sections of this chapter. Ask the observer to undertake the same observations after you have had time to try and increase pupils’ time on task in the lesson. After all the observations compare the time on task in lessons in different activities.

At this point it should be emphasised that effective organisation and management enable your lessons to run smoothly, help to provide an effective learning environment and maximise the time available for learning, but in themselves do not lead to an increase in learning by pupils. They must be accompanied by good teaching, with appropriate learning outcomes and learning activities, if learning is to be achieved. Below we consider organisation of the learning environment, management of pupils behaviour and maintaining discipline and control.

ORGANISATION AND MANAGEMENT OF THE LEARNING ENVIRONMENT

While planning is carried out prior to a lesson, organisation and management is what occurs during a lesson. The organisation of the learning environment is an important aspect of teaching. A well organised person is better prepared to respond to situations during lessons than one who has not fully prepared. Organisation is about preparing for the unexpected and takes place before, during and after the lesson. Your organisation should focus on people (your pupils and yourself), the space, the equipment and time. Table 6.1 shows a summary of some of the key areas requiring consideration in your organisation.

Organisation before the lesson

The planning and organisation of a lesson prior to the arrival of a class is very important. The more confident you are with the material and how you are going to organise and teach the lesson, the more able you are to deal with any situations that may arise during the lesson. While this might seem obvious, time spent in careful planning usually increases pupils’ time on task in the lesson. Chapter 3 provides more detail regarding lesson planning.

Table 6.1 Some tasks that need to be completed before, during and after a lesson

<i>Before the lesson</i>	<i>During the lesson</i>	<i>After the lesson</i>
<ul style="list-style-type: none"> ● Plan the lesson – people, space, equipment and time ● Mark homework ● Check the space ● Check equipment ● Set work for pupils not doing the lesson 	<ul style="list-style-type: none"> ● Entry into the lesson ● Change, collect valuables, take the register ● Organise space ● Organise equipment ● Establish teaching tasks/activities ● Give instructions ● Organise groups ● Move from one activity/task to another ● Exit from the lesson 	<ul style="list-style-type: none"> ● Evaluate the lesson ● Plan the next lesson (see Chapter 3)

Within your planning you should identify your work areas and any potential hazards. It is worth checking with other staff what areas you are going to use. Do not assume that just because you have planned to use the field that someone else might not want to use it too. You should also check when examinations are being held and whether this changes the space that is available for use. Knowledge of wet weather provision is also important. While most lessons tend to carry on regardless of the weather, be aware that in some cases you may need to double groups up indoors if the weather is very poor. Pupils quickly pick up if you have failed to plan accordingly, and this may result in disruptive behaviour.

Each space you are using has a working potential with specific space, walls, lines, markings, grids and apparatus, which you need to consider in planning and organisation (you should have collected such information on your preliminary visits to the school – see Chapter 1). Schools have appointed groundskeepers, many based on site, who may be able to provide additional markings if given the appropriate amount of notice. You should plan to use the working space as appropriate for a specific lesson – for example, using grids for practices or setting up equipment for a circuit. If you are in a confined space using apparatus/equipment your organisation has to be planned carefully to ensure that:

- the environment is safe at all times;
- the apparatus is not too close to walls;
- you are aware where misplaced balls/shuttles may go;
- it accommodates large groups for activity (e.g. badminton);
- equipment/apparatus is stored and accessible;
- you are using the space most effectively for the activity and the performers.

When planning you need to consider the class being taught, including the number of pupils in the class, their gender and ability. You also need to consider how much equipment/apparatus is available for a particular activity (e.g. rugby, athletics or hockey)

as this determines how you can organise tasks/practices/games. Your planning therefore links numbers of pupils with resources and equipment that are needed and available for the lesson. Consideration also needs to be given in your planning to the collection of equipment at the start of the lesson and/or getting out equipment during the lesson, its location and use during the lesson, and the methods employed to put it away at the end of the lesson. Consideration also needs to be given to the placement of equipment and those not participating. By organising resources and equipment prior to the lesson, you give your class a sense of readiness and organisation that should filter through to the lesson itself.

The following is a checklist for you, the PE teacher, for organising the lesson *before* it starts. You should have:

- *Planned and prepared the lesson.* It is essential to plan each lesson well before it is taught as it is very important to have a clear understanding of what you want to achieve in every lesson you teach (see Chapter 3).
- *Marked homework.* It is important that you meet deadlines and return homework with appropriate feedback for pupils. This is also very important for pupil motivation (see Chapter 7).
- *Checked the working space.* Is it available and safe for use? At the beginning of the day it is important to check your working space so that you have a smooth start to your lesson. It may, for example, have been used for evening classes and equipment (e.g. badminton posts/nets) may not have been put away.
- *Checked and counted all equipment.* Is it readily available and in good order? You may delegate this task to pupils, but it is important to ensure the equipment is ready (e.g. basketballs are inflated for your lesson). Consider setting aside a time in which this is done every week.
- *Have team lists, visual aids, work cards, spare whistles.* As part of your preparation it may be advantageous to prepare team lists for when you move to the game section of your lesson, visual aids to give pupils more ideas, work cards to help pupils complete a task and spare whistles so that pupils can take on the role and responsibility of umpiring/refereeing in your lessons. This makes for smooth transitions and little wasted time.
- *Set work for pupils missing the lesson through injury, illness or other reasons.* This may depend on the weather. If it is very cold it may be more appropriate for pupils to do some theory work indoors on the specific activity being taught (see also Using ICT to include non-participants in PE in Chapter 14). Each school/department has its own policies on such procedures.

Organisation and management during the lesson

The organisation and management of a lesson begins when the pupils arrive to start the lesson and concludes when they depart. During this time you are expected to respond to many situations, both planned and unplanned. One way to improve organisation and management during this period is to establish routines that both you and your pupils are familiar with. This helps to increase the time pupils are on task. Task 6.4 provides a summary of the main routines you may benefit from developing.

Task 6.4 Routines in PE lessons

Read the school and PE department rules for your school experience school, then discuss them with your tutor. Ask if there are any additional rules for specific activities you are teaching.

Routines are also important. Examples of aspects of PE lessons for which routines are advantageous are:

- entering the changing rooms;
- changing;
- taking the register;
- entering the working space;
- giving instructions;
- collecting equipment;
- starting work;
- gaining attention;
- finishing a task;
- moving into different groups;
- moving from one task/activity to another;
- putting equipment away;
- leaving the space;
- leaving the changing rooms.

Can you think of any more? If so, add them to the list.

Observe different members of the PE department in your school experience school teaching lessons, specifically looking at the way they enforce the rules and what routines they have for those tasks and behaviours which occur frequently. How are the routines different? How are they the same? Why? How can you apply these in your lessons?

General organisational situations: the changing rooms

The success of a lesson invariably stems from how pupils first arrive at, and prepare for, the lesson. It is here that much time can be wasted if you are not properly organised. It is essential that you are there when the pupils arrive to let them into the changing room. Different schools have different policies regarding what to do on arrival. Some may require pupils to line up quietly outside the changing rooms while others may allow pupils straight in. When you first arrive in the school, establish with your department what the procedures are.

Being present in the changing rooms while pupils are changing allows you to set the tone of the lesson, helps to prevent inappropriate behaviour and encourages pupils to change as quickly as possible. It also provides in some cases the opportunity to take the class register, thereby reducing the need to have this as a separate activity. Be aware of when and how notes to be excused from the lesson are dealt with and

how such pupils are integrated into the lesson. Consideration also needs to be given to those pupils who arrive late or without the appropriate kit. Again your department should have an outline of the procedures to be undertaken in these situations. Being present in the changing rooms can also give you the opportunity to outline the make-up of the lesson, the first task you would like pupils to undertake, or to organise some of the key aspects of the lesson – for example, what size groups you would like pupils to get into for the first part of the lesson or who is responsible for taking out the equipment.

It is important, however, to remember that you should not go into the opposite sex changing rooms. If you are teaching a mixed class, you have to adopt a different approach. Check with your tutor the procedure adopted in your school experience school.

Below is a checklist of procedures that you might wish to use in the changing room:

- Establish pupils' entry into the changing room. This should be orderly and quiet. Schools/teachers' establish their own routines (see above).
- Establish routines for attending to such tasks as collecting pupils' valuables, excuse notes and giving out kit to pupils who have forgotten theirs. Routines prevent time being wasted at the beginning of a lesson.
- Take the register. This can be done while pupils change without wasting too much time (there may be times when it is better to take the register in the working space before the lesson starts, e.g. for a mixed gender class).
- Establish routines for organising the taking out of equipment. There are many different methods for doing this (see below).
- Set a task from the work in the previous lesson so that pupils start working quickly. For example, in hockey, you can ask pupils to 'remember the practice of beating your opponent that we covered in last week's lesson; practise this when you get to the pitch'. Pupils can therefore start as soon as they are ready.
- Check all pupils are out of the changing room and lock the door. Most changing rooms are locked for security. It is your responsibility to check all pupils are changed and have left the changing room.

Organising and managing people: pupils and yourself

Pupils

You begin the organisation of pupils in the changing rooms at the start of the lesson (see above). However, during the lesson itself, you organise pupils for, for example, an activity and/or to change activity, collect or put away equipment or put pupils into groups or teams. There are many reasons for specific groupings of pupils – for example, mixed ability groups where there are a wide range of abilities working together to promote leadership and cooperative skills, or same ability groups for specific activities such as swimming. You may consider utilising the strengths of more able pupils to influence other pupils' performance, effort or behaviour in positive ways. It is important sometimes to use social friendship groups with older pupils to encourage motivation. It is your responsibility to devise methods of putting pupils

into groups and to check all pupils have a group as the quiet, shy pupil may not tell you. Your method of grouping pupils should take as little time as possible so that learning time is not reduced by time spent on choosing groups.

In addition you must be prepared to adapt tasks and practices to accommodate one less or one more pupil. Alternatively you could set pupils the task of doing this. Generally try and avoid the pupils picking groups, which can result in a lot of wasted time and poor self-esteem for some pupils. You need to plan how you develop pupils' groupings – for example, developing from 1's to 2's or 3's; 2's to 4's or 6's; or 3's to 6's, so that there are smooth transitions and continuity to the lesson's structure. This is particularly important outside on cold days. Some methods you may use for grouping pupils are:

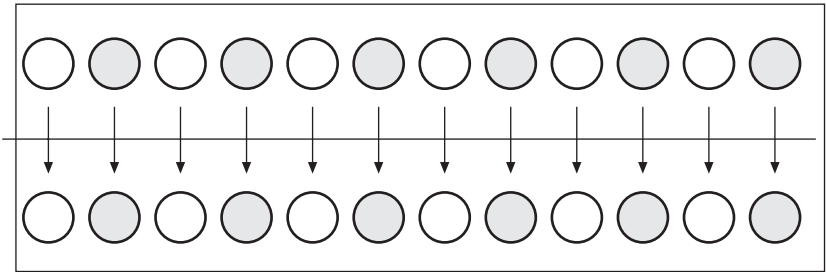
- Take the numbers of pupils participating from the register taken in the changing room or count heads as the pupils are warming up so you know the number in the class and can think of any adaptations you may need to make during the lesson.
- In 2's of similar height and build for a warm up task.
- Pupils jogging, teacher calls a number, for example 2, 3, 5 or 7. Pupils quickly get into groups. Eventually the stated number go into first practice/apparatus/team group.
- If you know the class you may devise appropriate groupings/leaders/team lists before the lesson.
- Into 2's, number yourselves 1 and 2, number 2 get a ball. Have balls in a designated area central to the working area.
- Develop above practice to 4's with one ball. Join with another 2 and put one ball away as quickly as possible (the teacher may number pupils 1 to 4 and state a number, for example, 3, who puts the spare ball away).
- Mixed ability – 28 pupils into teams of 7 – find a partner (into 2's), join with another 2 to make a 4 – in your 4's number off 1 to 4, all 1's together, all 2's together, all 3's together, etc. to form teams of 7.

Wherever possible, movement between activities should be kept to a minimum (see Figure 6.1, which show progression in groupings in volleyball as well as use of workspace). The same principles for developing grouping can be used in other activities.

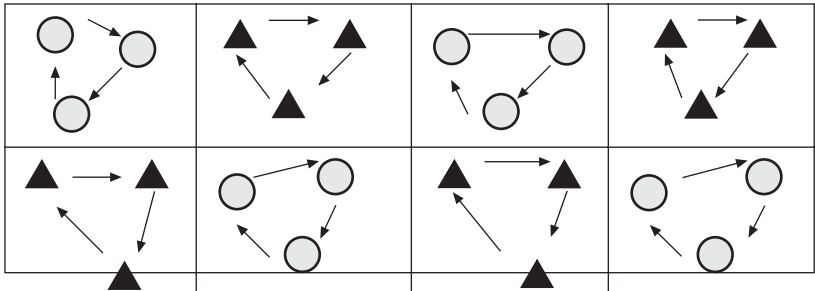
Yourself

Most teachers work in a classroom with seating and the teacher needs to plan the most effective seating for the task in hand. As a PE teacher, however, you work in many spaces without pupils in set places/seats. Good teacher positioning and movement is vital in establishing and maintaining learning, discipline and safety in your lessons (see also movement in Chapter 7). You need to position yourself so that your voice is audible, with the appropriate volume for the specific environment – for example, a swimming pool, hockey pitch on a windy day or a sports hall with poor acoustics. You must always be aware of the whole class and avoid having your back to the group, standing in the middle of a group of pupils or having pupils behind

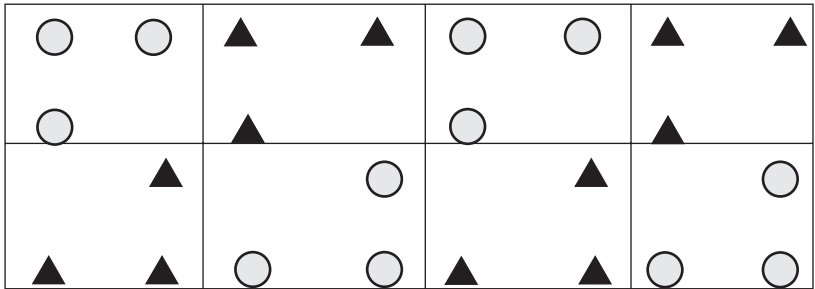
Figure 6.1 Progressions in groupings and use of working space in volleyball (adapted from National Coaching Foundation, 1994)



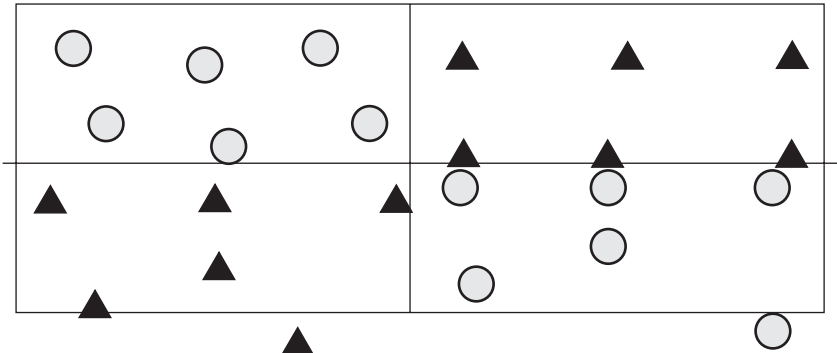
1 v 1 warm up activity – volleying to partner over net down centre of space



Into 3's – divide space equally. Set a practice for continuous volley, dig etc.



3 v 3 – set up a conditioned game, serve, receive, set, spike etc.



6 v 6 – join with another 3 and set conditions of play

you. Good positioning enables you to observe effectively so that you can monitor, for example, pupils' progress or behaviour and give them feedback either as individuals, groups within the class or as a whole class (see Chapter 4 for observation of pupils in PE).

Task 6.5 Teacher positioning

Ask your tutor or another student teacher to observe how effectively you position yourself when teaching three different activities – for example, gymnastics, swimming and outdoor games. At the end of this task you should be able to draw up a list of ways in which teaching position influences outcomes and appreciate how different activities in PE require different teaching positions. Try to use this knowledge to improve your positioning in your next lessons.

Your positioning changes constantly depending on your working space and the purpose of a task (e.g. setting up a practice or demonstrating). You need to be aware of your positioning in relation to the class and also of the class in relation to you, other groups, the sun and any other important factors. For example, if it is sunny, you should be positioned so you are looking into the sun so that the pupils can see you. Linked closely to this, it is important for you to devise ways of learning pupils' names so that you establish contact from wherever you may be in the working space (see Chapter 7 and Unit 2.3 in Capel *et al.* 2001 for further information on learning pupils' names). The following are some examples of the many different situations you experience when teaching PE in which effective positioning is important in your lesson organisation and management:

- When getting the equipment/apparatus out, establish set routines and give the class clear instructions, then make the pupils responsible, stand back where you can see everyone and watch, only helping when and where necessary.
- Setting up a demonstration (see Chapter 5).
- When setting a class task you need to be able to see everyone and to ensure that all the class can see and hear you. This is much easier to do in a smaller indoor space than in an outdoor space. In your outdoor lessons, define the working area for pupils – for example, refer to the use of lines on the court or pitch, so that you do not lose contact with your class.
- Monitoring your class. This is best done from the perimeters – for example, from the corners of an indoor space, from the back of a tennis or badminton court. From your observations you are able to assess whether the whole class understands the task. If most of the pupils are doing one thing incorrectly or the task is too easy or too difficult, you need to stop the whole class and give them some form of feedback (see also Chapter 9).
- Helping individuals/small groups. Here you may be supporting a pupil in gymnastics or dividing your attention between several small 4 v 4 football

- games. At all times you must be able to see the rest of your class. This is achieved best by monitoring from the perimeter and looking in towards the class.
- When setting a class competition ensure that you are in a position, before you begin the competition, where your peripheral vision enables you to see all the pupils and to see who wins the competition.
 - Being near to a misbehaving pupil. It is important to circulate and be near to the trouble zone. Knowing your pupils and their names helps you control potential disruption (see Chapter 7).
 - It is important to be aware of any pupils with special educational needs (SEN) and the nature of their specific needs – for example, poor hearing or eyesight – so you can position them advantageously in your lessons (see Chapter 10).

Organising and managing the space

As a PE teacher you work in a number of spaces (e.g. gymnasium, sports field, swimming pool, classroom). During your ITE course you gain knowledge regarding the health and safety requirements of each area and the need to conduct appropriate risk assessment (see Chapter 8). Much organisation of space occurs before the lesson starts (see above). However, it is also important that you are able to organise and manage the workspace efficiently and effectively to maximise safety, pupil involvement and activity.

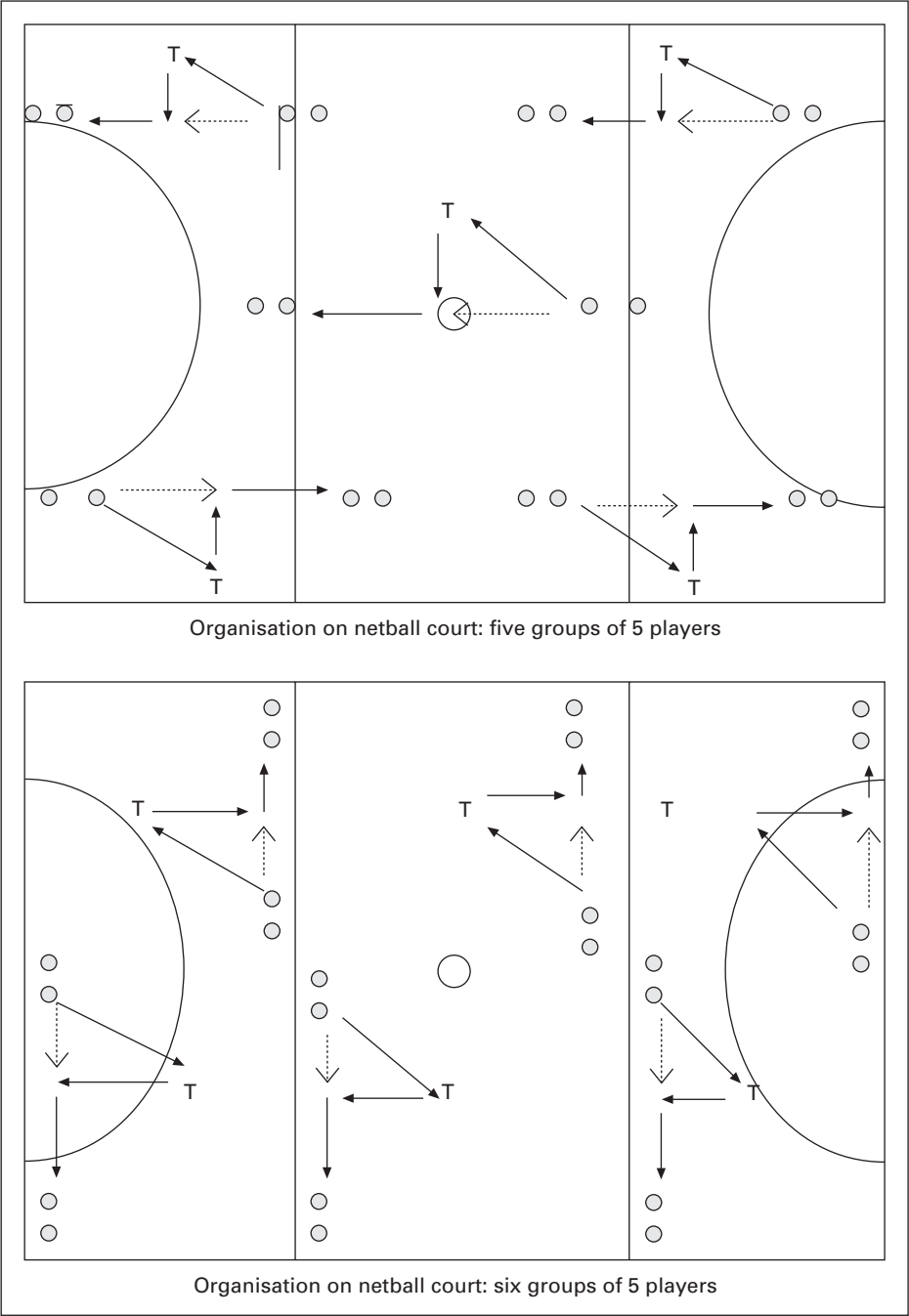
There are a number of ways to identify your workspace. Line markings in a sports hall or field/court area are useful, as is the use of cones, although consideration needs to be given here to health and safety in respect of the type of cones used. Where possible, cones should be set out prior to the practice to be conducted. This might be while the pupils are involved in a warm up, or by using those not participating. It is also possible to allow pupils to set up their own work areas once they have received a practical demonstration.

Some examples of how to use the available space are given in Figure 6.2. While focusing on netball, the same principles for using working space can be applied to other activities.

Task 6.6 Organisation of your working space

Design an indoor circuit for a class of 30 pupils for an activity and year group of your choosing, to achieve a specified learning outcome. In your planning consider safety, activity levels of the pupils and methods of scoring pupils' results, and demonstrate how these are incorporated into your learning outcomes. After completing this task, teach the lesson. In your evaluation identify areas requiring further development and use this information to design further circuits.

Figure 6.2 Organisation of your working space in netball (adapted from Crouch, 1984: 123)



Managing equipment

As identified above, pupils learn most effectively when engaged on task. When possible and appropriate, providing each pupil with an individual piece of equipment (e.g. when working on individual skills in football or basketball) enhances skill development by increasing the number of opportunities for practice. Also, when pupils need to work with others, group sizes should be kept as small as the amount of equipment allows so that they are actively engaged in the activity. The use of small group practices reduces the time spent waiting, thereby increasing the amount of time pupils have to practise. Equally, the use of small-sided games allows for increased opportunities for pupils to apply the skills they have learnt within games situations. It also ensures that pupils are actively involved, reducing the opportunities they have for inappropriate behaviour.

Your lesson should develop logically so that you are not putting equipment away and getting it out again. Some general aspects to consider are where the equipment is stored and the best or most appropriate methods for getting it out and putting it away. Some methods you may use are:

- First pupils ready take equipment out – remember that equipment is always counted.
- Pupils line up outside store room individually or in groups and collect when told.
- Certain groups always take equipment out, others always bring in.
- As numbers develop, any spare equipment must be put away for safety reasons. Have containers near to the working area to put these in. Decide how/who is to put them in.
- At the end of a lesson make sure you organise, and make pupils' responsible for, bringing in all the equipment.

There are general principles for organising equipment but you should appreciate that you need specific rules and routines for organising equipment for each activity. In gymnastics, for example, line up in 2's by the mat trolley, the first mat to go to the furthest part of the gym. Pupils should be made responsible for caring for the equipment and at all times safety procedures must be adhered to.

Task 6.7 Organisation of pupils and equipment

Observe several different teachers' lessons in different activities and record the processes they use to organise the pupils and the equipment. At the end of this task you should appreciate how important organisation is to smooth transitions in PE lessons.

Managing time

An essential item for all PE teachers to wear is a watch! Lessons can vary from 35 minutes to 70 minutes or longer. Planning how you use the time allocated to your lesson is vital in maximising learning. In some schools transportation to off-site facilities may also have to be accounted for as part of the overall length of the lesson. This time may be used productively to prepare pupils so that they are ready to start the lesson as soon as they arrive at the facility (e.g. you may recap on previous learning and/or cover some new learning which can then be put into practice). The tempo of the lesson should ensure logical, smooth transitions, avoiding overdwelling on a particular task. When you are inexperienced it is sometimes difficult to judge how much time to spend on a task. This depends ultimately on the pupils' responses to your material and you, as the teacher, must be aware of pupils who work at different rates. You observe pupils' responses and note whether they are on or off task (e.g. because it is too difficult or too easy or because they have finished the task) and respond appropriately to this. Your response may not always be to change the task, but may be to give supportive feedback to help a pupil off task to get back on task. On the other hand, you may adjust your lesson plan after monitoring the class. During the lesson you also manage, for example, pupils' movement, noise levels and behaviour. The allocation of time in your lesson should allow time for:

- Pupils to complete tasks and receive feedback from the teacher.
- Pupils to use the apparatus and have time to put it away. It is pointless to get apparatus out in a gymnastics lesson if pupils do not then have enough time to use it effectively. At the end of your lesson you need to allow sufficient time to put the apparatus away safely, without hurrying.
- Pupils to have a game if they have practised skills/small sided games. Pupils need time to experience how well they can apply their earlier learning to a game situation. This may also inform you of pupils' understanding of tasks set.
- Pupils to complete a circuit and to collect scores. This again is important in giving feedback to pupils (see Chapter 9) and in increasing their self-esteem (see Chapter 7) through completion and achievement of tasks set.
- You to give feedback about the lesson. It is important to highlight the learning you hoped to achieve (e.g. with a question and answer session) to conclude your lesson.
- You and the pupils to finish the lesson smoothly.
- The pupils to shower and dress after the lesson.
- You to ensure pupils are not late for their next lesson!

Organisation after the lesson

Once the lesson has finished, you need to evaluate it as soon as possible. Your evaluation should focus on pupils' learning. However, it is also important to reflect on whether your organisation and management could be improved, particularly in

order to create more time for learning. This evaluation informs the planning of your next lesson. Chapter 3 discusses both planning and evaluation in more depth.

MANAGING PUPILS' BEHAVIOUR

Teachers are expected to be good classroom managers. Administrators often consider teachers who exert strong control to be their best teachers, while parents and the community expect students to be taught self-control. Likewise students expect teachers to exert control and establish a positive learning environment.

(Cruickshank *et al.*, 1995: 393)

Unit 3.3 in Capel *et al.* (2001) gives an overview of managing classroom behaviour. Your colleagues, school management, parents and society expect you to manage pupils effectively. From the experience of other student teachers, you are likely to be concerned about management skills early in your school experiences. Without good management, pupil time on task is reduced and you cannot concentrate on those aspects of teaching which promote learning. The task of establishing discipline and control is particularly challenging in PE, both because safety is a key issue and because in relatively unrestricted spaces (such as a games field or sports hall) there is considerable opportunity for misbehaviour.

One way to approach behaviour management is to start from a positive standpoint. Rather than looking to avoid problems a useful goal is to set yourself the objective of keeping pupils on task. Pupils who are on task are both less likely to misbehave and more likely to master the intended learning outcomes. Keeping pupils on task demands a range of teaching skills, many of which have been referred to above, or in other chapters. According to Davison (2001) the behaviour of a class can be affected directly by the teaching skills you employ as a teacher. He identifies three main reasons for misbehaviour:

- boredom;
- inability of the pupils to complete the task set;
- too much effort required.

For the purposes of this section we focus on three main areas:

- appropriate planning;
- effective management; and
- building positive relationships with your classes.

Appropriate planning

It is often the case that pupils look forward to PE as a lesson they enjoy and it might follow that we should have few problems with disinterested pupils. However, pupils'

interest in a lesson depends, in part, on the tasks you have planned for them. If the work set is too simple or too demanding pupils' effort is likely to wane (see also Chapter 1). Alternatively, if your organisational planning has not been carefully thought through, and there are prolonged awkward episodes during which no productive work is going on, pupils' attention wanders. This could happen, for example, if too long is spent on organising pupils into groups/teams or if the setting up of apparatus is lengthy. Careful planning of the structure of the lesson, of material and of organisation goes a long way to ensure that pupils are actively engaged in learning and not causing problems.

Primarily pupils need to know what is expected of them in terms of behaviour, effort and task completion. The establishment of routines therefore plays a vital role in successful lessons. By providing pupils with terms of reference, in the form of rules and routines, pupils have a framework on which to base behaviour. The use of appropriate sanctions to reinforce inappropriate behaviour must also be identified. If you need to issue sanctions make sure that they are consistent, appropriate and enforceable. In many schools, home-school contracts now exist, providing teachers, parents and pupils with what each can expect from the other. Do not be surprised to see codes of conduct displayed in the school environment, again providing terms of reference for both staff and pupils.

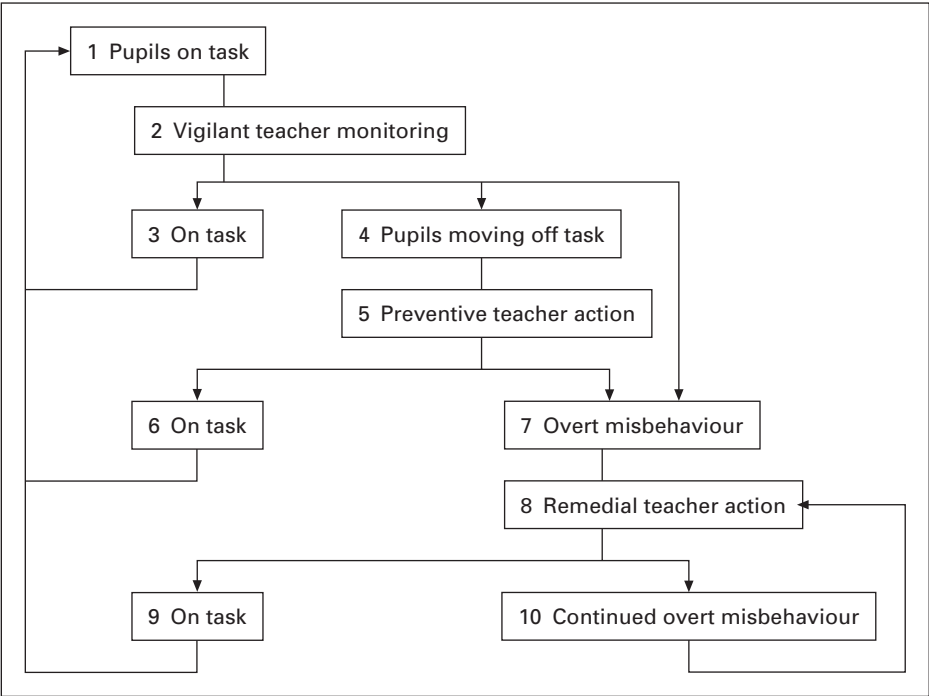
Effective management

In well-planned lessons you spend less of your time managing and more time promoting learning. The first requirement for effective management is a clear and purposeful implementation of the lesson plan. Following this, two key skills needed to manage a lesson effectively are vigilance and rapid response. With the goal of keeping pupils on task it is essential that you know what is going on in all corners of a gymnasium, swimming pool or rugby pitch. Taking time to see clearly what is happening in the class as a whole is critically important. When a task is first set it is essential that you stand back and check that your instructions have been understood and are being followed. While pupils are working on a task it is again essential that you survey the whole class regularly to see if they are all on task. You must be in constant touch with what is happening in the lesson as a whole and avoid spending too long working with individuals and groups. Having added vigilance to your skills, what are you looking for and how might you respond?

Figure 6.3 usefully maps out the pattern of observation and response (the numbers which follow refer to numbers on the figure).

In (1) all pupils appear to be on task. You are moving round the working space monitoring what is going on (2). While all pupils are on task (3) you proceed to provide teaching points to enhance pupils' learning and encouragement. However, should you see some pupils moving off task (4) you need to respond rapidly with preventive teacher action (5). This response could simply involve your moving close to the off task pupils or it could be a private or public reminder to the pupil(s) of the task they should be engaged in. Alternatively, you could ask the off task pupils a question or take time to help them with their movement. However, if monitoring

Figure 6.3 A paradigm for managerial behaviour (adapted from Morrison and McIntyre, 1973)



(2) reveals that a good many of the pupils are straying off task, a different response may be needed. Perhaps the task is proving too easy or too hard; maybe the class are ready for a change or need feedback from you as to how well they are progressing. Here the preventive action (5) is to stop the whole class and redirect the work. Hopefully on task behaviour (6) follows. If you do not pick up whole-class problems it is very likely that passive off task behaviour may turn into overt misbehaviour (7) by some pupils. Again rapid response is essential to avoid problems spreading to the whole class. It is useful to remember that there is some truth in the saying that misbehaving pupils are often telling you what others are too polite to say. So there are possibly, but not necessarily, two problems here: one the individual pupil and the other the nature of the whole-class task. It is probably the case that you have to take preventive action (5) with the whole class as above, but first you must enact a specific remedial action (8). This could be similar to that you effected when noticing latent misbehaviour of an individual, but it is likely to require firmer action. As far as possible avoid public confrontations and always identify the behaviour, not the pupil, as seriously out of order. Never resort to physical intervention. You may need to remove the pupil at once or require a private word with her or him after the lesson. An alternative is to issue a threat that a particular course of action will be taken if on task behaviour is not resumed (9). This threat should be in line with school policy on

punishment, but whatever the threat, it must be carried out if overt misbehaviour persists (10). Whenever and whatever your response is throughout this whole cycle it is important that you stay calm. Adopt a stable symmetrical stance, an authoritative posture and a measured tone of voice. Give every impression that you expect to be obeyed.

Task 6.8 Managing behaviour

Using Figure 6.3, ask your tutor or another student teacher to observe one of your lessons and tally the number of times you responded to observed problems in the categories 5, 8 and 10. Discuss with the observer how effective your response was and what you can do in your next lesson(s) to increase your effectiveness. Try these different approaches in future lessons.

Building positive relationships with your classes

While planning, organisation and management may be focused on an individual lesson, the relationship you have with pupils develops over a number of weeks/terms. Building positive relationships with your classes is addressed in Chapter 7.

When there is a positive relationship, pupils feel secure and arrive at a lesson expecting to work, learn and be successful (see Chapter 7). Security results from the formulation and enactment of clear rules, routines and procedures. These are concerned with such issues as conduct on entering the working space, safety rules to be observed and clothing to be worn. Some examples are given in Table 6.2. Try adding your own for other activities.

Table 6.2 Some examples of rules, routines and procedures

Activity	Rule/routine/procedure
Gymnastics	No large apparatus to be used until the teacher has checked it for safety No running at times when apparatus is being put out or dismantled
Swimming	No one to enter the pool without permission No running on poolside No screaming in pool
Hockey	One short sharp whistle: stand still, face the teacher and listen
Javelin	Always walk when carrying a javelin Have the sharp end pointing down Never throw unless given permission by the teacher

Security also results from the experience of fair, consistent and firm teaching, and from teaching which accommodates, as appropriate, the needs of individuals and of the whole class, in particular situations. Pupils should not be afraid to come to you with problems before or during the lesson and, where appropriate, you should modify your demands on a particular pupil. A pupil may, for example, report it is her first day back after illness. She wants to take part but is worried she may tire. Another pupil has had her kit stolen for the third time and asks not to be punished for not having the necessary clothing.

As you become more familiar with teaching you will be able to anticipate times when opportunities for inappropriate behaviour arise, and plan accordingly. As your confidence grows such incidences will decrease.

SUMMARY

Although all teachers have to organise and manage their lessons, organisation and management in PE lessons needs specific consideration as pupils are working in large spaces, using a variety of equipment, with limited time. Although all teachers need to be able to give clear, precise instructions and explanations, PE teachers need to consider how they can give these to pupils who are not sitting in neat rows behind desks, but moving around in a large space, often at considerable distances from the teacher. As a PE teacher, organising and managing lessons effectively is especially important because of the safety implications of activities and the large space in which you work.

In an effective lesson as little time as possible should be spent on organisation and management. Although effective lesson organisation and management are clearly important and may even be key to the success of a lesson, they are not everything and alone they are not enough. They can create the time for learning to take place and an environment suitable for effective learning, but you need to use that time effectively for learning to occur. Effective lessons are those in which the time pupils are on task is maximised. The teacher has planned thoroughly what and how she or he is going to teach and how he or she is going to organise and manage the lesson (anticipating, and having planned especially carefully to prevent problems which may occur in the lesson, but having contingencies for overcoming problems should they occur). You must be careful not to focus too much on effective organisation and management (especially in the early stages of your school experiences), but to see these as providing time and opportunity for effective teaching and learning to occur.

The way you organise and manage your class is an individual preference. Such skills are based around the establishment of clear rules and expectations, of both yourself and those you teach. Marland (1993: 8) states that ‘To be organized and firm is to have cleared the decks for variety of activity and friendliness, but to be slightly confused and wavering is to produce a muddle that will lead only to frayed tempers, cross words, less pupil enjoyment and less learning’.

The aim of this chapter has been to provide an overview of ways in which you can develop your organisation and management skills. For many student teachers, the development of such skills is seen as a high priority. However, such skills are developed over time and with experience. Even the most experienced teacher is still learning new ways of dealing with the ever-changing face of the classroom. Take time to

reflect on your teaching and identify situations when a different approach may have been more appropriate. Be consistent in both your preparation and planning. Enter each lesson confident about your material. Most of all be clear about your expectations. Once pupils are aware of these, positive relationships can be established leading to the enhancement of learning.

APPENDIX: ACADEMIC LEARNING TIME IN PE (ALT-PE) – PETER BRECKON AND DE MONTFORT UNIVERSITY BEDFORD

Purpose

This instrument is often used to judge teaching effectiveness in PE. Specifically, its purpose is to describe the amount of time pupils are engaged in motor activity at an appropriate level of difficulty. This is based on the assumption that the longer pupils are engaged in motor activity at an appropriate level of difficulty, the more they learn.

Definitions of categories

Four categories of activity are identified:

- *Motor appropriate (MA)*: the pupil is engaged in a motor activity related to the subject matter in such a way as to produce a high degree of success.
- *Motor inappropriate (MI)*: the pupil is engaged in a motor activity related to the subject matter, but the task or activity is either too difficult or too easy for the pupil's capabilities, therefore practising it does not contribute to the achievement of lesson objectives.
- *Motor supporting (MS)*: the pupil is engaged in a motor activity related to the subject matter with the purpose of helping others to learn or perform the activity (e.g. holding equipment, sending balls to others or spotting the trampoline).
- *Not motor engaged (NM)*: the pupil is not involved in a motor activity related to the subject matter.

Recording procedures

There are four different methods of observation available to collect ALT-PE data about the categories above. These methods use:

- *Interval recording*: this involves alternating observing and recording at short intervals. One pupil or an alternating sample of pupils is used. The observer watches one pupil during the *observing interval*. During the *recording interval*, the observer records the observation as *MA*, *MI*, *MS* or *NM*. Data can be presented as a percentage of each category. This is the most common observation method used.
- *Group time sampling*: this involves the observer scanning the group for 15 seconds every two minutes, and counting the number of pupils engaged at

an appropriate level of motor activity. Data can be presented as an average for the class.

- *Duration recording*: this involves the observer using a timeline to categorise into one of the four categories (MA, MI, MS or NM) what one pupil is doing the entire period. Alternatively, the observer can measure MA time only. A stopwatch is started when the pupil is appropriately engaged and stopped when the engagement stops. Total MA time for the lesson can be presented as a percentage of total lesson time.
- *Event recording*: this involves the observer counting the number of MA practice trials at an appropriate level of difficulty (the practice must include discrete trials). Trials are measured (and data presented) per minute or over longer units of time.

Example of ALT-PE using the interval recording method

To use this method of recording the coding format is divided into *intervals*. In each interval box there are *two levels*: a top level and a lower level. The *top level* of the interval box is used to describe the *context of the interval* (*C*). There are ten choices of context from three categories: general content, subject matter knowledge and subject matter motor (see below). This decision is made on the basis of what the class as a whole is doing – for example, are they involved in warm up, a lecture on strategy, or skill practice?

The *lower level* of the interval box is used to describe the *involvement of one pupil (LI)*. Choices are from the categories described as not motor engaged and motor engaged (see below).

The *letter code* for the appropriate category is placed in the appropriate part of the interval box.

Typically, it is suggested that *three pupils* of differing skill levels are observed, *alternating observation* of them at every interval.

This system provides a total picture of what the class does throughout the lesson and a finely graded picture of the involvement of several pupils.

Those interval boxes marked as motor appropriate (MA) are ALT-PE intervals. Total ALT-PE is the total for the pupil during the lesson.

Figure 1 shows three examples of the proposed 2D-CCS. Each example consists of a 2x24 grid of cells. The columns are numbered 1 to 24. The rows are labeled C (Control) and LI (Load Index). The first example shows a single cell in the LI row at column 10. The second example shows a single cell in the LI row at column 15. The third example shows a single cell in the LI row at column 10.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
P	C																								
	LI																								

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
P	C																								
	LI																								

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
P	C																								
	LI																								

P = Pupil

C = Context of the interval

LI = Level of involvement of pupil

	Context level (C)		Learner involvement level (LI)	
General content	Subject matter knowledge	Subject matter motor	Not motor engaged	Motor engaged
Transition (T)	Technique (TN)	Skill practice (P)	Interim (I)	Motor appropriate (MA)
Management (M)	Strategy (ST)	Scrimmage/	Waiting (W)	
Break (B)	Rules (R)	routine (S)	Off task (OF)	Motor
Warm up (WU)	Social behaviour (SB)	Game (G)	On task (ON)	inappropriate (MI)
	Background (BK)	Fitness (F)	Cognitive (C)	Supporting (MS)

FURTHER READING

- Mawer, M. (1995) *The Effective Teaching of Physical Education*, London: Longman. Chapters 6 and 7 in this book focus on aspects of organisation and management in PE lessons.
- Siedentop, D. and Tannehill, D. (2000) *Developing Teaching Skills in Physical Education*, fourth edition, Mountain View, CA: Mayfield Publishing. Chapters 4 and 5 focus on preventive class management, discipline techniques and strategies in PE lessons.
- Smith, C.J. and Laslett, R. (1993) *Effective Classroom Management: A Teacher's Guide*, London: Routledge. This book considers many aspects of discipline in the classroom, from minor disruption to confrontation. It includes some very good case studies of how confrontations can occur and how they can be managed well, or alternatively, how they can get out of hand. It also includes a section on working with pupils with emotional and behavioural difficulties in mainstream classrooms.
- Wragg, E.C. (1993) *Classroom Management*, London: Routledge. This is a work booklet that identifies further tasks and opportunities to reflect upon your approaches to classroom organisation.

7 Developing and Maintaining an Effective Learning Environment

Susan Capel, Margaret Whitehead and Paula Zwozdiak-Myers

INTRODUCTION

In this chapter we introduce you to aspects of your work as a teacher designed to create and maintain an effective learning environment to support other aspects of your teaching. We address questions such as what messages are you sending to pupils? Do you convey messages that PE and learning are fun? That pupils can achieve the intended learning outcomes of the lesson? That you care about pupils and their learning? That you value your pupils as people? Do you send any hidden messages to pupils? Do your verbal and non-verbal communications send the same message? Are you enthusiastic? Do you convey this to pupils? Are your interactions mostly positive or negative? Are they consistent? Do you motivate pupils?

Developing and maintaining a positive, supportive learning environment does not happen by chance – you need to plan for it for *all* pupils. This involves addressing three principles for *inclusion*: setting suitable learning challenges; responding to pupils' diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils (DfEE/QCA, 1999b: 28). Inclusion is addressed in detail in Chapter 10.

Task 7.1 What messages are PE teachers sending?

Read the situations below and identify what messages you think the teacher is sending. Discuss your perceptions with another student teacher. Record your findings in your professional development portfolio, to return to at the end of the chapter.

- A teacher arrives at a lesson dressed in a tracksuit that he wore to train for rugby the night before.
- It is a cold, wet day in the middle of January, the playing fields are waterlogged and cannot be used. The teacher sends the pupils on a cross-country run and returns to the changing room for a cup of coffee.
- It is a cold but dry day and the teacher decides to take the class outside for a netball lesson. She does not allow the pupils to wear tracksuit trousers or gloves, but she wears a tracksuit and a thick ski-jacket.
- A class of 30 pupils have a 60-minute trampoline lesson using two beds. Pupils have one timed minute on the bed and then rotate on and off. At the end of the lesson each pupil has been physically active for a maximum time of 4 minutes.
- In a high jump lesson the pupils are taking turns to jump over the bar. The height of the bar is increased at the end of every round. Pupils who did not successfully clear the previous height are not allowed to jump at the new height and therefore sit at the side of the pit and watch as the lesson continues.
- The bell goes for the start of lessons after the lunch break. The teacher has been coaching the gymnastics team at lunch-time in preparation for an important competition. He has not had any lunch and therefore goes to the staff room for some lunch while the pupils get changed and wait for him to start the lesson.

We have seen such scenarios in PE lessons. Such situations do not help to create a learning environment that encourages pupils' learning, but rather lead to the creation of a negative climate in the lesson. They also have implications for safety (see Chapter 8).

A positive lesson climate provides the most effective learning environment. There are many factors which contribute to establishing a positive lesson climate, including self-presentation of the teacher and the presentation of the working space, the purposefulness of the lesson, the interpersonal relationships between teacher and pupils and between pupils, the motivation of pupils and the self-esteem of pupils. In this chapter we consider these aspects of your teaching. In developing these you use some of the skills identified in earlier chapters. You should therefore refer back to earlier chapters where appropriate.

OBJECTIVES

By the end of this chapter you should:

- understand the importance of creating a positive lesson climate and an effective learning environment;

- appreciate some aspects of self-presentation that are important to PE teachers;
- appreciate how the appearance of the working space contributes to the lesson climate;
- understand some of the personal and interpersonal factors that influence lesson climate, including characteristics of the teacher, interpersonal relationships, motivation and self-esteem.

DEVELOPING A POSITIVE CLIMATE IN YOUR LESSONS

A lesson with an effective learning environment has a positive climate. What is the ‘climate’ of a lesson? What do we mean by a ‘positive climate’? Why is this important? When we talk about the lesson climate we are referring to the prevailing mood of the lesson. Pupils and their learning are placed at the centre of the lesson planning and delivery. The lesson has a relaxed but purposeful atmosphere. Pupils are expected to learn and to be on task (see Chapter 6), supported by a caring, enthusiastic teacher. The teacher uses a positive teaching style, identifying and providing feedback on appropriate work, the positive reinforcement motivating pupils to learn and enhancing their self-esteem (see also Chapter 9). Thus, much of the interaction in the class is positive, creating effective interpersonal relationships. However, a climate is not positive if it has all of the above but no learning is taking place. You have, no doubt, experienced lessons in which there was a good atmosphere, but no learning was taking place.

Task 7.2 Positive and negative verbal communication

Audiotape one of your lessons. You may want to attach a microphone to yourself to ensure you record all your verbal communications. *What* you say to pupils, *why* you say it, *how* and *when* you say it, have a direct influence on the climate you create within your lesson and on the learning of your pupils (see Chapter 5).

As you listen to the tape, answer the following questions. Was your communication mostly positive or mostly negative? Was there any pattern to positive and negative communication – for example, was communication positive when you provided feedback about work but not about behaviour, to able pupils but not to less able pupils, to boys but not to girls? How did your pupils respond to the communication? Discuss with your tutor the pattern of your verbal communication, your pupils’ response and the implications of this. Identify how you can increase the amount of positive verbal communication, if appropriate. Try to put this into practice in your next lessons.

Your self-presentation: what impression do you create to your pupils?

Task 7.3 An effective PE teacher

Write down 12 to 15 adjectives or phrases that you might use to describe an effective PE teacher – for example, ‘patient’, ‘well organised’. Underline all those that refer to how you might *present yourself* as a PE teacher. Compare your list with that of another student teacher doing the same task.

Keep this information in your professional development portfolio to refer back to in Task 7.5.

Teacher self-presentation is related to the personality of each individual. However, it would be surprising if your list of adjectives or phrases to describe an effective PE teacher differed radically from that of another student teacher doing the same task. Such is the particular nature of the subject of PE that to be a successful teacher you need to exhibit key characteristics. These enable you to gain the respect of pupils, motivate them to work and promote learning on the part of each individual pupil.

As an enthusiastic and committed teacher you plan and prepare each lesson thoroughly, differentiate learning tasks to accommodate the needs of each individual pupil, arrive early for the lesson, provide a quick pace to the lesson and do not allow minor interruptions to interfere with the lesson. You have a positive approach and teaching style, smile a lot, praise pupils for effort or performance, give specific, positive feedback whenever possible and encourage pupils to achieve obtainable, appropriate and challenging learning outcomes – therefore developing a positive lesson climate. Further, you dress and act as though you are enthusiastic about, and participate in, physical activity yourself. It is also an advantage to be a positive role model in your skilful execution of movement skills, and it is certainly the case that teacher demonstrations can help to inspire and enthuse pupils. There are three fundamental aspects of effective teacher self-presentation. These are discussed below.

First, a PE teacher needs to be *confident*, *authoritative* and clearly *in control of the situation*. These self-presentational attributes are necessary because you frequently work in a large space, at some distance from many of the pupils and in an environment that may contain safety hazards (see also Chapter 8). To retain your authority you must convey clearly an assured and business-like self-presentation. Elements that contribute to the teacher’s authority have been identified by Kyriacou (1997: 103) as ‘Subject knowledge; interest in and enthusiasm for the subject; and, the ability to set up effective learning experiences’. Appropriate and smart clothing are also essential (see also Chapter 5). You are in part an organiser and a safety manager and your presentation must reinforce these roles.

Second, a PE teacher needs to be *energetic* and *enthusiastic*. While all teachers have to engage and interest pupils, you have to motivate pupils to expend considerable

effort to gain most from the lesson. A lethargic teacher is hardly likely to have a dynamic and determined class. In everything you do, you need to be alert, lively and encouraging. Do you convey to your pupils your enthusiasm for your subject content? How do you accomplish this?

Although it is difficult to define precisely how enthusiasm is shown, as this is unique to each of you, it is important that as an enthusiastic and committed physical educationalist you convey your enthusiasm to the pupils and therefore enthuse and motivate them to participate. However, it is worth remembering that enthusiastic teachers vary their voice, gestures and expressions, move around the teaching space and maintain a quick pace to the lesson that involves high levels of interaction with pupils.

Third, a PE teacher needs to convey in their self-presentation that they are more than an authoritarian, able sports person. The movement skills that are often the focus of the lesson are performed by the pupils for all to see, and so there is a danger of self-consciousness, as the pupils' very selves, their bodies, are the subjects of observation and evaluation. The work in PE is therefore of a very personal nature and you need self-presentational skills that demonstrate a dimension of *understanding* and *sensitivity*. Furthermore, you need to convey to the pupils that you are approachable, sympathetic and caring. The teacher should show both verbally and non-verbally that concern for pupils and their respective efforts are at the heart of the lesson. If, for example, you learn pupils' names quickly, you send a message to them that you care about them as individuals and about their learning. However, it is not easy to learn pupils' names in PE lessons, as they are not sitting at desks. We have experienced the difficulties ourselves – for example, in one school in which one of us taught, the pupils were taught swimming for the first half of the first term. The girls were required to wear navy blue costumes and swimming caps. Therefore, as a new teacher in the school a special effort had to be made to learn pupils' names. This was done mostly by talking to pupils both at the beginning and end of lessons. Some of the techniques often used by teachers to learn names are difficult to apply in PE lessons or in some activities in PE. It is suggested, for example, that pupils say their name when you talk to them or you set a goal of using pupils' names in, say, 50 per cent of interactions with them. However, it is difficult to hear what is being said in, say, a swimming pool or when pupils are scattered in a large area, and therefore you need to find techniques appropriate for the situation. What is important is that as a student teacher you learn pupils' names.

Task 7.4 Learning pupils' names

As soon as you can, get a register of all pupils in your classes. Ask experienced PE teachers what techniques they use to learn names (see also Unit 2.3 in Capel *et al.*, 2001). Make a particular effort to learn the names of pupils in your classes as soon as you can. If one technique is not working, try another one until you have found a technique that works for you.

Caring is revealed both in the interaction between teachers and pupils and between pupils. A *caring pedagogy* (Noddings, 1992 cited in Siedentop and Tannehill, 2000) embraces pupils' personal and social growth and achievement, with the aim of creating 'a synergy between the learning goals and social goals of physical education' (Siedentop and Tannehill, 2000: 106). Thus, teachers care that pupils learn and improve. A caring pedagogy is based on the belief that if pupils feel respected and accepted by the teacher and their peers they are more likely to apply themselves to their learning. A caring pedagogy includes:

- pupils who are supportive, responsible, accountable, cooperative, trusting, empowered, who identify with the class and are committed to fairness and caring;
- learning communities which have boundaries, persist over time, share common goals, value cooperative practices, identify with community symbols and rituals, and are committed to fairness and caring;
- strategies for sustaining fairness and caring, which include collaboratively developed class procedures and discipline codes, class meetings to solve problems and develop class norms, challenging learning activities emphasising respect, opportunities to know one another, and willingness to deal with values in the curriculum;
- investment in the development of pupils and sustaining conditions within which pupils protect the rights and interests of classmates;
- teacher practices such as helping, valuing pupils, treating pupils respectfully, being tolerant, encouraging and supportive, which are viewed by pupils as caring;
- caring teachers who plan challenging and significant activities and help pupils achieve important outcomes;
- a caring teacher with skills and knowledge that relate to diversity issues in pedagogy and in the content being taught.

(Adapted from Siedentop and Tannehill, 2000: 115)

In Capel *et al.* (2001), Unit 3.1 addresses how to convey attributes of confidence, enthusiasm and involved sensitivity and Unit 1.2 addresses the school's expectations of the student teacher, which relate closely to self-presentation. This unit also includes consideration of professionalism. It is certainly the case that your self-presentation should at all times demonstrate your professionalism and genuine concern for each individual pupil.

Task 7.5 Effective self-presentation

Return to Task 7.3 and compare the three key features identified above (confident, authoritative and clearly in control of the situation; energetic and enthusiastic; understanding and sensitive) with your list and those aspects you underlined. Discuss with another student teacher how far you agree with the priority given to these three. Set yourself the challenge to convey these three attributes during your next week of teaching. Ask your tutor to give you feedback on your mastery of each.

It is worth taking time to check aspects of your self-presentation – for example, use of your voice, the clothes you wear, confidence, your non-verbal communication and your movement in a lesson (see particularly Tasks 5.1 to 5.6). You might also want to check other aspects of how you present yourself – for example, whether you have any habits or mannerisms such as brushing your hair back from your face when teaching, which may detract from your ability to communicate with pupils effectively. You might find pupils spending more time counting how many times you brush your hair back than they spend listening to you.

Task 7.6 Your habits and mannerisms

Early on in your teaching ask another student teacher or your tutor to videotape you teaching one of your lessons. After the lesson watch the videotape and try to detect any habits or mannerisms which could be distracting in lessons and prevent effective communication. Work hard to eliminate or at least reduce any such habits or mannerisms. Ask the same person to videotape you teaching another lesson after you have worked to eliminate any habits and mannerisms and see if there is any difference.

What impression do the PE facilities create?

The general appearance of the working space is also an important factor in creating an effective learning environment. You need to ensure that the space is clean and tidy and conveys care and attention to pupils and their learning.

It is obviously hard to keep working spaces clean and tidy if a large number of groups and teachers are using the space or if a space is used as a multi-purpose facility, such as lunch served in the main hall of a school followed immediately by a dance lesson. In dance, pupils are for the most part required to work in bare feet and often engage in floor work; thus, tidiness and cleanliness is of paramount importance for reasons of health and safety. Further, be mindful of potential hazards to your outdoor working spaces such as a long jump pit littered with drink cans and broken glass as pupils eat their lunch on the playing fields. This situation is made more difficult if a space is let to outside users. If you arrive for a lesson in a space that is untidy, it is worth tidying it up before the lesson starts. You should also mention this to your tutor so that they can talk to the person who used the space previously to prevent the same thing from happening again.

Each time you use a space you must check that it is safe (see also Chapter 8). This requires equipment to be well maintained and in good order. There should not be any equipment left in a working space. Likewise, as your lesson progresses, you should make sure that spare equipment is put away safely and not left lying around. Also, ensure that equipment is put away properly after the lesson so that it is tidy and easily accessible and that the space and the changing rooms are left in a suitable state for the next group.

You can enhance the space by using neat, tidy and well presented visual displays such as posters and notices. Ensure as far as possible that these are informative, current and meaningful to *all* pupils by, for example, changing the displays seasonally to feature athletic championships, winter sports, the paralympics and Wimbledon; featuring male and female role models from different cultural backgrounds; and, where appropriate, selecting font text that all pupils can read (comic sans for those pupils who are dyslexic). There are several books and websites that you can refer to for advice on how to create good visual displays (the technical or library staff in your higher education institution (HEI) should be able to point you towards some). All of these should help to create a positive feeling among pupils about the lesson and about the environment in which they are working.

Task 7.7 The PE spaces

Are the PE facilities in your school experience school attractive? Clean? Tidy? Well looked after? Do they invite participation? What can you learn that you can apply when you are in your own school? How can you create an attractive, motivating PE environment in your school? Record this information in your professional development portfolio for reference when you are in your first post.

Purposefulness of your lesson

In a purposeful lesson pupils expect to work, learn and be successful. In order to create a sense of purposefulness you, as the teacher, must create as much time as possible for learning (see time on task in Chapter 6) and not allow time to be wasted. You can achieve this by good organisation and management skills (see Chapter 6) and by establishing a good pace to the lesson. For example, make sure that pupils do not spend too long in the changing rooms before the lesson, that the lesson starts as promptly as possible and that your organisation enables each task or lesson episode, including change of task or lesson episode, to proceed smoothly and efficiently. You should also create a sense of urgency in the lesson, encouraging pupils to do things quickly rather than dawdling – for example, pupils should run to the outside space in which they are working rather than walk along chatting to a friend. They should also have been set a task to start when they get there. Further, you should not allow the pace of the lesson to slow by, for example, taking too long to explain what pupils are to do next or to deal with a minor problem or unnecessary interruption such as a telephone call in the office (you must not leave a class alone to take a call). Also, you must not take too long to organise pupils. In grouping pupils, for example, use a logical sequence of numbers for skill development or small-sided practices such as 2–4–8 or 1–3–6 (see Chapter 6).

Task 7.8 Purposefulness of a lesson

Observe two or three lessons taught by experienced teachers, focusing on the purposefulness of the lesson – for example, how long it takes for pupils to change for the lesson; what techniques the teacher uses and what she or he says to maintain a good pace to the lesson; how the teacher deals with unnecessary interruptions; how long it takes to move from one task to another and how the teacher keeps this time to a minimum.

How do these compare with your own lessons? Ask another student teacher or your tutor to observe one or some of your lessons in relation to the same points. Do you need to change your practice to create a more purposeful lesson? If so, how can you do this? Are there aspects of good practice you can adopt in your lessons? Try these out.

Interpersonal relationships

In a lesson with a positive climate pupils are supported in their learning by a teacher who cares about them and about their learning (see above). You need to know pupils personally in order to build up a relationship with them. You and your pupils must develop mutual respect for each other, accepting each other and valuing each other's viewpoints. All aspects of your teaching are important in showing you value pupils, including such aspects as questioning techniques. A teacher may, for example, ask a question such as 'how can you get over a box without putting your feet on it'? If you only want and accept one possible answer 'a vault', you may discount an answer from a pupil who answers the question but does not give the answer you wanted. Hence, the pupil's answer is not valued and he or she is not given the opportunity to make an effective contribution to the lesson.

A *humanist approach* to teaching and learning, which could be an appropriate paradigm, places an emphasis on:

- the 'whole person' (a holistic synthesis of mind, body and feelings)
- personal growth (the tendency of moving towards higher levels of health, creativity and self-fulfilment)
- the person's awareness (the person's subjective view about themselves and the world)
- personal agency (the power of choice and responsibility)

(Kyriacou, 1997: 111)

Although you want to establish a good rapport with pupils, you must not become too friendly with them. We have seen some student teachers on their initial school experience adopting a friendly approach to their pupils and then they have not been able to establish their authority. You must maintain your status as a teacher so that

your authority is not undermined and so that pupils do not lose respect for you. If you establish a good relationship with your pupils you can exert your authority when you need to. Siedentop (1991: 132) identified the following components of good relationships:

- know your pupils;
- appreciate your pupils;
- acknowledge their efforts;
- be a careful listener;
- include pupils in decisions;
- make some concessions when appropriate;
- always show respect for pupils;
- show honesty and integrity;
- develop a sense of community, of belonging to the class.

As with all other aspects of your teaching you need to monitor your relationship with your pupils. You can do this by observing pupils' reactions to you and your lessons. If pupils get to class early, are enthusiastic, do things quickly and willingly, ask you questions to enhance their learning, follow established rules and routines, treat you and other pupils with respect, help one another without being prompted and feel positive about the class identity, this suggests that you have or are establishing positive interpersonal relationships with your pupils.

Being relaxed

In a lesson with a positive climate you are likely to be relaxed. If you are relaxed, your pupils are likely to be relaxed. When pupils are relaxed, they can concentrate on the learning tasks and are more likely to behave appropriately. When you are relaxed, you are more likely to smile, conveying that you are relaxed and sustaining the relaxed atmosphere already created. This can be aided by using humour effectively.

Using humour

As with other teaching skills, humour must be used appropriately. In the early stages of learning to teach you may wonder whether, when and how you should use humour. However, as you develop as a teacher, you should become more confident. Humour can be used to laugh at yourself when you have said or done something silly, to reassure a pupil who is anxious, to defuse a situation in which there is potential conflict, to laugh with pupils at something they find amusing (as long as that is appropriate for you as a teacher) – for example, a hockey ball breaks in two and the pupils laugh about which part to use. Such scenarios reveal the more approachable and human side to your nature.

Although using humour well can be effective, using it inappropriately can make a lesson go terribly wrong. You must not use humour at a pupils' expense – for example, to humiliate them through sarcasm. If you use humour too much pupils may perceive

you as trying to be their friend, therefore you may become too familiar with them (see above). Thus, effective use of humour can help you to establish a warm, caring, positive climate in your lessons, but if you do not use it effectively it can destroy your working relationship with your pupils and undermine your authority. It should therefore be used with care and treated as a teaching skill to be developed as you do with any other skill.

Task 7.9 Lesson climate

Observe two or three lessons, each taught by a different teacher. Focus on how the teacher establishes and maintains a positive lesson climate. Record aspects of both verbal and non-verbal behaviour and the responses of pupils to this behaviour. Record examples of good practice in your professional development portfolio so that you can incorporate some of them into your own teaching, where appropriate.

The Flanders Interaction Analysis System (FIAS) (Flanders, 1960) is an observation schedule which focuses on interactions between teachers and pupils in the classroom and therefore measures classroom climate. The Cheffers Adaptation of the Flanders Interaction Analysis System (CAFIAS) (Cheffers *et al.*, 1974) is an adaptation of this for use in PE lessons. This has been widely used in studies designed to describe the climate of the gymnasium. If you are interested in this aspect of teaching you may want to obtain a copy of the CAFIAS to gather information as the basis for an assignment on your course.

MOTIVATION

As a teacher you must try to motivate pupils towards learning. Unit 3.2 in Capel *et al.* (2001) covers motivation in detail and you should refer to that chapter for further information.

Motivating pupils is not always an easy task and an understanding of what motivates them is helpful. Pupils are motivated by activities and tasks that are meaningful, interesting and enjoyable to them. Pupils may be intrinsically motivated in PE to learn or develop a skill, to achieve something difficult, to develop their self-esteem or to have fun. They may be extrinsically motivated by some reward or recognition, such as status, approval, acceptance by peers or teachers. It may be that a few of your pupils are motivated to increase their skill to become professional sportspeople (e.g. footballers) with the large rewards that can bring. The obtainable, appropriate and challenging learning outcomes you set for pupils should therefore be differentiated to meet the needs of different pupils and be meaningful to each individual.

An understanding of how pupils learn is also important in helping you to motivate them. Pupils' learning is affected by a number of factors, including their previous knowledge and experience of an activity, the relationship with the teacher, the learning situations which the teacher organises, the social context and their motivation to

learn. An understanding of theories of learning – for example, Piaget (1962), Vygotsky (1962) and Bruner (1960) – helps you to develop teaching tasks which are appropriate to pupils' learning needs, which actively engage them in their own learning and which are motivating for pupils. Piaget's (1962) theory, for example, particularly the notion of readiness (i.e. that children only learn effectively if their educational experiences are suitably matched to their current level of understanding), can help you see the need to identify the intellectual demands a task makes on pupils so that it can be matched to pupils' performance. Refer to Unit 5.1 'Ways pupils learn' and Unit 5.2 'Active learning' in Capel *et al.* (2001) and try to apply the information to PE.

Perhaps most important to remember is that the best motivator is success. If you know your pupils you can set appropriate learning outcomes which allow them to achieve success (Chapter 10 looks at differentiation). You should adopt teaching strategies that actively involve pupils in their own learning and which help them achieve a specific learning outcome (see also Chapter 9). If intended learning outcomes and tasks are too easy or too difficult, pupils' motivation to achieve them is reduced. It is especially important to set obtainable, appropriate and challenging learning outcomes in PE because pupils' performance is on show and therefore failure in PE is particularly obvious. Physical actions and the success or otherwise of a pupil in accomplishing a task can be seen immediately by the rest of the class, the teacher and anyone else who is able to observe the class. For example, if a pupil cannot get into a handstand or, in a game situation, when a pupil drops a catch and the opposition gains possession of the ball. Failure in front of a class of peers can be particularly demotivating, especially as it is likely to decrease self-esteem (see below).

This can be made worse by the situation – for example, a hockey lesson on a pitch being overlooked by pupils in a classroom or another 'public' place. Pupils may lose interest in the lesson if they feel conspicuous – for example, if girls wear kit for PE in which they feel embarrassed, they are likely to spend more time worrying about their kit than about achieving the task.

The focus of lessons may also make pupils feel failures. In tennis, for example, teachers have tended to focus on skills and technique (i.e. how to execute a stroke technically correctly), rather than on pupils' achieving success by being able to hit the ball over the net. Although technique is important, should it be more important than being able to keep a rally going? How much emphasis should be put on good technique and how much on keeping a rally going? Can pupils enjoy a game of tennis in leisure time without being able to hit the ball correctly each time? PE teachers have different viewpoints on this. You might like to discuss this with your tutor. There is plenty of literature on teaching points for particular skills you might teach and, indeed, you include these in your lesson plans. However, there is also literature that encourages you to see that success can be achieved by adopting a range of approaches to teaching activities. You might like to look at literature on 'games for understanding' (Thorpe *et al.*, 1986), for example or 'sport education' (Siedentop, 1994). The literature on a health focus in PE also provides an alternative approach for teaching (see e.g. Biddle *et al.*, 1998; Harris, 2000; Harris and Penney, 1997; Piotrowski, 2000). This places health related exercise at the core of all physical activity during PE, for life and as a foundation for performance and excellence. You might like to read further about such issues and discuss them with your tutor.

You therefore need to understand what motivates your pupils and arrange the learning environment so that they are motivated to learn and are successful. An ability to ‘read’ what is happening during lessons and flexibility in adapting to changing circumstances are important in maintaining motivation. Recognising changes in pupils’ levels of motivation or participation, for example, requires modification of your teaching strategy, content or approach to pupil learning.

To ensure that all pupils are motivated and enjoy positive learning experiences in your PE lessons you might consider the TARGET model outlined by Ames (1992) to create a mastery climate:

- T = task: make tasks challenging and diverse
- A = authority: give the pupils choice and leadership roles
- R = recognition: give recognition to pupils privately and based on individual progress
- G = grouping: promote cooperation, learning and peer interaction
- E = evaluation: base evaluation on task mastery and individual progress
- T = time: adjust time requirements to individual capabilities.

Task 7.10 Motivating pupils

Reflect on the section above and consider for one class you teach, or group of pupils within the class, which is not highly motivated (if there is one), how you can increase pupil motivation in one lesson with the class. Discuss this with your tutor, then thoroughly plan and prepare how to motivate the pupils in the next lesson with this class. Implement this when you teach the lesson, then evaluate how successful your approach was.

Praise

White (1992: 5) states that ‘the majority of teachers believe that being positive, honest and fair with pupils is fundamental to good classroom practice’. If you consider carefully how to use praise to motivate pupils you should receive positive responses. As a teacher you are a stimulus and praise is used to encourage, to reward, to give a sense of achievement, satisfaction, pleasure, and to establish and reinforce positive behaviour in your lessons: ‘It is easy to overlook the occasions for praise, and to react more rapidly to the need to censure. Each lesson, you should try to find some word of praise for a handful of fairly ordinary but commendable things: a well-answered question, the good use of a word, a helpful act’ (Marland, 1993: 23).

Most pupils prefer to be praised rather than criticised (see some exceptions in Unit 3.2 in Capel *et al.*, 2001). Praise can provide positive reinforcement, make pupils feel better, and probably work to achieve more in the lesson. You should use praise when pupils do something well, put effort into their work, show persistence and

exhibit appropriate behaviours. Remember that it is important to praise *effort* as well as *achievement*. To be effective, praise needs to be positive, encouraging, supportive and valued. Guidelines for delivering effective praise, adapted from Brophy (1981 cited in Siedentop and Tannehill, 2000: 87) have been identified as follows. Effective praise:

- is delivered immediately, yet does not intrude on task-related behaviour;
- identifies specific aspects of behaviour that were well done;
- provides information about why the behaviour is important;
- is matched well to the behaviour being reinforced;
- is related to standard criteria or previous performance rather than compared to other pupils;
- properly attributes success to effort and ability;
- includes expectations for continued success and improvement;
- shows variety, sincerity and enthusiasm.

There are some problems associated with the use of praise – for example, some pupils get all the praise. Do some pupils never deserve praise and is one pupil's praise another pupil's absence of praise? The general points to remember when using praise are:

- do not over-praise as it becomes meaningless;
- make sure praise is earned;
- don't say it if you don't mean it;
- if you mean it, *sound* and *look* as though you do: say what you mean and mean what you say.

Task 7.11 Use of praise

A pupil's motivation is influenced greatly by your use of praise. Ask your tutor to observe a lesson and identify your use of praise during that lesson. Discuss with your tutor how effective your use of praise was and what you can do in your next lesson to increase its effectiveness.

The importance of praise to pupils cannot be underestimated (see Unit 3.2 in Capel *et al.*, 2001 for further reading on praise and motivation).

Motivating pupils to continue to participate in physical activity

It is one thing to motivate pupils to participate in a PE lesson at school but another to motivate them so that they continue to participate in physical activity after they leave school. People only continue to participate in physical activity if they are

self-motivated – because, for example, they enjoy it, are successful, confident and feel positive about themselves in relation to the activity. Unfortunately, PE teachers have, too often, made pupils feel failures, causing them to lack confidence in their ability. We are sure you know many people who have never undertaken any physical activity since they left school. Do you know why? Ask some of your friends why they do not/have not participated. Was their experience of PE at school a major reason for this? Did they feel that they were not successful at PE? If so, why? Continual failure reduces pupils' self-confidence and self-esteem and decreases the probability that they will participate in physical activity after leaving school. To encourage participation once pupils leave school you need to use teaching strategies that help to develop a positive climate in your lessons, which enable pupils to achieve success, to feel confident and to enjoy physical activity, therefore encouraging self-motivation.

SELF-ESTEEM

Motivation and self-esteem are closely linked. Lawrence (1988) defined self-esteem as a person's evaluation of the discrepancy between their self-image and their ideal self. The important factor in self-esteem is the extent to which the person cares about the discrepancy. PE teachers can lower pupils' self-esteem. As a teacher you should aim to enhance pupils' self-esteem. A positive climate with good interpersonal relationships, in which specific feedback is provided about pupils' performance on a task, along with information and guidance about how to be more successful, given in a way which is encouraging and supportive, is more likely to motivate pupils and enhance self-esteem. Self-esteem is enhanced when pupils achieve success and success is more likely if progress is measured against the pupils' own previous performance (ipsative) rather than against the performance of pupils who continually perform well (norm-referenced) (see Chapter 11).

Mawer (1995a: 122) indicated that:

effective teachers who seek to raise the self-esteem of their pupils will attempt to communicate with pupils in such a way that:

- they are seen as enthusiastic, relaxed, supportive, encouraging;
- they show that they value, respect and acknowledge the efforts of their pupils by use of praise and positive specific feedback;
- their non-verbal behaviour, such as body posture and physical proximity, eye contact, tone of speech, and use of other gestures such as smiling, head nods etc., reflect warmth and a supportive, caring disposition.

Also, pupil self-esteem is enhanced when the teacher:

- knows pupils well and attempts to share pupils' interests and feelings (*this is not the same as being familiar with pupils*);
- is prepared to 'give them time' and is a good 'listener';

- accepts pupil opinions, ideas and lesson contributions, offers pupils opportunities to make contributions to lessons, and attempts to share decision making with pupils; stresses pupil present performance rather than dwelling on past performances;
- has positive expectations of pupils.

Expectancy theory

In order to enhance pupils' self-esteem you need to know and treat your pupils as individuals (see above). Expectancy theory (Rogers, 1982) says that a teacher bases expectations of a pupil on impressions of the pupil. Interactions with the pupil are based on those expectations, which in turn influence the way the pupil responds, the response tending to match the teacher's expectations. The expectation is therefore realised. Thus, expectations are a self-fulfilling prophecy because the teacher communicates to the pupil the expectations through, for example, verbal and non-verbal communication, leading the pupil to fulfil the expectations. If you have high but obtainable expectations, pupils are likely to perform well, whereas if expectations are low pupils are likely to perform poorly (this can also relate to good and poor behaviour). Sometimes teacher expectations are based on perceptions or stereotypes – for example, that girls cannot do certain activities such as rugby, that boys should not do dance, or that pupils who are overweight or physically disabled cannot make an effective contribution to a game. Think of some perceptions or stereotypes of certain types of pupils that may influence what you expect of pupils in a class so that you can find ways to prevent expectancy theory coming into operation. Refer to Martinek's (1991) 'teacher expectancy model for PE' and the 'What's the Use' complex model for further details of expectancy theory in relation to PE (cited in Mawer, 1995a: 109–10).

In order to prevent expectations influencing pupils' performance you should:

- have realistic yet high expectations of all pupils, and set obtainable, appropriate and challenging learning outcomes and tasks for them;
- focus on each pupil's current performance rather than previous performance on an activity or task;
- avoid comparing one pupil's performance with that of other pupils;
- use the whole-part-whole method of teaching, i.e. provide an overall picture of what pupils are aiming for, but then break down the activity so that they can practise and be successful on one part at a time before trying the whole activity again;
- endeavour to motivate all pupils;
- provide positive, constructive feedback which helps each pupil to improve and raise standards;
- include all pupils equally in the lesson, avoiding concentrating on the good performers by adopting an inclusive approach (see Chapter 10).

See Unit 3.2 in Capel *et al.* (2001) for further information about teacher expectations.

Task 7.12 Enhancing self-esteem
in your pupils

In one of the next lessons you are planning to teach, write a learning outcome to enhance self-esteem as well as learning outcomes for content knowledge, skills and understanding. Plan teaching strategies to enhance self-esteem (see Chapter 9), ensuring that all pupils can achieve the learning outcomes set and differentiating the work to enable their individual needs to be met. Ask your tutor to observe the lesson, identifying how you enhanced self-esteem and if you did anything to reduce self-esteem. Discuss the lesson with your tutor afterwards and incorporate appropriate strategies to enhance self-esteem into future lessons and avoid those which reduce self-esteem.

SUMMARY

A positive climate in your lessons helps to create an environment in which pupils learn, supporting the other aspects of your teaching. In creating a positive climate you need to consider your self-presentation and the presentation of the working space. In a lesson with a positive climate pupils are actively engaged in learning, motivated by obtainable, appropriate and challenging learning outcomes to enable them to experience success and enhance their self-esteem. Appropriate praise, feedback and guidance provide information and support to enhance further learning. This requires you to differentiate your material to cater for the needs of individual pupils (see Chapter 10) and to treat pupils in a way that shows you are interested in and care about them as individuals and about their progress. Such lessons are fun for you and your pupils. Now return to Task 7.1 and, in the light of what you have learned in this chapter, suggest if and how the situations identified should be changed to send an appropriate message.

FURTHER READING

Child, D. (1997) *Psychology and the Teacher*, sixth edition, London: Cassell. An excellent source text for studying child development and the theories of learning and motivation.

Hardy, C. and Mawer, M. (eds) (1999) *Learning and Teaching in Physical Education*, London: Falmer Press. A comprehensive handbook to support teaching and learning in PE. Chapter 6 discusses motivation of pupils in PE in relation to how pupils view success and failure.

Marland, M. (1993) *The Craft of the Classroom*, London: Heinemann Educational. A readable book that looks at classroom interaction.

The books listed below each include one or more chapters about the classroom environment, classroom climate, creating an effective learning environment and/or strategies for effective teaching and learning, which should provide further underpinning for the aspects of your work introduced in this chapter.

- Brophy, J.E. (1997) *Motivating Students to Learn*, New York: McGraw-Hill.
- Cohen, L. and Manion, L. (1989) *A Guide to Teaching Practice*, third edition, London: Routledge.
- Cooper, P. and McIntyre, D. (1996) *Effective Teaching and Learning: Teachers' and Students' Perspective*, Buckingham: Open University Press.
- Kyriacou, C. (1997) *Effective Teaching in Schools*, second edition, Cheltenham: Stanley Thornes.
- Kyriacou, C. (1998) *Essential Teaching Skills*, second edition, Cheltenham: Stanley Thornes.
- Mawer, M. (1995) *Effective Teaching of Physical Education*, Harlow: Longman.
- Rink, J.E. (1993) *Teaching Physical Education for Learning*, St. Louis, MO: Mosby.
- Siedentop, D. (1991) *Developing Teaching Skills in Physical Education*, third edition, Mountain View, CA: Mayfield Publishing Co.
- Siedentop, D. and Tannehill, D. (2000) *Developing Teaching Skills in Physical Education*, fourth edition, Mountain View, CA: Mayfield Publishing Co.

8 Teaching Safely and Safety in PE

Will Katene and Geoff Edmondson

INTRODUCTION

PE, by its very nature, involves challenges, adventure and inherent risks. The importance of teaching safely and safety in PE is highlighted in numerous publications (e.g. BAALPE, 1999; Bailey, 2001; Capel, 2000; DfEE/QCA, 1999b; Kelly, 1997; Leask, 2001; Raymond, 1998, 1999; Severs, 2003; Williams, 2000). For example, Capel (2000) acknowledges that although safety considerations have always been of significant importance for PE teachers, in this era of litigation, PE teachers need to balance safety requirements with the need for pupils to engage in a wide range of PE experiences. Raymond (1999) emphasises the need for teachers to develop a culture of teaching safely and safety in PE (and, by implication, pupils learning safely and about safety), thereby creating and managing a safe learning environment that controls and minimises potential risks and maximises pupils' learning experiences in PE activities and in all phases of education. Every tragedy, accident or injury that occurs highlights the importance of safe practice and the need to adopt procedures that minimise the likelihood of a recurrence of such incidents. The *Concise Oxford Dictionary* (see Thompson, 1995: 1213–14) defines 'safely' as: 'free of danger or injury', and 'safety' as: 'the condition of being safe; freedom from danger or risks'.

Being able to teach safely in PE is a requirement for you to be able to qualify as a teacher. In England, it is included in the standards you are expected to meet to be qualified to teach upon completion of an initial teacher education (ITE) course (TTA/DfES, 2003). It is worth noting that in a recent survey of all ITE secondary subject inspections between 1999 and 2002, the Office for Standards in Education (Ofsted, 2003d: 12) reported that: 'strong features of most physical education lessons were the trainees' organisation, control of resources and their high expectations of pupils' behaviour; these were, in part, driven by the safety consciousness of most trainees'.

With reference to teaching safety, DfES/QCA (1999b: 39) state that: ‘pupils should be taught about hazards, risks and risk control; to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others; to use information to assess the immediate and cumulative risks; to manage their environment to ensure the health and safety of themselves and others; to explain the steps they take to control risks’. Therefore, it is crucial that you plan your lessons to ensure pupils are acquiring appropriate knowledge and understanding of health and safety matters.

Given the importance of teaching safely and safety in PE, it is necessary for you to acquire an in-depth knowledge and understanding of health and safety issues. This chapter provides an overview of key health and safety legislation and regulations; your professional responsibilities; issues of teaching safely and safety; and how to develop pupils’ knowledge and understanding of, and ability to, create and manage their learning environment to ensure health and safety of themselves and others. You also need to understand concepts and principles underpinning safe practice in the activities and teaching environment in which you are teaching; how to assess the safety of specific activities/exercises; the specific activity being taught, associated safety procedures, first aid/emergency procedures; particular medical conditions (e.g. asthma, diabetes, overweight), and know how to plan and/or adapt exercise/activities to minimise risk to pupils with these conditions; the structure and function of the growing body and the effects of exercise and specific activities on it; class management/organisation skills in relation to the positioning of you, the placement of equipment and the orientation of the activity or exercise (Elbourn, 1999; Raymond, 1999; Williams, 2000).

OBJECTIVES

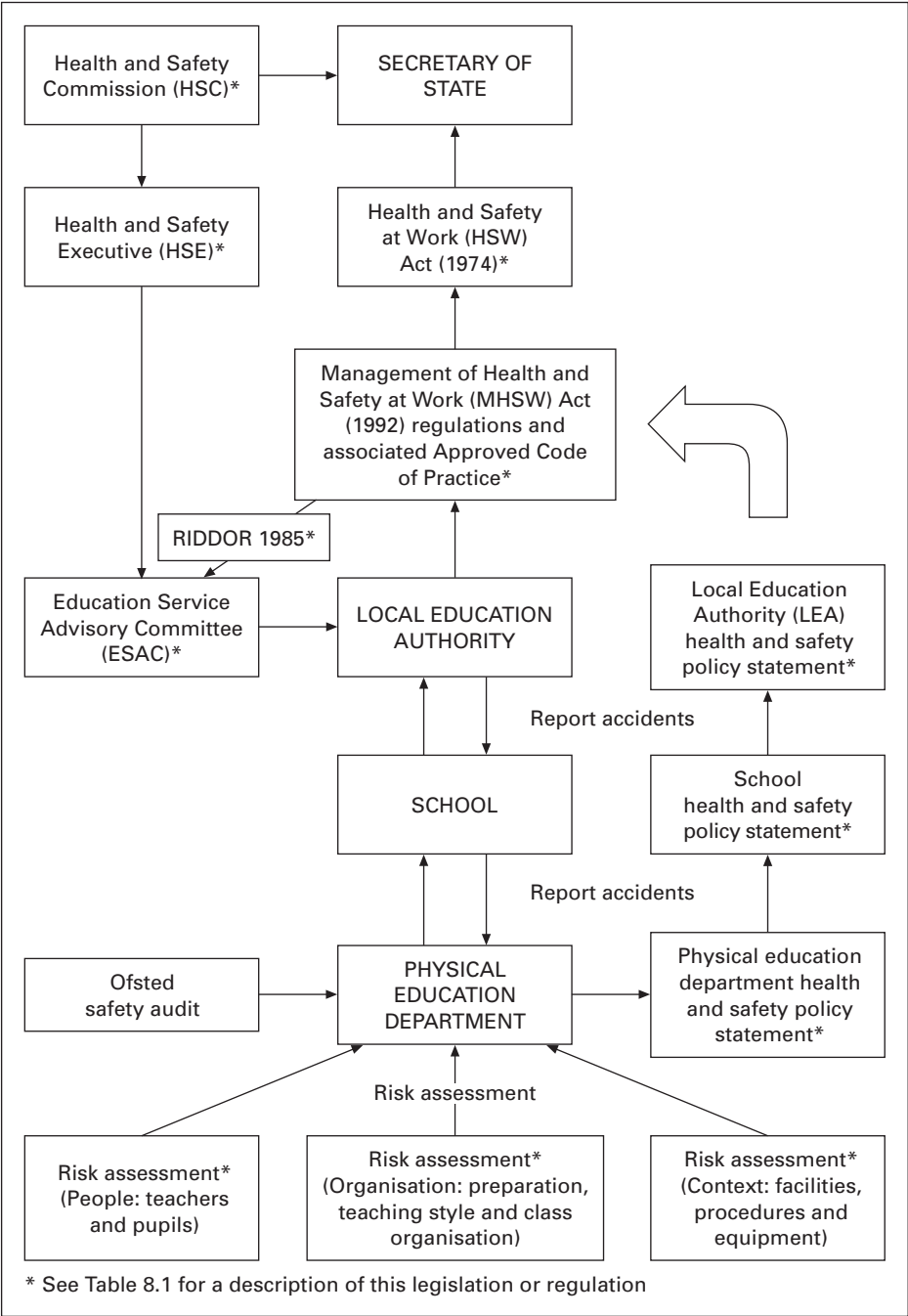
By the end of this chapter you should:

- understand key health and safety legislation and regulations, your professional responsibilities and issues for teaching safely in PE;
- be able to develop pupils’ knowledge and understanding of, and ability to, manage their learning environment to ensure their own and others’ health and safety in PE;
- be able to create a safe environment for teaching and learning in your lessons.

HEALTH AND SAFETY LEGISLATION AND REGULATIONS

It is important for you to recognise that the law provides checklists, procedures and frameworks to safeguard professionals who may be exposed to risks in the workplace.

Figure 8.1 Overview of health and safety legislation (Elbourn, 1999)



You should, therefore, familiarise yourself with the health and safety legislation and regulations, particularly their interrelationships and interconnections, to better understand your professional responsibility in teaching safely and safety in a PE context. Figure 8.1 provides an overview of health and safety legislation and regulations. Descriptions of selected health and safety legislation and regulations can be found in Table 8.1. For further information refer to Elbourn (1999).

Task 8.1 Health and safety policy statements of the school and PE department

Familiarise yourself with the health and safety policy statements of both the school and PE department in your school experience school(s).

Find out: (a) who is the school's designated health and safety officer; (b) who is the PE department's designated health and safety officer (or equivalent); (c) who are the certified and trained first aid personnel in the school and in the PE department; (d) where both the first aid box and travelling first aid kit can be accessed; (e) what risk assessment form is used in the PE department; (f) what form should be filled in to record an accident or injury and where it can be accessed.

Record this information in your school experience file or professional development portfolio, for future reference.

PROFESSIONAL RESPONSIBILITIES FOR AND ISSUES RELATED TO TEACHING SAFELY AND SAFETY IN PE

Your professional responsibilities for and issues related to teaching safely in PE include: duty of care and *in loco parentis*; negligence; risk management, risk assessment and risk control; injuries or accidents and accident reporting; first aid training, boxes and travelling first aid kits.

Duty of care and *in loco parentis*

All teachers are responsible for the health and safety of pupils in their care. As a student teacher, however, you legally cannot take on that responsibility, which lies with the qualified and experienced teacher in charge of the class/group. When you are teaching, a qualified and experienced teacher must always be with you in the teaching environment. Likewise, you cannot act as a supply teacher to fill in if the regular qualified teacher is absent. If the teacher is not available, you must not proceed to teach (see Unit 1.1 in Capel *et al.*, 2001). Similarly, if you are running a lunchtime and/or after-school club, you must always have a qualified teacher present.

Nevertheless, you should take reasonable care in any situation to try to foresee that pupils are not harmed by your or their own actions. This is called 'duty of care'.

Table 8.1 Descriptions of selected health and safety legislation and regulations

Health and Safety Commission (HSC)	‘This is a body of people appointed by the Secretary of State for consultation with representatives from industry and local authorities. The aim of the HSC is to protect the health, safety and welfare of people at work and to safeguard members of the public who may be exposed to risks from the way that work is carried out. The HSC is responsible for developing policies in the health and safety field and for making proposals for new health and safety regulations to the appropriate minister’ (Elbourn 1999: 8).
Health and Safety Executive (HSE)	‘This is a separate statutory body appointed by the HSC that aims to ensure that risks to people’s health and safety from work activities are properly controlled. Its role is to enforce the provisions of the Health and Safety at Work (HSW) Act 1974 and regulations by: (a) inspecting workplaces (including schools and universities); (b) investigating accidents and cases of ill health; (c) enforcing good standards usually by advising people on how to comply with the law; (d) publishing guidance and advice; (e) providing an information service; (f) carrying out research’ (Elbourn 1999: 8).
Education Service Advisory Committee (ESAC)	‘This is one of a number of national interest groups set up to monitor the safety performance of education. It is responsible for: (a) compiling guidance notes on implementation of legislation; (b) developing policy for providing specialist advice to health and safety inspectors; (c) assisting in the drawing up of draft regulations for submission through the Health and Safety Commission (HSC) to the Secretary of State’ (Elbourn 1999: 8).
Health and Safety at Work (HSW) Act (1974)	‘Health and safety is about preventing people from being harmed at work by taking the right precautions and providing a satisfactory working environment. HSW Act (1974) requires that: (a) employers have to look after the health and safety of their employees; (b) employees have to look after their own health and safety; (c) all have to care for the health and safety of others (e.g., members of the public). In the school context, this legally requires the employer (usually the LEA) to do all that is reasonably practicable to ensure the health and safety of the teaching and non-teaching staff, pupils and others who enter the school premises’ (Elbourn 1999: 9).
Management of Health and Safety at Work (MHSW) Act (1992) regulations and associated Approved Code of Practice	‘These establish a consistent set of standards for most workplaces including schools, colleges and universities. LEAs (as employers) are required to assess risks to the health and safety of teaching and non-teaching staff, pupils and others who enter the school premises’ (Elbourn 1999: 9).

Table 8.1 continued

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (1985)	These apply when major injuries are caused by accidents. This includes accidents resulting in death or major injury, unconsciousness resulting from an electric shock or lack of oxygen and acute illness caused by a pathogen, a substance or infected material and fractures (other than bones in the hands and feet). Dangerous occurrences may be the result of unintentional collapsing or fall of structures (walls, floors or equipment), pressurised vessels exploding, or the accidental release of pathogens which severely threaten health. This requires that all notifiable accidents are reported to the HSE by telephone and in writing within seven days. Schools inform LEAs of any such occurrences and LEAs report these incidents on behalf of the schools (adapted from Raymond, 1999).
Local Education Authority (LEA) health and safety policy statement	LEAs are responsible for producing a broad health and safety policy statement which should ensure that all employees know what is expected of them and what they need to do to discharge their legal liabilities. Additionally, each school is required by their LEA to produce a school health and safety policy statement covering the local organisation and health and safety arrangements. This is then attached to the LEA document to form a complete response to the requirements of the HSW Act (adapted from Elbourn, 1999).
School and physical education department health and safety policy statement	This should include content such as: (a) 'the policy's aims in relation to the law; (b) responsibilities of LEA, governing body, headteacher, school health and safety officer and safety representatives; (c) duties and obligation of staff; (d) what is expected of pupils; (e) the composition and duties of a safety committee; (f) arrangements for risk assessments; (g) emergency procedures and fire drills; (h) accident recording and reporting procedures; (i) safety training; (j) security issues; (k) review and monitoring procedures' (Elbourn, 1999: 11). Headteachers are responsible for health and safety matters in a school. Heads of department (HOD) are responsible for the health and safety within their department. Teachers are responsible for the immediate area of their work. If teachers discover a hazard, the law requires them to take all reasonable steps within their executive authority to eliminate it and to refer the matter to their HOD or headteacher if the limits of their authority preclude a permanent solution. The LEA and/or headteacher needs to ensure that PE teachers are: (a) trained in risk assessment and making quality and justifiable decisions; (b) provided with quality information (e.g. predicted data); (c) monitored so that they can learn from their successes and can be helped to minimise the seriousness of harmful outcomes; (d) provided with a framework for making high quality decisions that minimise the seriousness of harmful outcomes; (e) supported if they follow the LEA's/school's decision-making framework, even if harm results (Elbourn, 1999).
Risk assessment (people, organisation and context)	BAALPE provide a useful structural and contextual framework (comprising people, organisation and context) for educating both teachers and pupils in the importance of teaching safely and about safety in PE. It also provides a useful benchmark for risk assessment (see www.teachernet.gov.uk/pesafety).

The term *in loco parentis*, which literally means ‘in place of the parent’, underpins this duty of care for teachers when responsible for pupils. While pupils are in a teacher’s care, some of the privileges of the natural, caring parent are transferred to the qualified teacher. Thus, teachers with this legal responsibility must exercise the same duty of care as would a ‘reasonably prudent parent’, judged not in the context of the home but in that of a school situation (BAALPE, 1999).

Negligence

BAALPE (1999: 21) states that:

Negligence may be alleged where someone has fallen below the standard of care required in the circumstances by some act or omission which fails to protect others from the unreasonable risk of harm. A claim for damages on grounds of negligence will only succeed if it can be shown that there was negligence on the part of a teacher (or any other employee) which has directly resulted in injury to a pupil. The claim would normally be made by the parent or carer against a local education authority or governing body on the grounds that they, as employers, were vicariously liable for the negligent acts of their employee.

Rarely is a teacher sued personally. However, if damages are awarded against a LEA or governing body due to gross negligence on the part of a teacher then that teacher may be asked for a contribution towards the damages. Occasionally, this has happened in examples of gross negligence (BAALPE, 1999).

Accusations of negligence can be minimised considerably if it can be shown that:

- a teacher or coach is qualified and experienced to teach or instruct the activity or topic involved and appropriate supervision is provided;
- adults other than teachers (AOTTs) are well informed and given a clear role in the lesson;
- all steps are taken to guarantee the safety of the teaching environment, equipment and pupils;
- pupils are taught about safety and are warned against foolhardiness in a manner appropriate to their age, intelligence and experience;
- pupils are systematically prepared for the activities being undertaken and attention is paid to appropriate footwear and clothing;
- any outdoor and adventurous activities or any local or overseas visits are preceded by prior agreement of informed parents by means of signed participation agreements (a member of a school’s senior management team is normally responsible for providing a suitable form for this purpose);
- the use of record keeping such as attendance registers, lesson plans and assessment information, to show what pupils have undertaken and what they are capable of;

- teachers keep themselves up to date on health and safety issues and recent developments: ‘Your employer has a duty to protect you and keep you informed about health and safety’ (HSE, 1999: 1);
- regular and accurate risk assessments are undertaken.
(BAALPE, 1999; see also www.teachernet.gov.uk/pesafety)

Risk management, risk assessment and risk control

Risk management is the: ‘umbrella term given to the whole process of identifying risks and then taking action to eliminate them’ (Raymond, 1999: 49). Risk assessment: ‘involves identifying what could cause harm to people and appraising whether sufficient precautions have been taken to prevent or minimise harm . . . Employers are legally required to assess risks in the workplace’ (Elbourn, 1999: 3). In relation to risk control,

if any significant risk is identified, which current practice does not eliminate or minimise, then that risk must be controlled by taking some sort of action . . . The action may involve removing the risk completely; trying a less risky option; preventing access to the hazard; re-organising the group, activity or procedure to reduce the likelihood of the hazard causing harm; providing or requiring protective equipment to be used; improving the staff ratios or providing more information, tuition or training.

(Raymond, 1999: 57)

The European Education Consultants (cited in Kelly, 1997) offer a way of assessing risks on a scale of 1–5:

- 1 = *not likely* (there is no risk present, only under freak conditions could there be any possibility of an accident or illness);
- 2 = *possible* (probability of an accident is low, other factors must be present for an accident to occur);
- 3 = *quite possible* (an accident may happen if additional factors are present, but is unlikely to happen without them; this additional factor is more than a casual slip or nudge);
- 4 = *likely* (an accident is likely to happen without an additional factor; this could be the effects of wind, vibration or human carelessness);
- 5 = *very likely* (if the work continues as it is, there is almost a certainty that an accident will happen).

They also categorise activities by risk, for example:

- *Slight risk*: badminton, basketball, dance, netball, tennis and volleyball.
- *Moderate risk*: archery, athletics, gymnastics, judo, trampolining.
- *High risk*: mainly outdoor and adventurous activities – very strict policies are required for mountain activities, potholing and water sports, for example.

Task 8.2 Risk assessment

You are preparing to teach a health-related fitness circuit training lesson to a Year 8 mixed-sex class. Performed in a gymnasium, the pupils will be using dumbbells and mats, benches, skipping ropes and will be performing as many repeats as possible (in one minute) at each station. Pupils will be working in bare feet. The circuit includes push-ups, sit-ups, skipping, step-ups, shuttle runs, squats, bicep and tricep curls. The warm-up comprises sprint relays, windmills and hurdle stretches.

List six recommendations to minimise risk. Give reasons for your recommendations. Discuss your answers with your tutor.

To ensure that you do all that is reasonably practicable to safeguard the health, safety and welfare of pupils, you need to recognise and eliminate the *hazards* (or anything that can cause harm such as equipment or environment), and reduce the *risks* (or the chance that someone will be harmed by a hazard). A useful formula to remember is: *hazard + risk = harm*. You are expected to foresee a substantial risk and take steps to avoid it or reduce it to an acceptable level. You are also expected to possess a greater than average knowledge and understanding of the risks involved in the activities you teach and to take precautions appropriate to that knowledge and understanding (BAALPE, 1999).

‘You are legally required to assess the risks in your workplace’ (HSE, 1999: 2). To assist you in assessing the risks in your workplace or teaching environment, the HSE (1999: 4–7) recommends the following five steps to risk assessment:

- *Step 1: look for the hazards.* For example, walk around the teaching environment such as the gym and look at what could cause harm; concentrate on significant hazards which could result in serious harm or affect several pupils.
- *Step 2: decide who might be harmed, and how.* For example, pupils, yourself, PE teacher/tutor, other teachers, public/visitors.
- *Step 3: evaluate the risks and decide whether existing precautions are adequate or more should be done.* Your aim is to make all risks small. If something needs to be done, draw up an action plan and give priority to any remaining risks which are medium or high. In taking action, ask yourself: can I get rid of the hazard completely? If not, how can I control the risks so that harm is unlikely? In controlling risks, apply the following principles: (a) try a less risky option; (b) prevent access to the hazard; (c) organise teaching to reduce exposure to the hazard (e.g. issue personal protective/adaptive resources/equipment); (d) provide welfare facilities – failure to take simple precautions can cost you a lot more if an accident does happen.
- *Step 4: record your findings.* You need to be able to show that: a proper check was made; you asked who might be affected; you dealt with all the significant hazards, taking into account the number of pupils involved; the precautions are reasonable and the remaining risk is low. Keep a written record for future reference or use. It can help you if anyone asks what precautions you

have taken. It can also remind you to keep an eye on particular hazards and precautions. It helps to show that you have done what the law requires if you become involved in any action for civil liability.

- *Step 5: review your assessment and revise it if necessary.* It is good practice to review your risk assessment from time to time to make sure that the precautions are still working effectively.

Task 8.3 Risk assessment of a PE lesson

Complete a risk assessment of one of your PE lessons, following the five steps to risk assessment given above. Discuss the findings with your tutor.

All LEAs and schools should have a risk assessment form. A sample risk assessment form for teaching PE is provided in Figure 8.2 to illustrate how the five steps to risk assessment can be applied in practice. The form is based on one used by Cornwall County Council (1997).

Injuries or accidents and accident reporting

Wherever there is a risk, accidents or injuries are a possibility. If an injury or accident (serious or minor) occurs in your lesson(s), you should not hesitate to act promptly and effectively. It is essential that you understand and implement your school experience school's procedures and guidelines for dealing with injuries or accidents. If an injury or accident happens, the priorities are to: (a) assess the situation; (b) safeguard the uninjured members of the class/group; (c) attend to the casualty; (d) inform the emergency services, if appropriate, and everyone who needs to know of the incident (DfEE, 1998b). Some schools have made it an accepted practice to allow staff, particularly PE staff, to use mobile phones where they are at a distance from the school's main building. It is important that all accidents and injuries (major or minor) are recorded immediately. BAALPE (1999: 107) recommend that: 'In all cases, it is important that accidents are reported to the headteacher and recorded by the school, whether or not injuries are sustained . . . and that recording will help with the requirements of any liability that may arise and with reporting to governors'. The discussion of 'near-misses' and the sharing of the circumstances and implications with colleagues will also prove useful (BAALPE, 1999). A reportable accident is defined as anything resulting in death or any injury requiring hospital treatment for any length of time. Major injuries include fractures (other than to the bones of the hands and feet) (for other major injuries and dangerous occurrences see also RIDDOR in Table 8.1 above).

All LEAs and schools should have their own accident report forms, an example of which is shown in Figure 8.3. Additionally, a sketch plan (signed and dated), together with the accident report, of where an accident has taken place would be useful as very often people have different views of what took place, where, how and when.

Figure 8.2 Sample risk assessment form for teaching PE

School/establishment	Mana Community College
Workplace/site location	Pits, gym, sports hall
Activity/situation	Athletics (jumps)
PE teacher/leader	John Edwards (PE subject mentor)
Date	1 December 2003

HOW TO COMPLETE THIS FORM

1 Identify potential hazards (e.g. falling from gym equipment; slippery floor; travelling on minibus).

2 Identify persons at risk (e.g. pupils, teachers, student teachers, public, visitors).

3 Identify potential outcome and its probability/likelihood and give a numerical value. Multiply these two values to arrive at your risk rating.

4 Where the risk is *medium* or *high*, either identify the action required to reduce the risk or do not proceed with the activity/situation.

Hazards identified (please note that any serious and imminent danger will need a procedure etc.)	Person at risk	Potential outcome	Likelihood/probability	Risk rating	Risk: Low Medium High
1 Landing area	T, P, OA	4	3	12	M
2 Approach/take-off surface	T, P, OA	3	2	6	M
3 Accessories (event specific)	T, P, OA	3	2	6	M
4 Clothing	P	3	1	3	L
5 Poor technique	P	4	3	12	M
6					
7					

	Person(s) at risk
T	PE teacher/student teacher
OA	Other adults
P	Pupil
C	Coach
V	Public/visitor

Potential outcome	Numerical value
Minor injury	1
Injury: needing medical attention	2
Injury: off work/school (5 days)	3
Serious injury/long-term sickness	4
Fatality	5

Figure 8.2 continued

	Risk rating	Likelihood/probability	Numerical value
1–5	Low	Near impossible	1
6–12	Medium	Unlikely	2
13+	High	Even chance	3
		Likely	4
		Near certainty	5

RISK ASSESSMENT ACTION PLAN(To be completed in the event of initial assessment resulting in *medium* or *high* risk)

Activity/situation/hazard	Action required by PE teacher/student teacher	Other action required
Landing area	Check that: 1 it is large enough; 2 it is dug over and free of foreign matter/objects; 3 the landing module will withstand the impact of the largest group member; 4 there is sufficient sand in the pit.	Refer to the groundsperson where necessary
Approach/take-off surface	Ensure that: 1 areas are level and non-slippery; 2 take-off board(s) are secure; 3 please note that in high jump, gym mats may enhance take-off.	
Accessories	Ensure that: 1 high jump stands are secure; 2 there is a flexibar for novice individuals/groups; 3 the rake is out of the way.	
Poor technique	Use logical progression and achievable targets for groups/individuals.	

	Date	Initials
Date of first risk assessment	1 December 2003	JE
Review Date 1		
Review Date 2		
Review Date 3		
Review Date 4		

(Source: Cornwall County Council, 1997)

Figure 8.3 Example of a school accident report form

1 Injured or affected person		
Surname:		Forename(s):
Address:	Age:	Gender:
Status:		
Tutorial if student:		
2 Details of accident or incident		
Nature (state whether injury, near miss or other):		
Exact location:		
Date:	Time:	
Witnesses:		
3 Details of injury		
Nature (if none, write none):		
Part of body:		
Treatment (tick boxes):		
No treatment	<input type="checkbox"/> First aid	<input type="checkbox"/> Resumed work/returned to class <input type="checkbox"/>
Sent home	<input type="checkbox"/> Attended GP	<input type="checkbox"/> Ambulance sent for <input type="checkbox"/>
Parent/carer contact successful/unsuccessful	<input type="checkbox"/> Time	<input type="checkbox"/> Sent to hospital Detained for ____ hours <input type="checkbox"/>
4 Description of treatment given		
<div></div>		
5 Outcome		
Not off work or school <input type="checkbox"/>	Off work or school for more than three days <input type="checkbox"/>	Permanent partial disability <input type="checkbox"/>
Off work or school for less than three days <input type="checkbox"/>	Permanent total disability <input type="checkbox"/>	Temporary incapacity <input type="checkbox"/>

Figure 8.3 continued

6 Description of events leading up to accident or incident		
7 Description of accident or incident		
8 Description of response		
9 Description of possible causes		
10 Review of options to prevent reoccurrence*		
11 Recommendations*		
Report completed by		
Name:	Signature:	Date:
Line manager _____	Health and Safety officer _____	
Date _____	Date _____	
* To be filled in by line manager		
(Source: Stanground Community College)		

Task 8.4 Reporting accidents

Find out what you have to do if an accident or injury occurs while you are teaching a PE lesson during your school experience.

What formal guidelines and procedures must be adhered to? Keep a copy of this in your school experience file or professional development portfolio for future reference.

First aid training, boxes and travelling first aid kits

BAALPE (1999) suggests that the minimum first aid requirements for each school are: a person(s) appointed to take charge of first aid arrangements and information for employees about first aid arrangements; and an appropriate number of suitably stocked, identifiable and easily accessible first aid boxes and travelling first aid kits. There should be at least one qualified first aider for every 50 members of staff in each school. Furthermore, it is advisable that all PE teachers receive first aid training appropriate to their teaching responsibilities – including you! Certificates of qualification in first aid are valid for three years, after which time a refresher course and examination is required for recertification. The three-day ‘First Aid at Work’ course (Chartered Institute of Environmental Health), one-day ‘Appointed Persons’ First Aid’ course (St John Ambulance Brigade) and the one-day ‘Certificate in Off-Site Safety Management’ course (Oxford and Cambridge Regional (OCR)) are examples of first aid courses (for further information on availability of first aid courses, see the health and safety officer at your school experience school or university or make enquires at your local sport, leisure and recreation centre).

HOW TO DEVELOP PUPILS’ KNOWLEDGE AND UNDERSTANDING OF, AND ABILITY TO, CREATE AND MANAGE THEIR LEARNING ENVIRONMENT TO ENSURE HEALTH AND SAFETY OF THEMSELVES AND OTHERS

With reference to teaching safety or developing pupils’ knowledge and understanding of creating and managing a safe learning environment, pupils:

- should learn about correct forms of exercise, and how performance and safety are improved when preparation is carried out properly (e.g. performing recommended stretching exercises during the warm-up and cool down phases of a lesson);
- should devise, implement and monitor their own, and/or others’ exercise and fitness programmes based on the principles of safe and effective exercise (e.g. at Key Stage 4, pupils plan their own exercise programme to improve aspects of their fitness);
- should analyse, plan and carry out tasks safely (e.g. problem-solving activities in outdoor and adventurous activities);

- are taught the principles of safe partner support (e.g. progressive skills within gymnastics);
- create their own apparatus layout to suit the tasks set and are aware of the risks and hazards (e.g. setting out medium and high apparatus to carry out a 'rotation' task);
- are aware of the proper use of a range of equipment and the safe handling and storage of equipment and apparatus;
- should carry out a risk assessment in a particular activity (e.g. as part of their role as an official, they would check the playing area of a football pitch for any pot holes etc);
- are able to respond appropriately to instructions and signals within established routines and follow rules and codes of conduct in a given activity (e.g. negotiate class rules to ensure a safe teaching environment);
- are taught the importance of being dressed appropriately for the activity/exercise they are participating in (e.g. no jewellery) and the wearing of protective clothing (e.g. shin pads in football).

In your planning, it is essential that you increase pupils' awareness and understanding in relation to teaching safely and safety in PE.

A case report of alleged negligence

Below is a case report of alleged negligence. It is a real case (see Swansea Civil Justice Centre, 2002), although pseudonyms have been used. Other cases are also available (see e.g. Raymond, 1999: 97–104). The case is presented to illustrate some of the challenges teachers are faced with and to help you to understand your professional responsibilities in teaching safely and safety in PE. The case report is presented in the following format: the relevant parties, evidence available, circumstances of the accident, the issues to be addressed, the facts upon which the expert's opinions are based, the expert's conclusion and lessons to be learned.

The relevant parties

The plaintiff (injured party), Miss A is a pupil at School Y. The defendant (the local county council), denies negligence.

Evidence available

Individual statements from Miss A, Miss B, her partner in the PE lesson, and PE teacher, Mrs Z in October 1997.

Circumstances of the accident

One day in autumn 1997, Miss A participated in her first Year 8 PE lesson. It was the first period of the day, with Mrs Z, the teacher in charge of the lesson. Towards the

end of the lesson, Mrs Z asked the class to do headstands in pairs (while one pupil performed the headstand, the partner was to give such support as was necessary). Miss A paired herself with another female pupil, Miss B. Miss A said that neither she nor Miss B had ever been shown how to perform or support a headstand or had actually been engaged in attempting one. They had not been shown previously, nor did Mrs Z demonstrate or give any instruction as to how to do or support a headstand that day. Miss A said that her partner mentioned this to Mrs Z but she insisted that they practise full headstands without further demonstration or instruction. They did so. While Miss A was attempting her first headstand, Miss B was at her side to support her back. Unfortunately, Miss B lost her footing, causing Miss A to move backwards. As a result, she let go of Miss A, who fell, landing awkwardly on her neck and shoulder. Miss A immediately felt a 'click' between her shoulder blades, and felt some discomfort. However, when she looked around the gymnasium for Mrs Z, she had left and Miss A was unable to find her. Miss A consequently went back to the changing rooms, got ready for and went to the next lesson without telling any member of staff. However, she went to the school nurse at lunchtime that day because she still had suffered some discomfort. That visit to the nurse was the start of considerable intervention on the part of healthcare professionals, over several months. Miss A suffered a musculo-ligament strain of the soft tissues of the cervical spine. There was stark divergence of medical opinion between two consultant orthopaedic surgeons instructed by each party; one considered that Miss A would suffer indefinite symptoms for an indefinite period. The other consultant considered that symptoms for a period of only 9–12 months were properly attributable to the accident.

The issues to be addressed

Miss A alleges that Mrs Z failed to: exercise proper supervision or control over her and the other pupils; instruct her and the other pupils in the proper and safe procedure for carrying out the exercise, in particular the need to form a secure base with the hands and head on the floor before raising the legs; practise the technique of support appropriately and safely; carry out any proper risk assessment of the activity and demonstrate the exercise in the presence of the class; properly assess the skill level and previous experience of the class; have any proper regard to the relevant publications such as BAALPE (1999) *Safe Practice in Physical Education*; provide her with a safe place to perform the said activity; and provide sufficient supervision or control of her activities, therefore exposing her to an unnecessary risk of injury.

The facts upon which the experts' opinions are based

Teacher: Mrs Z had been a teacher for 12 years, having obtained a degree in education at a very well respected physical education training college. She had not been involved in any incident in which a pupil had been injured before, or since. Mrs Z explained that she began to teach the progressive headstand routine in accordance with the National Curriculum for Physical Education (NCPE) in Year 7. However,

Miss A did not join the school until Christmas of that year, and therefore missed the first term. Miss A's evidence was that she had never been shown how to do a headstand in any shape or form before 9 October 1997; she had never been in a PE class in which they had been attempted. Miss A's partner said that she had been shown how to perform and how to support a headstand while she was in Year 7.

Teaching style: Mrs Z stated that she demonstrated the various sequential stages leading towards a full, straight-legged headstand, with a pupil (to show method of support) before asking the pupils to perform such a supported headstand. This was confirmed by Miss B, Miss A's partner; she also confirmed that she fully understood the instructions that had been explained by Mrs Z. Whatever Miss A's experience, ability and understanding, her partner fully understood her instruction as to how to support a partner when that partner was attempting a headstand. It was also something which she had done before on many occasions.

Supervision: Miss A's partner, Miss B, said that Mrs Z did not leave the PE lesson and she recalled seeing her at the end of the lesson. Mrs Z said that she did not leave the gymnasium and supervised the lesson from start to finish. Mrs Z went with the girls to the changing rooms and consequently was available if Miss A had wanted to speak with her about the accident. Mrs Z said Miss A did not report any accident.

The experts' conclusion

Mrs Z properly instructed Miss A in how to perform a supported headstand and the level to which she should attempt to go and she properly instructed her partner in how to support a headstand. Further, Mrs Z did not leave the gymnasium until the end of the lesson, properly supervising the class throughout the period. That supervision included giving Miss A some individual tuition in headstands. Neither Miss A nor her partner expressed unwillingness to attempt headstands in line with the instructions given, nor any tendency to go outside or beyond those instructions. Mrs Z was not guilty of any breach of the duty she owed to Miss A on 9 October 1997. Insofar as the allegations that Mrs Z ought to have prepared for the lesson (and assessed the risks inherent in headstands) in a different way, no findings were made. Had Mrs Z acted differently, that would not have prevented the accident that occurred. Miss A suffered an unfortunate accident but the local county council was not to blame for it. The council was not at fault, and was consequently not liable to compensate Miss A for the injury she suffered.

Lessons to be learned

In this case, the key safety issues were estimations of pupils' sense of responsibility and the level of supervision. It is not so much the activity that causes the accident, but a combination of factors contributing to accidents. Regardless of differences in pupils' age, the type of school, range of teaching environments and type of activity, Thomas (1994) suggests that there are five reasons as to why accidents happen:

(1) bad luck (factors outside the teacher's control); (2) poor decision-making and subsequent reaction to the situation; (3) lack of adequate and appropriate group management, supervision and organisation; (4) overestimation of (a) teacher's ability (knowledge, understanding and competence), and (b) pupil's sense of responsibility; (5) underestimation of potential risk and hazard. Thus, a knowledge and understanding of how and why accidents happen can provide a basis for modifying current practice, minimising and anticipating the occurrence of injury or accident and developing a safety culture whereby PE continues to offer teachers, student teachers and pupils challenges, adventure and risks safely and in safety. To minimise the risk of alleged negligence, remember to follow the five steps to risk assessment (HSE, 1999) (see above) and refer to BAALPE (1999), also at www.teachernet.gov.uk/pesafety.

A CHECKLIST TO SUPPORT YOU IN PROMOTING A CULTURE OF TEACHING SAFELY AND SAFETY IN PE

The checklist below identifies key elements to consider in promoting a culture of teaching safely and safety in PE:

- have a good working knowledge and understanding of your liabilities and legal and professional responsibilities relating to health and safety procedures and duty of care;
- have an in-depth knowledge and understanding of the concepts, principles and safety implications, guidelines and procedures associated with the activities/exercises/topics you are teaching;
- familiarise yourself with the health and safety policy statements of both the school and PE department and all the safety procedures and guidelines arising from these documents;
- ensure that you have a risk assessment framework and receive appropriate training and quality information in order to make accurate and consistent decisions which minimise risk in PE;
- carry out regular risk assessments in terms of activities, exercises, facilities and equipment;
- participate in recorded daily, weekly, monthly and annual risk assessment checks (with outside agencies such as the health and safety officer, maintenance gang, manufacturer) – it is an expectation of school and PE staff;
- cultivate an ability to perceive and anticipate risks, and become competent in checking for potential hazards;
- follow the five steps to risk assessment (HSE, 1999) fully and clinically;
- plan for all eventualities and especially for emergency action;
- know and understand the health and safety legislation and regulations (see Table 8.1).

Furthermore, as safety in PE is a vast subject and one beyond the remit of this chapter, we urge you to read BAALPE (1999).

SUMMARY

This chapter has presented an overview of key health and safety legislation and regulations. It discussed some of your professional responsibilities and issues of teaching safely and safety. The chapter then considered how you can develop pupils' knowledge and understanding of, and ability to, manage their learning environment to ensure the health and safety of themselves and others. This was supported with a case report of alleged negligence in a gymnastics lesson to highlight some of the problems teachers face trying to ensure pupils' safety. Finally, the chapter provided a checklist to support you in promoting a culture of teaching safely and safety in PE. To conclude, the appendix provides some frequently asked questions related to teaching safely and safety in PE.

It is hoped that this chapter has helped you to approach your teaching with greater knowledge and confidence, rather than uneasiness and concern. We strongly urge you to take responsibility for your own professional development and always keep up to date with recent developments, approved practice and research evidence concerning the provision of health and safety in PE.

APPENDIX: SOME FREQUENTLY ASKED QUESTIONS RELATED TO TEACHING SAFELY AND SAFETY IN PE

Q. What safety documentation should I expect to find in most schools?

A. (a) The latest edition of *Safe Practice in Physical Education* (BAALPE, 1999); (b) county guidelines for PE and school sport; (c) school health and safety policy statement; (d) departmental health and safety policy statement; (e) risk assessment documentation for all areas of experience; (f) risk assessment form; (g) incident book; (h) accident book.

Q. In brief, what checks should I perform before going out onto a rugby playing area?

A. Check for hazards which may not have been there the day before (e.g. rabbit holes/scratchings, compacted sand, cans/bottles on the pitches, uneven or unswept surfaces). Make a clinical decision on their suitability.

Q. If asked to 'double up' with another class, making my group 60+, what should I do?

A. This is not acceptable practice. Even for a qualified teacher, you are only allowed/expected to teach/supervise a maximum class size of between 34 and 37.

Q. When taking pupils off-site, am I allowed to travel in a minibus as the designated driver?

A. No, clearly the law only allows a qualified teacher to be *in loco parentis*.

Q. A girl in my class came to me and announced that, as she had had her naval pierced so that she could wear a gold safety pin, she should not do PE in case she was damaged by the pin being knocked. I tried to persuade her to remove the pin so that she could benefit from some health-related exercise but she was adamantly defiant. What can I do if I meet this again in the future?

A. This is an extension of the problems of wearing jewellery in physical education. Recent trends suggest that pupils may not disclose that they have some item of jewellery secreted on less obvious parts. That jewellery problem has gone on for

years and no one has found a general answer. Each case has to find its own solution. The constant factor seems to be that the school has a right to insist that all its pupils follow its prescribed curriculum so long as they are free of any 'special need' adaptation. However, no educational experience should be followed where the pupil is exposed to foreseeable injury. To eliminate that danger, the pupil should be asked to remove the jewellery in order to conform with reasonable school rules. Teachers should ask the parents to support the school's expectations in this matter. If that fails, then padding or concealing jewellery in a safe manner should be pursued. Where this is not possible it may be expedient to give the child an individual physical education programme, suitably modified so that there is no risk of offending jewellery becoming a hazard during the modified physical education work' (Williams, 1999: 54).

Other frequently asked questions are included in Williams (1999).

FURTHER READING

BAALPE (1999) *Safe Practice in Physical Education*, Dudley: Dudley LEA. This text provides up to date safety guidance, information and direction to PE teachers on teaching safely and safety in schools.

Elbourn, J. (1999) *How to Develop and Monitor a Safe, Effective and Appropriate Physical Education Programme at Key Stages 3 and 4*, Bristol: Stands for Education. This is a comprehensive handbook looking at how to develop and monitor a safe, effective and appropriate PE programme at Key Stages 3 and 4. Key issues discussed are: health and safety/risk assessment; principles of safe exercise practice; and how to assess the safety, effectiveness and appropriateness of specific exercises and related equipment.

Raymond, C. (1999) *Safety Across the Curriculum*, London: Falmer Press. This text provides an overview of responsibilities and an interpretation of the main legislation and statutory requirements. It offers background information to help you interpret general principles and apply them to your practice.

9 **Designing Teaching Approaches to Achieve Intended Learning Outcomes**

Margaret Whitehead with Paula Zwozdiak-Myers

INTRODUCTION

So far in this book we have looked at the aims of PE and many of the aspects of teaching you need to achieve these aims. This chapter is designed to help you to see the important *relationship between aims and how you teach*. It proposes that to achieve any aim, its constituent objectives (for units of work) and subsequent intended learning outcomes (for lessons), it is essential to use an appropriate combination of teaching skills or elements of teaching. Every lesson can be viewed as a challenge to achieve specific learning outcomes with a particular class. In order to meet the challenge you need to design the teaching approach you feel is most effective. The fundamental role of the teacher is to initiate pupils into new areas of learning. The teacher must help pupils to ‘open the doors’ to these new areas. Appropriately constructed approaches to teaching are the keys that ‘open the doors’. *How* you teach is as important as *what* you teach in achieving the aims of PE, objectives for your units of work and intended learning outcomes for lessons.

OBJECTIVES

At the end of this chapter you should:

- understand the relationship between the concepts of teaching approach, teaching style and teaching strategy;

- understand that teaching strategies are specifically designed teaching approaches comprised of a carefully selected cluster of teaching skills/elements of teaching;
- appreciate that aims, objectives and learning outcomes can be achieved only if the appropriate strategy is used;
- be aware of a range of classifications of teaching approaches;
- be able to recognise and implement a range of teaching strategies;
- appreciate, through an analysis of teacher feedback, that each constituent skill in a strategy needs to be adapted for use in that particular strategy;
- be clear about the importance of using accurate and appropriate feedback in PE.

TEACHING APPROACH, TEACHING STRATEGY AND TEACHING STYLE

With reference to how you teach there are a number of concepts or terms that are used in the literature. Books on teaching identify a variety of basic skills, such as positioning, organisation and use of voice, that a teacher needs to master to be effective in promoting pupil learning. However, when these skills are combined into a variety of approaches there is no consistency in how the resultant patterns of teaching are defined. For example, some literature (e.g. Cole and Chan, 1994; Joyce and Weil, 1996) refers to different approaches as *strategies* whereas others (e.g. Bennett, 1976; Mosston and Ashworth, 2002) describe the same clusters of skills as *styles*.

In this chapter the words *strategy* and *style* are used in the following ways.

Strategy is used to describe a teaching approach, the constituent elements of which have been selected specifically to work together to achieve a particular learning outcome with a particular class. This outcome could be concerned with, for example, communication, creativity, precision in movement or teamwork. For examples of strategies and a useful debate on this aspect of teaching see Unit 5.3 in Capel *et al.* (2001).

Style is used to describe the general method of teacher-pupil interaction and self-presentation used by an individual teacher. A teacher's style is made up of those skills and strategies used most often, coloured by his or her personal characteristics. For example, teacher A may prefer to use whole-class teaching, employ mainly recall questions and give pupils little opportunity to experiment. In addition this teacher may keep a distance between him or herself and the pupils, may seldom use humour and expect, rather than praise, effort. Teacher B may favour using group work, engage in a good deal of question and answer with pupils and encourage exploration. In addition this teacher may use humour, smile a great deal and move around the teaching space repeatedly using arm gestures.

These two teachers could be equally effective, yet each has developed a different style of working with pupils. It would not be impossible for teacher A and teacher B to design very similar strategies to achieve a particular learning outcome, but for the nature of their interaction with pupils to be distinctive on account of the way their personal characteristics colour their teaching.

Task 9.1 Observation of teachers' individual styles

Observe two teachers as they work with pupils and list the *behavioural characteristics* that each exhibits. How is each style distinctive? The list is likely to include such behaviours as use of humour, use of gesture, amount of interaction with pupils, amount of talking allowed and ways in which order is maintained.

Task 9.2 Observation of aspects of teaching that facilitate learning

Remembering that every teacher develops their own personal style it is useful to look more closely at the ways teaching can be planned to achieve a specific learning outcome. Read two lesson plans of teachers with whom you are working, the learning outcomes of which are clearly different. Observe the two lessons being taught and list those aspects of teaching which clearly facilitate the intended learning. Discuss your observations with the teacher(s) in question.

That every teacher has their own style is both to be expected and welcomed as this brings variety and colour into pupils' experience in school. However, it would be unacceptable to applaud difference *per se*. The strategic element of a teacher's style must be devised on a rational and appropriate basis rather than being a matter of personal preference. In addition there could be situations when the personal characteristics that a teacher exhibits are not appropriate in relation to the intended learning outcomes with a particular class. For example, a teacher's preferred relaxed and somewhat humorous approach would not be appropriate in a lesson to introduce throwing the javelin. In another situation such as a Year 11 health-related exercise lesson intended to motivate pupils to plan and implement their own fitness schedule, a teacher's characteristic highly organised and tightly controlled regime would be counterproductive.

Teaching strategies

Teaching strategies are powerful learning tools that both promote aspects of learning and prohibit others from occurring. A tightly controlled didactic approach, for

example, does not foster creativity in dance, nor does an open-ended discovery method result in precision in learning specific techniques such as a swimming stroke or throwing the discus. Likewise, the development of cooperative skills in pupils cannot be achieved if they are always working alone and self-esteem cannot be developed if pupils are always engaged in competitive situations. *A strategy is designed to serve an intended learning outcome* and should be planned after the learning outcomes of the lesson have been identified. It should be remembered, however, that the design of the strategy must be realistic and also take into account the nature of the class, their previous experience and learning, the teaching environment, the equipment available and the length of the lesson.

In designing a teaching strategy it is important to remember that all the elements that make up the lesson plan and its implementation need to be considered – for example:

- the material to be covered (e.g. the swimming strokes);
- the sequencing and packaging of this material into, for example, a series of progressive practices;
- the time allocation for each lesson episode;
- the extent of the responsibility devolved to the pupils (e.g. to follow instructions exactly or to interpret guidance according to ability or imagination);
- the nature of the communication between the teacher and the pupils (e.g. teacher questions, work cards, pupil/pupil discussion);
- the focus of teacher feedback (e.g. on the acquisition of physical skill or the demonstration of cooperation and tolerance);
- the form and focus of assessment (e.g. against previous personal performance or against national standards, formative or summative);
- the organisation of pupils and equipment in the space (e.g. highly prescriptive or leaving room for pupil choice).

Task 9.3 Selecting elements of teaching to achieve learning outcomes

Using your existing lesson plans select four very different learning outcomes. For each, identify how one element of teaching from the above list should be used to ensure it is achieved. For example, if the learning outcome is that pupils should be able to work together in creating a gymnastics sequence, an element you identify could be 'communication' and the specific use of communication that you plan for would be pupil/pupil discussion. Discuss your thoughts with another student teacher.

In considering the notion of a strategy you need to realise that in only very exceptional circumstances do you plan one approach for the whole lesson. This is because the learning outcomes to be addressed during the lesson may change. For example, in a lesson taking a 'games for understanding' approach, exploration may be the focus of the first part of the lesson. Discussion of findings may follow and then tasks set to

Figure 9.1 Possible pattern of strategies for different parts of a lesson

Dance lesson learning outcomes: by the end of the lesson pupils will have: a) refined the opening movement phrase in unison; b) created a duet movement phrase to include unison and canon; c) appreciated duet relationships in dance.		
Intended learning outcome of lesson episode	Content/material	Teaching strategy
Body preparation (National Curriculum for Physical Education (NCPE) Strand 4 – knowledge and understanding of fitness and health)	Warm-up	Whole class directed work
Precision in movement (NCPE Strand 1 – acquiring and developing skill)	Opening movement phrase A, as introduced in previous lesson	Peer teaching in pairs with work cards to check accuracy and detail of movement
In pairs, creative development of a motif (NCPE Strand 2 – selecting and applying skills, tactics and compositional ideas)	Motif selected from opening movement phrase and developed into a duet to include unison and canon	Problem solving in pairs to develop the motif through discussion, exploration and repetition
Appreciation of duet relationships (NCPE Strand 3 – evaluating and improving performance)	Newly created duet movement phrase performed by another pair in the class	Observation of peers and small group discussion to identify unison and canon
	Video of a dance duet	Whole class observation of a video of a dance duet and discussion with the teacher

introduce a new movement skill or to improve an existing movement skill. Each part of a lesson or lesson episode in this example needs a different approach or strategy. In most lessons the teacher adopts a series of strategies as the lesson progresses and may even implement more than one strategy simultaneously. For example, when groups of pupils need to work towards different learning outcomes, and differentiated learning tasks/challenges are required. An example of the use of a series of strategies is shown in Figure 9.1.

The classification of types of teaching approach

In the 1960s and 1970s methods of teaching were the subject of much research and lively debate (see e.g. Bennett, 1976; Cox and Dyson, 1975; Plowden Report, 1976). Researchers analysed teaching and formulated a variety of classifications of the approaches they identified. A fairly straightforward classification of teaching is into two contrasting approaches described as *traditional* and *progressive*. The elements of each are set out below, taken from Bennett (1976: 38):

<i>Traditional</i>	<i>Progressive</i>
1 Separate subject matter	1 Integrated subject matter
2 Teacher as distributor of knowledge	2 Teacher as guide to educational experiences
3 Passive pupil role	3 Active pupil role
4 Pupils have no say in curriculum planning	4 Pupils participate in curriculum planning
5 Accent on memory, practice and rote	5 Learning predominantly by discovery techniques
6 External rewards used, e.g. grades, i.e. extrinsic motivation	6 External rewards and punishments not necessary, i.e. intrinsic motivation
7 Concerned with academic standards	7 Not too concerned with conventional academic standards
8 Regular testing	8 Little testing
9 Accent on competition	9 Accent on cooperative group work
10 Teaching confined to classroom base	10 Teaching not confined to classroom base
11 Little emphasis on creative expression	11 Accent on creative expression

Bennett (1976) analysed this dichotomy via a questionnaire to teachers and drew up 12 teaching styles which describe approaches that move gradually from a clear traditional approach to a specific progressive approach. For example, teachers described as using a more traditional method allowed little freedom of movement in the classroom, gave pupils no choice in relation to what was to be learnt and used extrinsic motivation. In contrast, teachers using a more progressive method allowed pupils considerable freedom of movement, allowed pupils choice in what material they worked on and used intrinsic motivation. Galton *et al.* (1980) observed teaching and, using a different set of variables, arrived at an alternative cluster of approaches. These identified teachers as Individual Monitors, Class Enquirers and Group Instructors. The characteristics of Individual Monitors are significant interaction with individual pupils, setting work for individuals, a focus on marking work and more time spent on giving instructions than questioning pupils. Class Enquirers characteristically engage in discussion using both open and closed questions, emphasise problem solving and share their time between the whole class and individuals. Group Instructors tend to spend more time with groups of pupils rather than with the whole class or individuals, use predominantly factual statements but do interact with individuals concerning specific ideas or problems.

While these are valuable studies it has to be realised that the motivation behind the research was to find out either which approach was the most effective or what learning resulted from the use of a particular approach. These studies were, in fact, considering teaching from the opposite end to that adopted in this chapter. Our focus is ‘How should I teach to achieve this learning outcome?’, not, as was the researchers’ focus, ‘What is the outcome of using this approach?’

One classification that has been drawn up to support the planning of teaching in PE is that created by Mosston and Ashworth (2002). The underlying philosophy of

their work is that effective learning is only achieved via the appropriate interaction between the pupil and the teacher. They call this the O-T-L-O principle: objectives, teaching behaviour, learning behaviour, outcomes. There are 11 approaches identified and these are grouped into Reproductive and Productive clusters. The approaches form a continuum or spectrum and are ordered in relation to the pattern of pupil and teacher decision making. The approaches start with command in which the teacher makes all the decisions, move through for example, Practice, Self-check, Guided Discovery and Divergent Discovery to Self Teaching in which the pupil is the sole decision maker.

However, it is important to remember that the spectrum Mosston and Ashworth describe contains very broad guidelines for the planning of teaching to achieve a particular learning outcome. Your job as a teacher is to design an approach tailored to your particular learning outcome with a particular class. Approaches in the spectrum are not the answer to your detailed planning, but provide a useful guide once you have decided on your learning outcomes. Reference to Mosston and Ashworth (2002) is to be recommended.

Another classification that offers guidance on how to teach to achieve specific outcomes can be found in the *Key Stage 3 National Strategy: Key Messages Pedagogy and Practice* (DfES 2003d). The objectives identified are 1) to acquire new knowledge and skills; 2) to develop a concept or process; 3) to use, consolidate or refine skills and understanding. The teaching or pedagogic approaches related to these are called, respectively, Direct, Inductive and Exploratory. A Direct Approach tends to comprise whole-class instruction using demonstration by the teacher which is followed by pupils carrying out individual tasks. In an Inductive Approach the teacher designs a structured set of directed steps which pupils use to collect and examine data. A teacher using an Exploratory Approach gives the pupils more freedom to collect, use and evaluate information.

Task 9.4 Key Stage 3 national strategy and teaching strategies for PE

With reference to the pedagogic approaches listed in the Key Stage 3 national strategy (DfES 2003d), identify three PE learning outcomes, each of which would come under a different objective as cited above. Discuss these proposals with your mentor and suggest the elements of teaching that would need to be used for successful realisation of each of your specified learning outcomes.

Studying the work of these and other researchers is valuable and stimulating, however it is important not to lose sight of the purpose of any designed approach to teaching. This is to promote learning on the part of the pupils. *Pupil learning must always be the starting point in planning.* Teaching strategies are pre-planned approaches comprised of a specific cluster of aspects of teaching and teaching skills that enable every pupil in your class to achieve the intended learning outcome.

ELEMENTS OF TEACHING THAT MAKE UP A STRATEGY

The point cannot be made too strongly that unless a strategy contains the appropriate use of the elements as listed above, the intended learning outcomes will not be achieved. For example, the way tasks are set, the way pupils are grouped and the way questions are framed all have an influence on what can be achieved in a lesson. A lesson plan is somewhat like a jigsaw puzzle with each of the separate pieces selected to make up the whole. If one piece is missing or the wrong piece selected, the final outcome will be inadequate and unsuccessful in terms of achieving intended learning outcomes.

Teacher feedback is one element listed and this is used as an example to bring out the importance of designing the elements of teaching to achieve a desired outcome. Feedback is an essential component of the teaching process as it is a key element in learning. Feedback is essential to learning in that it focuses pupils’ attention on the key aspect of the task and provides knowledge of performance and results. Pupils need to have knowledge of their progress in respect of the intended learning outcome. The feedback must therefore highlight this aspect of learning *and no other*. For example, if you are working to promote teamwork in a game, but all your feedback is focused on individual performance of motor skills, it is unlikely that you will achieve your objective. On the other hand, if you are wanting to achieve a polished performance of a sequence, feedback focused on redesigning the content will be distracting.

It is important that when a task is set the aspect of the work to be focused on by the pupils is made clear and is followed up by feedback explicitly related to that aspect. For example, a particular practice in hockey could have been set to achieve any of the following learning outcomes:

- mastery of a new motor skill;
- use of cooperative skills such as tolerance, communication, flexibility;
- enhanced creativity/imagination;
- consistent rule adherence;
- setting personal goals;
- supporting a partner’s learning;
- improved movement observation;
- improved evaluative skills.

Feedback to pupils during and after this practice should be limited to the focus identified.

Task 9.5 Matching feedback to learning outcomes

Match the following three examples of feedback to the appropriate learning outcome above and devise an example of feedback for those learning outcomes not covered. Compare your answers and ideas with those of another student teacher.

- Well done, Mary, you have scored nearly every time. Do you think the goal that you have set yourself is too easy or too hard?
- Good, Jason, you kept the ball close to your stick throughout the practice.
- You are working hard Paul. Which part of the practice do you think you are doing best?

It is clear that if consistent rule adherence was the intended learning outcome and all the feedback was directed towards motor skill development, there is little possibility of the stated outcome being realised. Pupils learn better if there is a clear focus in their thinking, your observation and your feedback. As PE teachers we are sometimes guilty of giving too much feedback, covering a wide range of aspects of the task being carried out. Early in your school experiences it is good practice to set a task and to tell pupils that you are coming round to look for one thing, and one thing only. In other words you give one teaching point. It is generally the case that pupils find it easier to learn one thing at a time and that your observation and feedback is more specific and thus effective if, at any one time, you are looking at one particular aspect of, for example, a movement skill.

Feedback must be accurate or pupils will be confused and ill informed. Therefore you yourself must have a clear grasp of what is to be mastered both to explain the task to pupils and to observe and give feedback. This is important because if the teacher gives incorrect information the feedback can inhibit learning. (See observation in Chapter 4 and subject knowledge in Chapter 18.)

The above discussion has highlighted the importance of linking teacher feedback specifically to the intended learning outcomes of a lesson or particular task or episode. The focus and the content have been stressed. However, it is valuable here to look a little more widely at feedback as it plays such a central role in promoting pupil learning.

Certain types of feedback have been found to be more effective than others, depending on the characteristics of the skill and the learner. Mawer's work on feedback is of value as it includes considerable discussion about types of feedback (see e.g. Mawer, 1995a: 183–91). He proposes that general feedback such as 'good' can do little to reinforce learning as pupils do not know what aspect of the task is being referred to. He advocates the use of positive feedback that also identifies which aspect of the work is being performed well – for example, 'Good work, Peter, you remembered to keep your back rounded as you moved into your forward roll'. As a teacher of PE you should avoid negative critical comments as this can be humiliating to pupils whose efforts are on show for all to see (see also Chapter 7). Where a pupil is having difficulty, encouraging, constructive and informative feedback should be used – for example, 'Well tried Clare, you need to remember to keep your fingers together as you practise your breaststroke arm action'. From a more general perspective it is always better to draw attention verbally or in a demonstration to what *is* to be done, rather than what *is not* to be done and what *is* correct or appropriate rather than what *is not* correct or appropriate (see demonstration in Chapter 5). A pupil who is not wholly attentive may miss preliminary comments and believe the wrong example is the one to emulate.

Feedback that includes advice on how to improve is most effective if you are able to stay with the pupil to see if they can act on the advice given and improve. You can then give wholly positive feedback to the individual pupil. This is excellent for motivation (see motivation in Chapter 7). With a large class, however, it is difficult to give constructive feedback to each pupil and you may want to use pupils to provide feedback to each other. This approach is incorporated into the Reciprocal Teaching Style (Mosston and Ashworth, 2002). If you try this approach, which has a great deal to offer, remember that pupils may be unfamiliar with the role of commenting directly on a partner's work. Pupils need to be introduced to peer feedback in a step by step approach, as it demands observational, verbal and social skills. It is not unknown for Reciprocal Teaching to have the opposite effect to that intended. Pupils inexperienced in giving feedback can be negative, critical and dismissive.

Other writers have also analysed types of feedback and their work is illuminating to read. Mosston and Ashworth (2002) identify four forms of feedback which are not dissimilar to those discussed by Mawer. These are Value statements, Corrective statements, Neutral statements and Ambiguous statements. They discuss the strengths and weaknesses of these forms of feedback. For example, Corrective statements are seen as essential elements in promoting learning, whereas Ambiguous statements are viewed as confusing and unhelpful to the learner. Cole and Chan (1994) identify types of feedback. They also look at how and when to use different feedback. For example, they suggest that the less confident pupil needs more feedback which is supportive and gives guidance. In contrast the confident pupil needs less feedback and that given could challenge the individual to employ methods of self-evaluation.

Recent research carried out by the Assessment Reform Group (1999) has identified feedback as a key element in their work to promote assessment for learning (see also Chapter 11). The underlying message behind this research is that all assessment, including feedback to pupils, should be formative. That is, it should be designed to point the way to achieving or enhancing the learning of each pupil. This is a challenging notion but is surely valid. Simply to tell a pupil what they have or have not achieved is hardly likely to promote further learning.

The most valuable feedback is given to an *individual*, is *encouraging*, is *specific and informative* and *leads the pupil on to further learning* (see Mawer, 1995a). Feedback given to a whole class is not without value, but is less effective in the learning process as it is, of necessity, non-specific and seldom directly relevant to every pupil.

Task 9.6 Giving feedback in lessons that matches intended learning outcomes

In one of your lesson plans indicate clearly your intended learning outcome for each part of the lesson or task. Ask your tutor to observe the lesson, specifically identifying feedback linked to the stated outcome with a '3' and feedback not linked to the stated outcome with a '1'. Add up your score and discuss your use of feedback with your tutor. Repeat the exercise in another lesson and aim to increase your score.

Task 9.7 Matching other aspects of teaching to learning outcomes

Select a lesson that you have already planned but not yet taught, and consider whether either the mode of communication you plan to use in different lesson episodes or the amount of responsibility you plan to give to the pupils helps you to achieve the learning outcomes. Modify your plan as appropriate, teach the lesson and discuss with your tutor how far your teaching facilitated the intended learning.

SUMMARY

As a student teacher you are beginning to develop your own teaching style. This individualises you as a teacher and adds ‘colour’ to the wide range of strategies you need to use. Teaching strategies are powerful learning tools and must be selected in line with the intended learning outcomes of a lesson. The notion that a learning outcome cannot be reached without employing the appropriate strategy is very important for you to understand as a PE teacher. It is often claimed that purely through taking part in PE pupils acquire, for example, personal, social and moral attributes. This view is itself contentious (see also Chapter 2) but there is a very powerful argument that, while benefits other than enhanced physical skill *can* be acquired in PE lessons, this *will not happen* unless the teacher adopts the appropriate strategy. This strategy comprises a carefully selected cluster of teaching skills and elements of teaching. It is only through the appropriate design and employment of these building bricks that a strategy can successfully deliver the intended learning outcome.

FURTHER READING

- Hardy, C. and Mawer, M. (1999) *Learning and Teaching in Physical Education*. London: Falmer Press. Chapter 5 reviews research developments concerning teaching styles and teaching approaches in PE. Emphasis is placed on the nature and results of studies examining Mosston’s spectrum of teaching styles; approaches to teaching critical thinking skills in PE; direct and indirect approaches to teaching games; and cooperative teaching and learning in PE.
- Joyce, B. and Weil, M. (1996) *Models of Teaching*, fifth edition, Boston, MA: Allyn & Bacon. Models are identified to provide a frame of reference for describing a variety of approaches to teaching. These models are grouped into four broad families: social; information-processing; personal; and behavioural systems, that share orientations toward human beings and how they learn. Each model is discussed in relation to its underlying theory and educational uses and purposes in real learning situations to encourage reflective thought and inquiry.
- Macfadyen, T. and Bailey, R. (2002) *Teaching Physical Education*, London: Continuum. Chapter 4 focuses on Mosston and Ashworth’s spectrum of teaching styles and provides

general guidance when teaching with each approach. It compares the advantages and disadvantages of the direct, teacher-centred styles with the indirect, pupil-centred styles and reflects upon why a variety of teaching styles is important in secondary PE. It then considers other factors which could influence the teacher's selection of instructional method.

Mosston, M. and Ashworth, S. (2002) *Teaching Physical Education*, fifth edition, San Francisco: Benjamin Cummings. A valuable analysis of teaching PE with a focus on the pattern of teacher and pupil decision making in different styles/strategies of teaching. A useful chapter on teacher feedback.

10 **Planning for an Inclusive Approach to your Teaching and Learning**

Philip Vickerman

INTRODUCTION

In recent years inclusion has risen up the political and statutory agenda in England to such an extent that there is widespread evidence of policies and legislation embedded across diverse sectors of society. In education there is an increased emphasis on inclusion through legislation such as the National Curriculum Statutory Inclusion Statement (DfEE/QCA, 1999b), the *Special Educational Needs (SEN) and Disability Rights Act* (DfES, 2001a) and the Revised SEN *Code of Practice* (DfES, 2001b). In addition, the Teacher Training Agency (TTA/DfES, 2003) Professional Standards Framework for the award of Qualified Teacher Status and the Office for Standards in Education (Ofsted) Inspection Framework (Ofsted/TTA, 2002) have enhanced further their focus on the scrutiny and implementation of inclusive education.

In relation to pupils with SEN, statistical evidence from the Department for Education and Skills (DfES, 2001c) indicates year on year rises in the number of pupils being included within mainstream education (2001 – 61 per cent, 1997 – 57 per cent, 1993 – 48 per cent). For example, one in five pupils (a total of 1.9 million) in England and Wales are considered by their school to have a SEN. Consequently, the commitment to inclusive education is well evidenced for pupils with SEN, and as a PE teacher you are expected to embrace this agenda within your teaching and learning practices in order to ensure maximum opportunities for all pupils to participate and perform.

This chapter establishes key principles and values that you should consider when planning for different pupils' needs, while recognising that in any PE class, there will be a wide and diverse continuum of learning needs to cater for. These may comprise of needs related to race, culture, gender, disability, pace of learning, English as a second language (ESL), physical, sensory or cognitive needs to name but a few.

OBJECTIVES

At the end of this chapter you should be able to:

- appreciate the philosophy and practice of inclusive PE;
- consider a range of teaching and learning strategies that will equip you with the knowledge, skills and understanding to plan effectively for inclusive PE;
- understand the principles of the Statutory Inclusion Statement and its implementation in practical PE settings;
- identify core values, which will enable you to plan, deliver and review your teaching and learning strategies associated with inclusive PE.

INCLUDING ALL PUPILS IN PE – A MATTER OF HUMAN RIGHTS

It is important to recognise that as part of a modern society, equality of opportunity for pupils in PE is socially and morally right, and schools offer ideal opportunities to learn mutual understanding and respect for difference and diversity. In order for you to begin to consider planning for inclusion in PE lessons, it is essential to first clarify that pupils have a fundamental right to an inclusive education, which is supported in England through legislation – i.e. the SEN and Disability Rights Act (DfES, 2001a) and the National Curriculum for Physical Education (NCPE) (DfEE/QCA, 1999b). However, in interpreting this legislation, you should recognise that the success factors to including all pupils in PE lessons are for you to establish an open mind, positive attitude, and a willingness to modify and adapt your teaching and learning strategies.

In considering the notion of equality of opportunity, it is crucial to appreciate this does not mean treating all pupils in the same way. In contrast, in order to plan for full access to the PE curriculum you will need initially to develop the skills of identifying individual pupils' needs, then begin to plan accordingly for them. Dyson (1999) supports this view, indicating that equality of opportunity and inclusiveness should be concerned with celebrating difference, and creating systems in which pupils are treated equally, but differently, in order to meet their individual needs for accessibility and entitlement to all aspects of the PE curriculum and extracurricular programmes.

When planning for inclusion, Westwood (1997) supports the promotion of citizenship and the social model of disability (see Reiser and Mason, 1990) as a means of removing the emphasis from, for example, pupils with a disability, to the roles that teachers and non-disabled pupils can play. Thus concepts of citizenship within the curriculum are based upon mutual understanding and respect for individual diversity.

Consequently, in order to develop an inclusive PE curriculum you should consider strategies that respect difference, and offer other pupils opportunities to value and celebrate diversity. In support of this view, the social model of disability recognises that often the greatest restrictive factor to a barrier-free PE curriculum is not the pupil who is being perceived as different, but the lack of flexibility and/or commitment to modify and adapt existing practices by schools, teachers and the other pupils.

When planning for inclusion, it is important that you recognise this as part of a process that is responsive and flexible to pupil needs, and moves beyond traditional concepts of integration and mainstreaming in which additional or separate practices are often bolted on to existing provision. Thus, inclusive PE is concerned with recognition of both the philosophical basis of inclusion as well as a commitment to support its action through policy implementation and a desire to change your practice. For example, a wheelchair user could be integrated into a dance lesson and try to fulfil the existing teaching and learning outcomes, or you could work towards a more inclusive approach by adapting your lesson outcomes and delivery to enhance their participation and involvement within the activity. As a result, in order to implement change, Farrell (2001) and Ainscow *et al.* (1999) advocate that in relation to pupils with SEN for example, you will need to consider new ways of involving all pupils, and to draw on your skills of experimentation, reflection and collaboration with external agencies and individuals.

The NCPE suggests that PE teachers should consider assessment in alternative activities, with flexible judgements and contexts in order to facilitate access to the curriculum. For example, a pupil with cerebral palsy participating in a games activity involving sending and receiving may need assistance with modified equipment to help them propel a ball (i.e. a plastic gutter or shoot). Furthermore, you may give them opportunities to learn about a disability sport such as BOCCIA (a paralympic sport) as an alternative. In addition, as part of a systematic process, schools and teachers should audit their current practices and areas of expertise, and identify areas for further development. The Centre for Studies in Inclusive Education's *Index for Inclusion* (Booth *et al.*, 2000) is one such method in which schools and teachers can begin to review and evaluate the extent to which they are enabling pupils' full access to the curriculum. The *Index* acts as a valuable audit tool to measure the extent to which schools are embracing inclusive policies and practices, and helps to establish areas for further development.

Task 10.1 Reviewing the philosophy of inclusion

Make some notes on what you understand the philosophy of inclusion in PE to be. As part of this process, access the Centre for Studies in Inclusive Education website at: <http://inclusion.uwe.ac.uk/csie/csiehome.htm> and look at the key principles and processes for planning and delivering an inclusive education. Once you have done this try to answer the following reflective questions:

- What are the key principles for planning for an inclusive curriculum?
- Who needs to be involved in planning an inclusive PE curriculum?
- What do you see as the potential challenges and success factors in planning PE lessons that meet the needs of the many, rather than the few?

THE NCPE AND THE INCLUSION OF A DIVERSE CONTINUUM OF PUPIL NEEDS

The NCPE states that, ‘teachers must take action’ and ‘ensure that their pupils are enabled to participate’ (DfEE/QCA, 1999b: 33), and be responsive to a diverse range of pupil needs in order to facilitate inclusive education. In meeting this requirement you should plan for inclusion from the outset within your teaching and learning pedagogy in order to ensure it meets the statutory requirements to facilitate entitlement, accessibility and inclusion to the PE curriculum. Furthermore you should consider inclusion as part of your professional practice and not something that is only delivered because there is a statutory requirement to do so.

In reviewing inclusive activity, it is vital that you move beyond the level of recognising the philosophy of inclusion, and making superficial changes such as policy statements with no real action to ensuring that you *make a difference for pupils in practice*. Therefore, in order to have real impact, inclusion should be seen as part of a ‘process model’ in which all the relevant issues, values and principles are embedded throughout everything you do. This involves recognition of the values and philosophy of inclusion, through to the planning, delivery and review of effective inclusive teaching and learning experiences for all pupils in your class. As a result, Farrell (1998: 81) argues that teachers must be willing to move beyond an acknowledgment of inclusion policies and be prepared ‘to reconsider their structure, teaching approaches, pupil grouping and use of support’.

In setting out to achieve such a socially inclusive PE context for pupils however, Dyson (1999: 2) notes some concern particularly in relation to the concept of disability and inclusion now being ‘at the heart of a new and privileged society’. According to Dyson, ‘social inclusion’ may have its limitations in that it only pursues measures to remove difference that focus upon predicted equality, and are not necessarily outcome based. Therefore implementation of inclusive PE policies for pupils may appear to be socially and morally right, but the danger is that the measurement of success will be seen through the expectation of statements written into school policies, rather than by measurement of your practice. For example, evidence of modified practices, differentiated learning outcomes and flexible assessment strategies is important in ensuring inclusive PE is working in practice. Thus it is important to ensure that successful inclusive PE is judged in terms of its impact and effects upon a pupil’s quality of education and achievement, and not just in relation to a policy statement. (See Depauw and Doll-Tepper, 2000; Dyson, 2001; Dyson and Millward, 2000; Farrell, 2000, 2001; and Fredrickson and Cline, 2002 for further issues related to policy implementation, definition and practice.)

KEY VALUES FOR INCLUDING PUPILS IN PE

The 1992 NCPE (DES/WO, 1992) identified four key principles related to equality of opportunity, which still hold true today, to be considered when including pupils across a diverse continuum of learning needs. These are *entitlement*, *accessibility*, *integration* and *integrity*. They have acted as the cornerstones upon which the NCPE has been revised and extended.

In relation to *entitlement* for example, the premise is to acknowledge pupils' fundamental right to be able to access the PE curriculum. This is of particular relevance to pupils with SEN through the emergence of the *SEN and Disability Rights Act* (DfES, 2001a), which gives a fundamental right to inclusive activity, and the revised *SEN Code of Practice* (DfES, 2001b) implemented in January 2002. The *Code of Practice* now focuses much more on the action of schools to implement and deliver inclusive PE through further delegation of centralised SEN budgets now going directly into schools.

As part of this entitlement, you are expected to take action within the individual school context to plan for inclusive practice in order to facilitate pupils' full entitlement to the NCPE. This shift in legislation recognises the philosophy of positive attitudes and open minds, and the commitment to recognition of a pupil's right to an inclusive education, in which teachers overcome potential barriers through consultation and the adoption of flexible teaching, learning and assessment strategies.

In terms of *accessibility*, it is your responsibility to ensure PE lessons are accessible, barrier free and relevant to the diversity of pupil needs in your class. This recognises the social model of disability (see Reiser and Mason, 1990) in which it is your responsibility to adjust your teaching and learning in order to accommodate the needs of individual pupils, rather than the pupil being seen as the barrier to participation. For example, a pupil with ESL may require assistance with their communication skills in order to be fully included in your lesson, and the school and the PE department should plan for this in advance. In considering the need to make PE lessons relevant and accessible it is important to acknowledge the view of Sugden and Talbot (1998) who advocate that teaching pupils with SEN is merely an extension of your existing mixed ability teaching. Therefore, as a teacher you should already have the necessary skills to facilitate inclusive PE whatever the need may be, and as a result will only occasionally require specialist advice and guidance. Thus the fundamental factor in successful inclusive activity for all pupils is a positive attitude, good differentiation and a readiness to adapt and modify your practice to meet individual needs.

The third principle of *integration* recognises the benefits of inclusive education and the positive outcomes that can be achieved for all pupils through such approaches. This also begins to address the British government's citizenship agenda in which pupils are to be educated to have mutual understanding and respect for individual diversity as part of their involvement and participation within a socially inclusive society. Pupils from different cultural backgrounds could through the medium of dance for example learn to appreciate varying traditions and social customs. Consequently,

PE is one such area within the National Curriculum in which teamwork, cooperation, mutual understanding, respect and empathy for difference can be included in many activities.

In relation to the fourth principle of *integrity*, you are expected to underpin your teaching and learning practice by valuing the adaptations and modifications you make in order to plan effectively for the inclusion of all pupils. As part of this personal commitment, you should ensure that inclusive PE is of equal worth, challenging, and in no way patronising or demeaning to the individual pupil concerned.

THE NCPE STATUTORY INCLUSION STATEMENT

As part of your teaching and learning philosophy and practice, it is important that you value the four principles examined above (*entitlement, accessibility, integration and integrity*). In addition, as part of the NCPE, and in conjunction with the four principles noted earlier you should spend time interpreting the Statutory Inclusion Statement and examine the three statements in the NCPE related to 'setting suitable learning challenges', 'responding to pupils' diverse needs' and 'overcoming potential barriers to learning and assessment for individuals and groups of pupils'.

In relation to setting suitable learning challenges, the NCPE states, 'Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as is possible' (DfEE/QCA, 1999b: 28). It suggests this can be achieved by teaching knowledge, skills and understanding of PE from earlier key stages if appropriate, with the aim of ensuring pupils progress and achieve.

Therefore, it could be argued that inclusion is about focusing on earlier developmental expectations, or adopting a more flexible teaching approach to accommodate an individual's needs in terms of teaching, learning and assessment. Sugden and Talbot (1998), for example, support this view through the principles of 'moving to learn' and 'learning to move'. They argue that, 'Physical education has a distinctive role to play, because it is not simply about education of the physical but involves cognitive, social, language and moral development and responsibilities' (1998: 22).

Thus, one strategy to facilitate inclusion may involve a shift from the traditional (learning to move) outcome of PE in which skills are taught and learned, to a wider experience of PE (moving to learn) involving opportunities to plan for the social inclusion of pupils across a diverse continuum of learning needs. For example a pupil with emotional and behavioural difficulties (EBD) may be struggling to fulfil a particular physical skill (learning to move), however through your effective behaviour management they may still remain on task and be motivated to keep trying to raise their physical attainment (moving to learn). Consequently the pupil with EBD is still benefiting from the inclusive PE experience, in that their behaviour is much improved, resulting in a desire to remain on task and work towards your other learning outcomes. As a result, it is important you consider the structure and delivery of your learning outcomes carefully in order to ensure all pupils have opportunities to demonstrate a wide variety of movement learning experiences.

In relation to *responding to pupils' diverse learning needs* the NCPE states that, 'When planning teachers should set high expectations and provide opportunities for all pupils to achieve' (DfEE/QCA 1999b: 29). This suggests lessons should be planned to ensure full and effective access, and that teachers need to be aware of equal opportunity legislation.

This begins to answer some of Dyson's (1999) concerns that the curriculum needs to focus on how outcomes can be differentiated and measured for each pupil, rather than focusing upon philosophical definitions of what equality consists of. A key feature of this occurring will need to be based upon the social model of disability and a commitment to change the activity or teaching and learning style to fit the pupil rather than the other way round. For example, a pupil with limited verbal communication may be able to demonstrate a forward roll in gymnastics, rather than describe the particular principles of that knowledge, skill or understanding orally. As a result the pupil is still evidencing attainment, but is merely demonstrating rather than describing the process.

This leads into the third statement of overcoming potential barriers to learning and assessment for individuals and groups of pupils in which the NCPE states 'a minority of pupils will have particular learning and assessment requirements which go beyond the provisions described earlier and if not addressed could create barriers to participation' (DfEE/QCA 1999b: 30). Consequently, as part of your establishment of suitable learning challenges, you need in the planning phase to consider how pupils are going to evidence their attainment when it comes to the assessment phase of the lesson. Therefore, adopting a flexible approach to the methods in which pupils are assessed and demonstrate their understanding minimises the potential for barriers to your learning outcomes being achieved.

Task 10.2 Strategies for inclusion

Reflect upon the four key principles of equality of opportunity from the NCPE (DES/WO, 1992) of *entitlement, accessibility, integration and integrity* and the view of Sugden and Talbot (1998) that teachers need to consider strategies to extend their mixed ability teaching. Identify strategies that you can employ in your planning of inclusive PE to ensure the four principles of equality of opportunity and the view of Sugden and Talbot are met.

Look at the NCPE (DfEE/QCA, 1999b) Statutory Inclusion Statements listed in Table 10.1, and consider how you can address these in your teaching and learning, and what skills or resources you may need to do this. An example is given on p. 161, and you may wish to go through this process with a particular pupil or class in mind.

Table 10.1 The statutory inclusion statements of the National Curriculum

	<i>Interpretation related to planning for effective inclusive PE</i>	<i>What skills and strategies do I need to develop?</i>	<i>What resources do I need to help me to succeed?</i>
<i>Setting suitable learning challenges</i>	Ensure that I know what the individual needs of my pupils are. For example, a pupil who has minimal hand-eye coordination initially may require shorter-handled racquets or larger balls.	Recognise the value of baseline assessment. Ensure that I plan to take a range of equipment into the PE lesson. Recognise what the starting point is to ensure the pupil succeeds and is motivated to learn and develop.	Discuss strategies with previous class teachers, tutors, the SEN coordinator or disability sport organisations such as the English Federation for Disability Sport.
<i>Responding to pupils' diverse learning needs</i>	Ensure that my teaching and learning environment is conducive to individual pupil needs, and offers entitlement to the curriculum. For example, a pupil who has to keep her legs covered for religious reasons may require flexibility in the PE clothing policy.	Check the school PE policy on clothing and ensure it is sufficiently flexible and inclusive to accommodate individual pupil needs. Ensure there are no health and safety implications of wearing long trousers in the PE activity undertaken.	Discuss with the individual pupil concerned how you can be responsive to their individual needs. Discuss the PE clothing policy with tutors.
<i>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</i>	Ensure my learning and assessment style is accessible, and does not restrict opportunities to demonstrate progression. For example, a wheelchair user cannot demonstrate a run or a jump in athletic activities and may require an adaptation of the assessment task.	Adopt an open mind to the assessment task and consider what the key principles are that I wish to assess. Construct a strategy that involves either verbal rather than physical participation, or demonstration by one or three pushes of the chair to demonstrate long jump or triple jump.	Discuss potential strategies with tutors and the pupil. At the planning stage identify what principles you want to assess, and how they can be modified or interpreted for the particular pupil concerned. Ensure that the modified assessment has integrity and is still measuring athletic knowledge, skills and understanding.

EXAMPLES OF INCLUSION IN PRACTICE

When planning for inclusive PE, it is important to start from the premise of full inclusion within the activity, and where this may not be possible, to consider adaptation and/or modification of teaching and learning strategies or activities.

A central success factor is initially to consult where appropriate with the pupil and/or relevant professionals and tutors as part of a multi-disciplinary approach. This enables you to consider at the planning stage any differentiation that may be required. This further supports the principles of equality of opportunity, and the Statutory Inclusion Statement by acknowledging individual diversity and responding accordingly to pupils' individual needs.

An example of this could be in games activities such as basketball, where pupils may initially require lighter, larger or different coloured balls in order to access the activity. Adaptations to rules may need to be considered such as allowing a player with movement restrictions five seconds to receive and play the ball. In addition, if utilising such a strategy it is vital that all members of the group understand the need for such an adaptation in order that they can play to this rule during a game.

In dance, activities could be modified through consultation with all pupils in your lesson as part of the requirements of the PE curriculum to work cooperatively. For example, when planning a dance sequence involving a pupil with ESL, you and the other pupils (and possibly an interpreter) may need to spend more time explaining the particular requirements of a task. This could incorporate more gestures, non-verbal communication or the use of demonstration, rather than relying purely on verbal communication.

Another example of inclusive participation in athletics with physically disabled pupils may involve one push of their wheelchair, rather than a jump into the sandpit, or reducing distances to run or travel. In addition, if you have a pupil with limited vision you can organise activities such as a 100-metre race in which a guide stands at the finish line and shouts out the lane number they are in, or a guide or fellow pupil runs alongside them for support.

In summary, the examples above demonstrate how the practice of inclusive PE can be delivered if you are prepared to recognise the key principles and values noted earlier in this chapter. A critical success factor is to be flexible and be prepared to try out different teaching and learning strategies to see if they work. As part of your developing competence in the area of inclusive PE, you should not be afraid to risk failure in your attempts to create barrier-free lessons. The important point is that you learn from your experiences, then try again, rather than restrict yourself to limited teaching and learning strategies.

SUMMARY

Facilitating an inclusive approach to your teaching and learning

It is evident from analysis within this chapter that inclusive PE is a key issue for the British government, schools and teachers to address in the forthcoming years. The

philosophical basis of inclusive PE is socially and morally sound and is supported through legislation and the development of new practices in the NCPE. In addition the Teacher Training Agency (TTA) and Ofsted are further focusing their attention on the training and delivery of inclusive education both in teacher education and in schools.

Your role, and that of schools, is central to the success or failure of the PE inclusion agenda in ensuring that the needs of the many, rather than the few, are met within the curriculum. In order to consider how to meet this agenda, there is a need to establish a clear and consistent framework for all the key stakeholders involved in inclusive PE to adopt. 'The Eight P's Inclusive PE Framework' (Vickerman, 2002) helps to clarify the widely held view of inclusion as a combination of philosophy, process and practice, and draws together a number of key points considered in this chapter. As a result, you are encouraged to use this framework as a basis for considering, planning, delivering and reviewing your emerging practice in inclusive PE.

The Framework encourages you to recognise and spend time analysing, planning and implementing each of the interrelated factors detailed below to ensure you give yourself the best opportunities for creating barrier-free PE lessons for all the pupils you serve. The first point is to recognise and embrace the *philosophy* behind inclusion discussed in this chapter as a basic and fundamental human right, which is supported in England through statutory and non-statutory guidance such as the SEN and Disability Rights Act, the revised *Code of Practice*, the NCPE Statutory Inclusion Statement and previous legislation related to sex and race equality (DES, 1975) and race relations (Home Office, 1976, 2000).

In order to facilitate this process you should embrace a *purposeful approach* to fulfilling the requirements of the NCPE. Consequently, you should spend time examining the philosophical basis of inclusion, while noting the rationale and arguments behind inclusive education. In order to achieve this you should develop a *proactive approach* to the development and implementation of your inclusive teaching and learning and be prepared to consult actively with fellow teachers, pupils and related individuals and agencies in order to produce a *partnership approach* to your delivery.

Inclusion demands a recognition and commitment to modify and adapt your teaching and learning strategies in order to enable access and entitlement to the PE curriculum, and an obligation to undertake this through a value-based approach. The development of inclusive PE must therefore be recognised as part of a *process that evolves*, emerges and changes over time, and it is important to acknowledge that it will require ongoing review by all the key stakeholders.

In conclusion, it is your role and that of the whole school to ensure inclusion is reflected in *policy* documentation, as a means of monitoring, reviewing and evaluating delivery. The critical success factors however rely on ensuring policy impacts on your *pedagogical* practices. Thus, while philosophies and processes are vital for schools and teachers at the end of the day, you should ultimately measure your success in terms of effective inclusive *practice*, which makes a real difference to the experiences of all pupils in your PE lessons.

Task 10.3 Developing your own inclusive PE framework

Look at the 'Eight P's Inclusive PE Framework' and from your consideration of the issues raised in this chapter begin to address each of the points in turn. Undertaking this process will help you to clarify the points noted above, while helping you to create your own teaching and learning framework for planning inclusive PE.

Eight P's Inclusive PE Framework	Interpretation of what each stands for in developing your own teaching and learning framework for inclusive PE
Philosophy – what are the key concepts related to inclusive PE?	
Purpose – what are the rationales behind inclusive PE?	
Proactivity – what challenges am I likely to face in planning and developing an inclusive PE curriculum, and how can they be overcome?	
Partnership – whom do I need to work with to ensure I succeed?	
Process – where is the starting point for my development of inclusive practice, where are the review points and how will I know if I am successful?	
Policy – what policies exist in school regarding inclusion?	
Pedagogy – what are my own teaching and learning approaches to the development of inclusive PE?	
Practice – how can I ensure that I make a difference in practice when I work with the pupils in my class?	

FURTHER READING

- DfES (2003) *Success For All – An Inclusive Approach to PE and School Sport*, CD-ROM resource available from dfes@prolog.uk.com. This CD-ROM has been produced by the DfES in partnership with the QCA and the English Federation for Disability Sport. The CD-ROM has nine case studies of inclusive PE and school sport, evidencing ‘real life’ examples of inclusive practice in schools. The resource offers extensive information on teaching and learning strategies, web links and interviews with a range of individuals, schools and pupils involved in inclusive PE. This resource is free and can be ordered from the DfES Publication Centre at the email address above.
- Dyson, A. and Millward, A. (2000) *Issues of Innovation and Inclusion*, London: Paul Chapman. This book examines definitions and interpretations of inclusive education, followed by an analysis of models of good inclusive practice in schools. The book discusses many strategies to facilitate inclusive practice, while citing innovatory practice and its impact on levels of pupil participation in schools. This book is an essential text for any teacher or headteacher seeking to extend and review their existing inclusive practice.
- Vickerman, P. (2002) ‘Perspectives on the training of PE teachers for the inclusion of children with SEN – is there an official line view?’ *Bulletin of Physical Education*, 38 (2), 79–98. This research article reports on the findings from an investigation of government, statutory, non-statutory and PE professional associations’ policy interpretation and practice related to inclusive PE and school sport. The article provides an extensive literature review of current legislation and policy statements, prior to the examination of its impact in practice and delivery by PE teachers in schools.
- Wright, H. and Sugden, D. (1999) *PE for All – Developing PE in the Curriculum for Pupils with SEN*, London: David Fulton. This text offers the opportunity to consider a range of teaching and learning strategies to enhance the delivery of your inclusive PE practice. The book contains information on children’s movement development, prior to an analysis of strategies that teachers can employ to organise inclusive activity. The book concludes with an overview of the links between PE and school/community sport development in an attempt to consider progression from the formal school curriculum into extracurricula and out of school physical activity participation.

11 **Assessment in PE**

Andrea Lockwood and Angela Newton

INTRODUCTION

As a PE teacher assessment is an essential part of your teaching. You want to find out how much your pupils have learnt. You can only do this by assessing their work. This can range from the very informal comment of ‘well done!’ as a result of a judgement made about a handstand, to the formal assessment involved in the marking of examination work (e.g. General Certificate of Secondary Education (GCSE), General Certificate of Education (GCE) Advanced Subsidiary (AS) or Advanced (A) level work). Much of your assessment focuses on pupils’ actions in performance. Actions are often fleeting and PE teachers have to rely on their ability to observe and judge at the time of the performance. Video recording is being used increasingly to record pupil performance – normally for formal summative assessment – but this is not usually practical when instant feedback is required when assessing for learning in an ongoing way in every lesson or if the environment is not conducive to the use of electrical equipment. Teachers of other subjects usually have a permanent record of pupils’ achievement in the form of writing or other finished products. This is not usually the case in PE. You need to understand the principles of assessment, but an additional requirement is to refine your skills of observation (see Chapter 4).

Assessment is an integral part of the National Curriculum for Physical Education (NCPE) in England: ‘In the revised National Curriculum the level descriptions in physical education define the standards against which pupils’ achievements will be measured. Teachers are statutorily required to make and record judgements of pupils’ performance against these standards at the end of key stage 3’ (PEAUK, 2000: 5). In order that these judgements can be made at the end of Key Stage 3, records need to be kept of pupil progress and achievement throughout the key stage. Although statutory reporting against the level descriptions is not required at the end of every year or at other key stages, reports to parents are needed.

Chapter 17 aims to give you a conceptual understanding of assessment in the NCPE. This chapter identifies the broad issues and strategies you need to understand if you are to become an effective assessor and recorder of pupils' learning in PE. However, it is important to emphasise that although assessment must be planned for, it must be seen as part of the whole teaching and learning process and not as an end in itself. This is exemplified through assessment for learning, which is given prominence in the evolving Key Stage 3 National Strategy in England (DfES, 2002b), where the focus is on teaching and learning.

OBJECTIVES

By the end of this chapter you should be able to:

- understand the role of assessment in improving teaching and learning in PE;
- carry out assessment in day-to-day teaching in PE;
- understand how learning can be improved through assessment for learning;
- understand the assessment of National Curriculum PE at Key Stage 3;
- relate assessment in PE to the broad principles and purposes of assessment.

THE ROLE OF ASSESSMENT IN IMPROVING TEACHING AND LEARNING IN PE

Assessment is a vital part of a teacher's work and serves many purposes (see below). As an integral part of teaching and learning it helps to:

- indicate pupils' strengths and weaknesses;
- identify the needs of pupils;
- determine the progress being made by pupils;
- determine the degree to which unit and lesson outcomes are being met;
- inform teachers' planning and identify where emphasis should be placed in teaching;
- judge what aspects of teaching have been effective or ineffective.

The Key Stage 3 National Strategy in England (DfES, 2002c) aims to raise standards by strengthening teaching and learning across the curriculum. The purpose of the foundation subject strand of this strategy (PE is a foundation subject) is to raise standards, enabling teachers to deliver more effective lessons. The strategy utilises many of the principles upon which the work of Black and Wiliam (1998) is based. One of these principles is the importance of assessment not only in relation to determining

the learning that has taken place (assessment of learning) but also in the use of assessment for learning in the interaction essential to effective teaching and learning.

ASSESSMENT FOR LEARNING

Assessment for learning views assessment as an integral part of the teaching and learning process. It involves sharing learning outcomes with pupils, enabling pupils to set appropriate targets, enabling them to be involved in their own and peer assessment, giving feedback in such a way that pupils understand the steps necessary to improve and teachers and pupils jointly using assessment information for review and reflection. Research (e.g. Assessment Reform Group, 1999; Black and Wiliam, 1998) has shown that assessment for learning is important not only in terms of the levels attained by pupils but also in increasing their enthusiasm and motivation.

Spackman (2002) identifies characteristics of assessment for learning that can be applied readily to PE. These are shared learning outcomes, questioning, feedback and pupil self- and peer-assessment. Learning outcomes should be shared with pupils in such a way that they are clear about what is to be learned and why they need to learn it.

When sharing learning outcomes in a gymnastics lesson, for example, the teacher might say ‘In today’s lesson and during the next two lessons we are going to develop sequences of movement on both the floor and apparatus that involve flight and the shapes we can use in flight. Exploring changes in direction and changes in speed will help you to compose more fluent sequences. We will aim to produce precise and controlled sequences with some originality.’ It is important when sharing learning outcomes that the *learning* is clearly identified, not simply the tasks that the pupils will be carrying out. Teacher questioning in this context would focus on what is being learned (i.e. on the effects changes in direction and speed will have on a pupil’s composition). For example, ‘When is it appropriate to increase speed?’ or ‘At which point in the sequence can direction changes be made?’ Assessment for learning is enhanced by a number of strategies, including questions and answers, as this involves pupils thinking about their learning. Questions should be planned and pupils should be given time to answer. The questions you use should be directly applicable to what is being learned and appropriate to the cognitive level of the pupils. Questioning is also covered in Chapter 5.

The feedback you give can be in many forms although much in PE is oral. Feedback should focus on providing information to enable pupils to improve. It is important continually to consider the intended learning outcome when giving feedback on a task (feedback is also covered in Chapter 9). It is essential that you remember that pupils’ ability to use criteria for the assessment of themselves and others is in itself a skill that has to be learned (see e.g. the reciprocal teaching style of Mosston and Ashworth, 2002, Chapter 9). Pupils need to develop the trust and confidence necessary to carry out this kind of assessment. You need to plan carefully how you can develop this.

Assessment for learning relates quite closely to formative assessment (discussed later in the principles and purposes section of the chapter) but requires a more sophisticated and holistic approach for its successful implementation. For example, the teacher

does not simply give the pupil feedback on their performance to improve it; instead the pupil identifies the appropriate steps to be taken for improvement. This is where questioning can be used to good effect.

ASSESSMENT OF LEARNING

Assessment of pupils on a particular unit of work needs to be carried out against the unit objectives. Assessment of a class, small group or individual in a lesson needs to be carried out against the intended outcomes of that lesson or the particular task set. Assessment skills are needed to judge the appropriateness of the learning outcomes of a lesson and so make an essential contribution to lesson evaluation. Assessment therefore informs the planning of future lessons.

Whether assessment of learning or assessment for learning is your focus you, as a PE teacher, need to have the following:

- detailed and specific knowledge of your subject area;
- ability to set appropriate criteria;
- ability to observe;
- ability to make judgements about whether what pupils actually do meets the criteria set.

The criteria against which you assess pupils should be related both to intended learning outcomes which, in England, are based on the four strands of the knowledge, skills and understanding of the NCPE (acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and knowledge and understanding of fitness and health). The criteria selected for use in your assessment need to be clear, valid and reliable. See below and Unit 6.2 in Capel *et al.* (2001).

Task 11.1 Identifying criteria for assessment

- Refer to Figure 11.1. Identify the criteria you would use to assess individual pupils on the leg kick as identified for the leg kick teaching points, section d (i).
- How might you record your assessment for each pupil?
- Prepare yourself a checklist/recording chart which you might use.

In your response to the task you have probably realised that there is a strong relationship between learning/teaching points and assessment criteria. One criterion you may have identified for a successful leg kick, for example, is the need for the ‘legs to swing from the hips’. This is given as a learning/teaching point. When you set a task you should break down what you expect the pupils to do so that you can identify the constituent parts and know what you hope to see. This process both provides you

Figure 11.1 Swimming lesson plan

Intended learning outcomes (ILOs):

- 1 improve front crawl leg kick (acquiring and developing)
- 2 improve front crawl arm action (acquiring and developing)
- 3 coordinate breathing with leg and arm action (acquiring and developing)
- 4 use checklist to comment on partner's performance (evaluating and improving)

TIME	ILO	LEARNING ACTIVITY/TASK What will the pupils do? How is it differentiated?	LEARNING/TEACHING POINTS What will you tell the pupils to help them achieve the ILOs?	ORGANISATION How will you set up the task? How will you set up the transitions?	TEACHING STRATEGY	EVALUATION What has been learnt and by whom?
Introduction: pupils will change and line up at the side of the swimming pool ready to be registered						
WARM UP/INTRODUCTION						
3 min		(a) Swim front crawl/dog paddle	(a) Working widthways individually or 1's then 2's	(a) Keep head steady, heels to surface	Practice	
MAIN PART OF THE LESSON						
5 min	1	(b) Leg kick: at trough add unilateral breathing (trickle)	(b) Practise head roll (i) Nose in water. Blow <i>out</i> firmly through nose and mouth (ii) Rotate head sideways, still blow out until the mouth clears water. Ear in water. Complete blowing out – breathe in (iii) Shut mouth before returning face to water	(b) Grip rail or trough with <i>non-breathing</i> side, hand holding trough. Breathing side hand presses further down the wall	Command	
5 min	1	(c) Leg kick holding one float. Include breathing and head roll refer to checklist when observing partner	(c) (i) Smooth roll of head to breathing side (ii) Breathing points as for b (i) and (ii)	(c) Hold float at top end on <i>non-breathing</i> side, near end on breathing side. Work widthways 1's then 2's	Practice then reciprocal	
5 min	2	(d) Dog paddle: head steady chin on water (pupils show how a dog swims)	(d) (i) Leg kick: swing from hips, legs close together, stretch knees and feet, small splash with heels, depth 1'-18"/30—45 cm (ii) Stable head. Eyes look ahead, blow out firmly, hand on breathing side to start pull, breath in as same arm elbow bends, arm action kept under water, hands firm, arm extended in advance of head, pull firmly, fingers together, elbows slightly bent, touch hip, squeeze elbow to side and stretch forward	(d) Working widthways	Practice	

Figure 11.2 Chart for recording pupil achievement

Pupil name	Criteria for assessment of leg kick				
	Swing from hips	Legs close together	Stretch knees and feet	Small splash with heels	Depth 30–45 cm
Sam					
Jo					
Chris					
etc.					

with teaching points to help pupils in their learning and also with the criteria against which you can assess pupils.

When you decided on a method for recording assessment you may well have listed the individual pupil names in some way against the criteria for assessing the leg kick. An example is given in Figure 11.2.

As indicated above, assessment of pupils, whether informal (enabling you to make constructive comment to pupils) or formal (perhaps to enable you to report assessments for each pupil), should be focused on the learning outcomes. Only if the improvement of the leg kick was the sole outcome of the lesson in the above example would it be an appropriate means of assessment for the lesson. However, the learning activities set for pupils in a lesson should be chosen to enable pupils to meet learning outcomes. It therefore follows that in order to make the assessment of pupils a manageable process you need to be selective in deciding what to assess and in choosing the criteria for assessment.

Task 11.2 Matching assessment to learning outcomes

Using a lesson plan for a class you are teaching:

- select appropriate criteria for assessment based on your learning outcomes;
- prepare a checklist for recording the assessment of two pupils against these criteria;
- teach the lesson, give feedback to improve learning and record the assessment for the two selected pupils;
- consider the extent to which these two pupils have achieved the learning outcomes.

As you gain experience, complete this task for all pupils in the class.

Figure 11.3 Recording of pupil achievement

Pupil name	Criteria for assessment		
	Improvement in leg kick	Improvement in arm action	Improvement in coordinated arm action, leg kick and breathing
Sam	✓	✓	✓
Jo	✓	✗	✗

In the swimming example given in Figure 11.1, selected criteria based on lesson outcomes could be:

- improvement in leg kick;
- improvement in arm action;
- improvement in coordination of arm action, leg kick and breathing.

These could be recorded as shown in Figure 11.3. The assessment of the two pupils, Sam and Jo, indicates that Jo is not achieving the learning outcomes in two of the criteria. This kind of assessment and recording, if done for the whole class, provides a record of pupil attainment and helps you to differentiate learning for different pupils in the class. It also informs your lesson evaluation. Experienced teachers often carry out this kind of assessment informally and keep no written record of it, although such a record will help to inform future planning and learning. As a student teacher, practice in assessing and recording your pupils’ work helps you to develop the skills you need to carry out good assessment.

ASSESSING LEARNING FOR FORMAL REPORTING

The NCPE requires teachers to assess pupils formally. This assessment needs to be planned and carried out systematically and the criteria being used need to be very clearly identified. Careful assessments of all pupils must be made and recorded in some way. These assessments, collected at intervals from selected units and lessons over the key stage, provide evidence for the teacher to make the final level judgement against the attainment target for each pupil.

It is not necessary to assess every pupil formally in every lesson or even in every unit of work. This section examines how the process of assessment as required by the NCPE may be managed.

The NCPE is now in its third version. It contains an attainment target with eight level descriptions and a further level description for exceptional performance. This has brought PE into line with other National Curriculum subjects. The attainment

target sets out the knowledge, skills and understanding expected from pupils at the end of each key stage (DfEE/QCA, 1999b: 42).

You must judge which description (level) best fits each pupil's performance at the end of the key stage by considering carefully the criteria stated in the description. In making your decision adjacent descriptors should also be considered for comparison. Once you have read the attainment target you can see that the language used could apply to any area of activity (see Chapters 3 and 17 for more information).

The full attainment target has been broken down in Figure 11.4 into the four strands of the knowledge, skills and understanding for each level. For example, in Level 5 the section on 'acquiring and developing skills' reads as follows: 'Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency' (DfEE/QCA, 1999b: 42).

When considering 'acquiring and developing skills', in each area of activity that you teach you must decide which skills or techniques are appropriate and provide the learning opportunities, through appropriate learning activities, that are necessary in the units of work you plan.

There has been much debate surrounding the issue of assessment since the introduction of the NCPE in 1992. The Physical Education Association of the United Kingdom (PEAUK, 2000) issued guidance stating that teachers should not be establishing levels for each individual activity (e.g. gymnastics Level 5, football Level 4). Since then, views have differed on whether to give pupils levels for activities as opposed to levels for their overall knowledge, skills and understanding. For example, Peach and Bamforth (2002) proposed a system that provides levels for activities whereas Frapwell *et al.* (2002) took the opposite point of view. Although it is generally accepted that levels should not be given for individual activities, you need to be involved in this debate and to develop your own view (see Chapter 17).

The context for your teaching is the areas of activity. The system outlined in the next section records levels for the four strands of the knowledge, skills and understanding in individual activities because it is not very practical to record the knowledge, skills and understanding without reference to the context in which they are taking place. It would appear to serve little purpose to average the records either for the four strands of the knowledge, skills and understanding or across the activities – each level descriptor relates to all four strands and does not make reference to specific activities. Frapwell *et al.* (2002) note that many computer programs set up to help teachers record levels, average the scores automatically and they, as well as the authors of this chapter, see this as an inherent problem when using the principle of 'best fit' to determine the final level for each pupil.

A PRACTICAL METHOD OF ASSESSMENT

As a student teacher you are probably not involved in mapping across a key stage the particular units in which the four strands within the programme of study are addressed. However, even at this early stage it is useful to be thinking about this (see

Figure 11.4 The attainment target for PE

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Exceptional performance
Acquiring and developing skills	Pupils copy, repeat and explore simple skills and actions with basic control and coordination	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities	Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency	Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistency, precision, control and fluency	Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality	Pupils consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality	Pupils consistently use advanced skill, techniques and ideas with precision and fluency
Selecting and applying skills, tactics and compositional ideas	They start to link these skills and actions in ways that suit the activities	They begin to show some understanding of simple tactics and basic compositional ideas	They show that they understand tactics and composition by starting to vary how they respond	They understand tactics and composition	When performing, they draw on what they know about strategy, tactics and composition	When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own strengths and weaknesses	Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They modify them in response to changing circumstances and other performers	Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other performers	Drawing on what they know of the principles of advanced tactics and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work

Evaluating and improving performance	They describe and comment on their own and others' actions	They talk about differences between their own and others' performance and suggest improvements	They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance	They compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance	They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve	They analyse on and comment others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance	They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement	They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition and fitness relate to and affect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development
Knowledge and understanding of fitness and health	They talk about how to exercise safely, and how their bodies feel during an activity	They understand how to exercise safely, and describe how their bodies feel during different activities	They give reasons why warming up before an activity is important, and why physical activity is good for their health	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health	They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise	They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme	They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme	They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work

also Chapter 3). For you, at present, the assessment cycle probably begins when you plan your units of work. You must first be clear about what you want your pupils to learn. This is expressed as your unit objectives. When planning these objectives you must consider the knowledge, skills and understanding that are to be addressed in the unit and the context in which you are teaching. The context is an activity from the area of activity given in the breadth of study for the key stage (see DfEE/QCA, 1999b and Chapter 17).

At the planning stage you must also clarify which of your outcomes you are going to assess and record for individual pupils. All outcomes from the unit should be evaluated from a class perspective in order for you to be able to assess the quality of your teaching relative to the overall achievement of the learning outcomes. Similarly, you apply this process to lesson outcomes. The outcomes that you select for the assessment of individual pupils are your points for assessment. Once these have been identified you must then decide on the mode of assessment to be used for each point (see below). All assessment that you intend to carry out should be built into the structure or framework of your units of work.

The next stage is to develop criteria to help define levels that match the descriptions in the attainment target. These descriptors use specific language (Chapter 3 looks in more detail at language for learning outcomes). A sample you can use for this purpose is shown in Figure 11.5.

Task 11.3 Points for assessment

On your school experience identify three points for assessment on a unit of work you have written that are appropriate to the stated unit objectives.

- Decide on the mode of assessment to be used.
- Develop criteria to cover Levels 3–7 for each point using the example provided in Figure 11.5 (refer to Chapter 17 for guidance).

Investigate an alternative method of assessing pupils against the level descriptions by accessing the PEAK website (www.pea.uk.com).

PRINCIPLES AND PURPOSES OF ASSESSMENT

You should now be clear that assessing your pupils plays an important part in your work as a PE teacher. You have been made aware that assessment should be an integral part of teaching and learning, whether your focus is assessment *for* learning or assessment *of* learning. As with every other part of your work it needs to be done well in order to be effective. Pupils and parents, in particular, are concerned that

Figure 11.5 Assessing levels of attainment

Point for assessment	Knowledge, skills and understanding aspect	Mode of assessment	Criteria Level 3	Criteria Level 4	Criteria Level 5	Criteria Level 6	Criteria Level 7
1							
2							
3							
4							

assessment is carried out rigorously and fairly. This is true both of the very informal assessments you make and of the most formal. Parents may complain if they feel their child's work is being unfairly judged by a teacher; for example, that he always receives criticism of the work he does, but never receives praise. You should be aware also that appeals are made to awarding bodies against the award of GCSE and GCE A level grades.

Good assessment adheres to certain principles:

- it should achieve a clear purpose and should be fit for that purpose;
- it is clear what the performance is being measured against;
- it should be valid and reliable.

Purposes of assessing your pupils

There are a number of reasons for a PE teacher to assess (see above). It is likely that you want to inform the pupils themselves about your assessment of their performance to help them to understand what you are looking for in their work, to challenge them to greater achievement and to motivate them. Your purpose for the assessment would then be assessment for learning – in particular for pupil *guidance* or *feedback*.

When first meeting a group of pupils or when beginning a new unit of work on a different area of activity you may wish to make a preliminary assessment of the pupils' strengths and needs, in which case you are assessing for the purpose of *diagnosis*. You want to know what or how much pupils have learned in a lesson so that you can judge to what extent the learning outcomes have been achieved and then plan the next lesson on the basis of this evaluation. In this case you would be assessing for *evaluation*. In the first instance assessment is of use to pupils to inform their learning. In each of the three instances the assessment is of direct use to you, the teacher, in your everyday work with pupils.

There may be a school or department policy to group pupils according to their ability in PE. You would need to provide the relevant information for the groups you teach. These assessments are being carried out for *selection* purposes.

You are required to provide grades for the annual reports to parents. You need to grade the work of your examination classes in accordance with the requirements of the awarding bodies. Many of the sixth-form pupils you teach will be making applications for university. You need to assess their performance prior to their completing the appropriate forms to provide a predicted grade and to inform the reference about their potential for their chosen course of study. So you are required to assess for the purposes of *grading* and *prediction*.

As you can see, much of the assessment you do is to inform pupils' learning. However, assessment is also carried out to fulfil your needs as a teacher and for the purpose of providing information about pupils for a variety of other groups interested in the pupils' work (e.g. other teachers, parents, higher education institutions (HEIs), the government).

Measuring pupils' achievement

The purpose for which you are carrying out an assessment should determine the yardstick against which you measure achievement. All assessment involves comparison and there are three types of comparison usually associated with assessment:

- comparison with the performance of others (*norm-referenced* assessment);
- measurement against predetermined criteria (*criterion-referenced* assessment);
- comparison with a previous performance in the same activity or task (*ipsative* assessment).

Units 6.1 and 6.2 in Capel *et al.* (2001) provide further information.

A race is an obvious example of *norm-referenced* assessment. Each runner's performance is judged in relation to the performance in the race of the other competitors. Many school examinations and class tests are also norm-referenced, the aim being to create a rank order of achievement.

In the swimming example in Figure 11.1 the teacher is assessing the pupils' swimming, not by who wins the race, nor by whether each individual is swimming more lengths than before, but against some very precise statements of behaviour that, if executed effectively, produce skilful swimming. These statements are the criteria against which the pupils' performances are judged, making the assessment *criterion-referenced*. Awards of many governing bodies (e.g. British Gymnastics Association awards, three-star and five-star athletic awards) are made on the basis of criterion-referenced assessments.

Where a pupil or athlete is judged to have achieved a 'personal best', then the judgement is being made against all previous attempts by that individual to jump, run, swim etc. This is an *ipsative* assessment. Much informal assessment carried out by both pupils and teachers in lessons is of this nature – for example, when a teacher praises work which is of a higher standard than in previous lessons. Such assessments are made of any aspect of pupil activity or behaviour. When a teacher tells a pupil, 'You have behaved better this lesson than ever before', or a pupil reports that, 'It's the first time I've swum a whole length underwater', then ipsative assessments have been made.

If you wish to assess for the purpose of *grading* pupils' achievement, *selecting* pupils or *predicting* their future performance you want to compare their performance with that of their peers. You are most likely, therefore, to carry out a *norm-referenced* assessment. In making a *diagnosis* of pupils' needs and strengths you need criteria for determining their level of competence. In this case a *criterion-referenced* assessment is most useful. Pupils may well be motivated by the teacher's acknowledgement that their performance is improving and an *ipsative* assessment provides this. Future improvement of their skill or behaviour would be assisted if you were able to offer *guidance* about what the pupils needed to work on to develop their performance further. A *criterion-referenced* assessment like the one illustrated in Figure 11.2 provides the evidence for doing this. Assessments of pupils' achievements against any of the three measures inform lesson evaluation.

Assessment may be undertaken for a number of purposes – some of which are identified below.

Assessment of behaviour

Other incidental but crucial assessments may have been made about pupils' attitudes and behaviours on arrival at the changing rooms. A boisterous, lively group could indicate to the teacher that he or she needs to adopt a different approach than that required when a group arrives lacking any obvious enthusiasm for the lesson. The assessment of individual pupils' behaviour and attitude is just as important. Failure to recognise a pupil having a negative effect on other pupils or tasks may lead to major problems in the lesson. In most cases school policy expects evidence of unacceptable behaviour to be recorded. This means that you need to develop confidence in assessing behaviour and attitudes, not only to inform your teaching but to maintain standards of behaviour as written in school and/or department policy documents.

Using assessment for motivation

When discussing individual attitudes, we expect you to have identified the fact that assessment may motivate your pupils (see also motivation in Chapter 7). It may also act to demotivate them. In the athletics area of activity, for example, to achieve the fastest, highest, furthest can act as a very important motivator but similarly to be slowest, lowest and shortest can be a demotivator. However, it is valuable to note that pupils respond differently to such assessment. For motivating pupils it may be better to use informal feedback as a result of assessing certain pupils (such as praising) and to identify the improvement made from their last attempt at the 200 metres, high jump or triple jump (ipsative assessment). This informal feedback is the means by which pupils are made aware of the continuous process of assessment you, as a PE teacher, carry out in each of your lessons. Your observations of pupil responses to assessment remain a key aspect of your teaching and one which you need to use to maximise pupil learning.

Assessment for selection

There are other assessment demands made of PE teachers. You may be asked by your head of department or another colleague to conduct trials in an extracurricular activity in order to select pupils for school teams, or to decide which pupils may benefit most from an invitation to take part in an outdoor activity holiday. What process of assessment is required for this type of selection? Clearly PE teachers may use certain criteria for selection, but the selection process could depend on the teacher making judgements about which pupils perform better than others. Team selection criteria may not take account of the really keen rugby player who turns up every week at the beginning of the season but does not make the progress or have the necessary physical attributes required for the team. Thus PE teachers have to be clear about how they justify their criteria for team selection. The keen but non-selected player may lose self-esteem as a result of the process and you need to consider the effects of such actions. Self-esteem is addressed in Chapter 7.

TEACHER ASSESSMENT IN DAY-TO-DAY TEACHING IN PE

Having worked through the early part of this chapter you should clearly understand that assessment is not a ‘bolt on’ process but is integral to effective teaching. Given this point it is helpful for you to consider the range of assessment that PE teachers undertake in their day-to-day teaching. Assessment for learning is used as part of the teaching and learning process to improve pupil attainment of lesson learning outcomes and unit objectives. This occurs every day in every lesson taught. Assessment of learning is needed when compiling records for formal reporting. This does not necessarily occur every day.

Informal assessment

It is hoped that for Task 11.4 you are able to observe different lessons as well as an extracurricular activity and that you see the variety of assessments that the teacher undertakes. In addition to observing examples of formal assessment (see above) you are likely to see examples of informal assessment. This type of assessment may or may not be recorded. However, the ability to plan and implement informal assessment is an essential part of the PE teacher’s role.

Task 11.4 Observing assessment in action

Shadow a PE teacher at your school experience school for at least two lessons and one extracurricular activity. During/after these lessons and extracurricular activity draw up a list of the following points from your observations:

- Examples of *methods* used for assessing pupils. This answers the question of how pupils are assessed (e.g. observation of performance, listening to answers to questions, writing down scores/comments, written comments by pupils or assignments).
- Examples of *what* the teacher is assessing (e.g. which strand, attitudes, planning, performance, evaluation, cooperation).
- Examples of *who* is doing the assessment. Is it always the teacher?
- Examples of *why* the assessment is being applied. Is it to give feedback to the pupils/parents/governors/others? Is it to motivate? Is it to identify the best performers? Any other reasons?
- Examples of *how* pupils are given the results of assessment. Is it through an informal process such as a brief comment giving constructive feedback? Is it through a mark given for a specific performance or evaluation? Any other ways?

Identify which of your examples involve assessment *for* learning and which involve assessment *of* learning. Some could involve both.

In undertaking your task you may have observed the PE teacher carrying out assessment for a range of purposes, which can be either formal or informal and which may or may not be recorded.

VALIDITY AND RELIABILITY

An assessment is of little value if it does not assess what you want it to assess. If you give a group of pupils a written examination which requires them to show their knowledge of the rules and tactics of basketball it only provides you with information about pupil knowledge of rules and tactics. It does not help you to assess pupils' ability to perform in a basketball team, as no indication is given of their ability to play the game. If an assessment does not provide you with the information that you want then it is not a *valid* assessment. The assessment may, however, be *reliable*. This means that the written examination would achieve the same range of results if completed by other similar groups of pupils. If you marked the examination scripts on another occasion, or if another teacher marked the scripts, the marks awarded to each pupil would be the same as those you gave originally.

Good assessments should be both valid and reliable. It is possible for an assessment to be reliable and not valid, as in the case of the basketball examination. However, an assessment is not valid if it is not reliable.

The need to make assessment integral and closely related to the normal lesson activity has already been addressed. This means that as teacher and assessor you are more likely to use informal methods of assessment which rely on observation and verbal interaction and take place in the usual working space. Such methods are very unreliable. How often have you disagreed with the assessment made by an umpire or referee about whether a shot was good or not? Written tests which include multiple choice items and are carried out in formal examination conditions with the whole cohort of pupils sitting in the same room and being given identical instructions are far more likely to elicit reliable results. But the question is raised about how much of the PE curriculum can be assessed in this way.

The perfect assessment has yet to be developed. Validity may be increased by using a number of different assessment methods. You should try to make your assessments as valid and reliable as possible within the overall aim of ensuring that any assessment you use is fit for the purpose you have in mind.

Work through the final task to find out whether you understand fully and can apply the principles and purposes of assessment discussed in this chapter.

Task 11.5 Principles of good assessment

Select a unit of work that you are teaching soon. Consider which aspects of the pupils' learning you need to assess. Then:

- list the purposes for assessing this learning;
- decide whether the methods of assessment need to be norm-referenced, criterion-referenced or ipsative;
- devise two assessments (one norm-referenced and one criterion-referenced, if appropriate);
- evaluate the two assessments by answering these questions:
 - 1 Which of the two assessments is the more reliable? Note down your reasons for thinking this.
 - 2 Which of the two assessments is the more valid? Note down your reasons for thinking this.
 - 3 Which of the two assessments is more fit for its purpose?
- in the light of the answers to these questions make any necessary modifications to the assessments;
- decide how to record the results of the assessment for all pupils in the group;
- carry out the assessment and evaluate how well it achieved its purpose.

SUMMARY

In completing Task 11.5 you should have shown your understanding of the role assessment plays in improving teaching and learning in PE. You should be developing competence in assessing pupils in your day-to-day teaching. In particular, you should be aware of the relationship between assessment *for* learning and formative assessment, and also between the assessment *of* learning and summative assessment. You should also be familiar with the need to assess against unit or lesson outcomes in order to inform pupils' learning, but also to inform your own teaching.

FURTHER READING

Articles on assessment in *British Journal of Teaching Physical Education* from Winter 2001 to Summer 2003. In these articles discussion by members of the PE profession provides different viewpoints on various aspects of assessment in practice.

Black, P. and Wiliam, D. (1998) *Inside the Black Box: Raising Standards through Classroom Assessment*, London: Kings College.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2002) *Working Inside the Black Box: Assessment for learning in the Classroom*, London: Kings College. These two publications give detailed information on the use of assessment for learning in improving the understanding of how assessment can enhance and improve the teaching and learning process. Although not PE-specific, they can add to your understanding of assessment.

Gipps, C.V. (1995) *Beyond Testing: Towards a Theory of Educational Assessment*, London: Falmer Press. Although not PE-specific, this book explores the principles and purposes of assessment that are relevant to all PE teachers.

Physical Education Association of the United Kingdom (PEAUK) (2000) *Physical Education: Assessment, Recording and Reporting at Key Stages 1–4, Guidance for Teachers*, Reading: PEAUK. This booklet provides practical guidance for teachers on assessment of learning and sets out the statutory expectations with examples.

Wragg, E.C. (2001) *Assessment and Learning in the Secondary School*, London: RoutledgeFalmer. This book looks at the different purposes of assessment, then describes and analyses the different means of assessing progress. Another purpose is to relate assessment to learning. Although this book is not specific to PE, it is designed to help you reflect on assessment and then take action to improve teaching and learning in your own classroom.

ENDNOTE

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12

14–19 Accredited Qualifications in PE

Gill Golder

INTRODUCTION

Accredited qualifications in PE have developed significantly over the past two decades in England and are now a key issue for PE departments to consider when designing their curriculum. The 14–19 curriculum (DfES, 2002a) is made up of more than the qualifications designed to complement pupils' learning programmes, but the qualifications represent the outcomes of pupils' studies and their 'passports' to further study, training or employment (QCA, 2001). A number of factors have contributed to this heightened importance such as the National Curriculum for Physical Education (NCPE) (DfEE/QCA, 1999b); performance tables; *14–19: Extending Opportunities and Raising Standards* (DfES, 2002a) and *Learning through Physical Education and Sport* (DfES/DCMS, 2002).

The 1996 Education Act stated that, by law, schools have to offer approved qualifications and associated syllabuses to pupils up to the end of Key Stage 4. More specifically, the NCPE stated that national qualifications, such as General Certificate of Secondary Education (GCSE) PE, are one means of assessing pupils' attainment in PE at Key Stage 4. Schools are increasingly looking towards additional accredited courses to enhance opportunities for pupils and find effective and meaningful ways of assessing pupil attainment in order to reinforce the value of PE, extend opportunities and raise standards. This chapter first examines the developing 14–19 curriculum (DfES, 2002a) and the place of the National Qualifications Framework (NQF) within it; second it discusses the range of accredited qualifications available in PE within the 14–19 curriculum; third it considers the implications of accredited qualifications in PE on teaching and learning, assessment, the PE curriculum and resources. Finally, the chapter explores potential changes for the future.

OBJECTIVES

At the end of this chapter you should be able to:

- understand the 14–19 curriculum and the place of the NQF within it;
- understand the diversity of accredited qualifications available in PE within the 14–19 curriculum;
- understand the implications of accredited qualifications in PE for teaching and learning, assessment, curriculum design and resources;
- explore potential changes for the future.

THE 14–19 CURRICULUM

There is a strong emphasis by the present UK government to extend the opportunities available to 14–19-year-olds by providing ‘academic’, ‘applied’ and ‘key skill’ (QCA, 2000b) accredited qualifications. A White Paper entitled *Schools Achieving Success* (DfES, 2001d) started the debate on developing a coherent 14–19 phase. It identified three key components of this phase:

- making space in the 14–16 curriculum to allow pupils to pursue their talents and aspirations, while retaining a strong focus on the basics;
- making high-quality vocational courses available to all pupils which are widely recognised and offer the opportunity of entry to higher education;
- recognising achievement in both academic and vocational subjects, perhaps through an overarching award (DfES, 2001d).

A consultation Green Paper entitled *14–19: Extending Opportunities, Raising Standards* (DfES, 2002a) took this a step further and is now the impetus for the move to a 14–19 curriculum. It asserts that the 14–19 phase of education and training in England should:

- raise the levels of achievement of all young people in both general and vocational qualifications and increase participation in post-16 education and training, including higher education;
- meet the needs and aspirations of all young people, so that they are motivated to make a commitment to lifelong learning and to become socially responsible citizens and workers;

- broaden the skills acquired by all young people to improve their employability, bridge the skills gap identified by employers, and overcome social exclusion;
- be delivered through flexible, integrated and innovative networks of collaborative providers committed to achieving ambitious new goals for all young people in the 14–19 phase of their lives and their education.

These developments have resulted in a wider range of curriculum courses available to schools and in particular to PE departments. For example, the GCSE and General National Vocational Qualification (GNVQ). This means that a PE teacher is now expected to be able to teach *practical work* such as the NCPE; *theoretical work* such as the General Certificate of Education PE (GCE Advanced (A) level; Advanced Subsidiary (AS); or Advanced Extension Award (AEA)); *applied work* such as GNVQ leisure and tourism; and *leadership work* such as the Junior Sports Leaders Award (JSLA).

THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF) AND ITS PLACE IN THE 14–19 CURRICULUM

The NQF (QCA, 2000b) is the structure supporting the qualifications system (see Table 12.1). Its aim is to guarantee quality and standards, meeting the full range of needs of learners and those who provide education, employment and training (such as schools, further education colleges and apprentice providers). The NQF is structured under four headings: *level*, *general*, *vocationally-related* and *occupational* (see Table 12.1). The NQF contains qualifications at six *levels*: entry level, foundation (Level 1), intermediate (Level 2), advanced (Level 3), Level 4 and Level 5. The 14–19 curriculum includes *entry level* to *Level 3* qualifications.

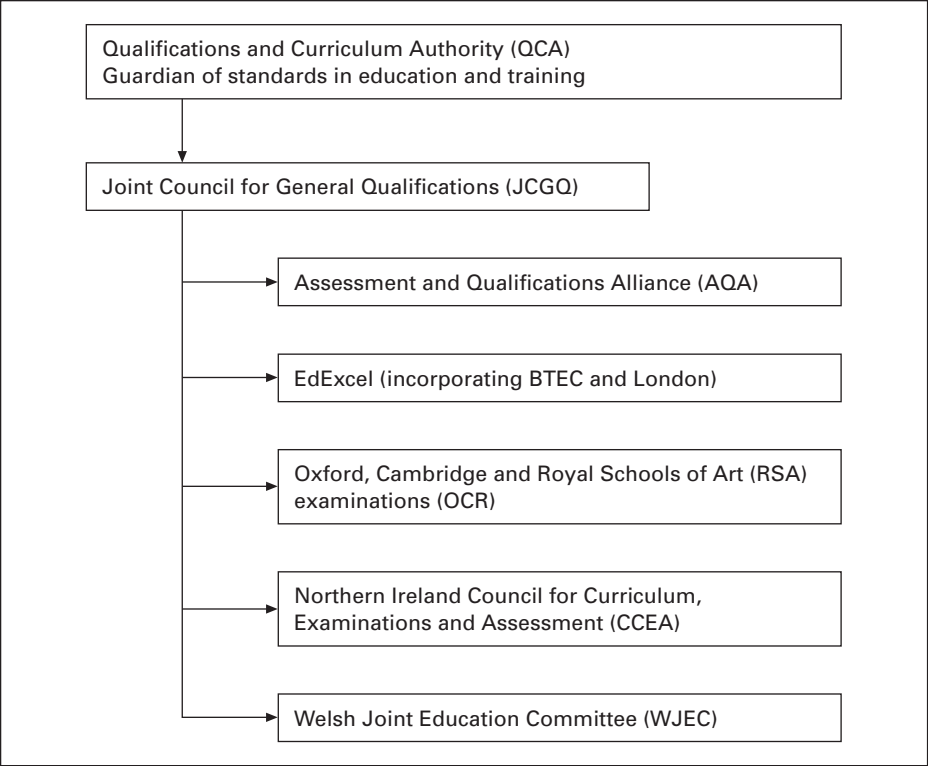
The NQF was developed to ensure broad equivalence between different types of qualification at the same level (e.g. at Level 3 GCE A level and Vocational Certificate of Education (VCE) A level). In this way pupils, employers and other users can see the learner's level and how they can progress. *General* qualifications are related to specific subjects (e.g. GCSE history or GCE AS level design and technology). *Vocationally-related* qualifications provide a broad introduction to a particular vocational area (e.g. leisure and tourism). *Occupational* qualifications are related to a specific job and are based on the knowledge and skills needed in that job (e.g. sports and recreation). For all qualifications in the NQF, there are unitary awarding bodies responsible for producing subject-specific specifications, setting external assessment and ensuring consistent assessment standards countrywide (see Figure 12.1). The framework allows pupils to combine qualifications of different types to best suit their individual needs, abilities and interests (e.g. GCE AS PE and GNVQ child care). It also allows them to progress and develop through the levels to continue their education and training. In addition, pupils may choose to follow courses from different levels (e.g. taking a GCE A level at Level 3 while following an intermediate GNVQ at Level 2).

Table 12.1 National qualifications framework (adapted from QCA, 2000b)

<i>Level</i>	<i>General</i>	<i>Vocationally-related</i>	<i>Occupational</i>
5	Higher-level qualifications		Level 5 NVQ
4	First degree, foundation degree Higher National Diploma (HND) Higher National Certificate (HNC)		Level 4 NVQ
3 Advanced level	<p>GCE A level; GCE AS level; GCE AEA</p> <p>GCE includes A level, including AS and AEA awards. The A level is a six-unit GCE. It consists of the AS and a further three units called the A2, usually studied in the second year. The AS is a three-unit GCE. It provides progression between GCSE at Level 2 and the full 6 unit GCE A level. It is both the first half of an A level and a qualification in its own right. The AEA is intended to challenge the most able A-level students. It was first available in summer 2002 in 17 subjects and is awarded at merit and distinction grades</p> <p>GCE A and AS levels normally contain up to 30 per cent coursework (though some practical or creative subjects have a higher percentage e.g. GCE dance). All GCE A levels contain an assessment at the end of the course that tests pupils' understanding of the whole specification (synoptic assessment). These are graded A–E</p>	<p>Advanced GNVQ</p> <p>Vocational A level (VCE) is an advanced general qualification. VCEs can be studied as 3, 6 or 12 unit qualifications. A 6 unit VCE is equivalent to a GCE A level qualification</p>	<p>Level 3 NVQ</p> <p>Business and Technology Education Council (BTEC) National Diplomas, Certificates and Awards are vocational qualifications which focus on an occupational area.</p>

2 Intermediate level	<p>GCSEs are based on general and subject-specific criteria; they are now widely available to all 14–19 pupils and are often used as an entry requirement for Level 3 study. They can represent qualifications at Level 1 and 2. For Level 2 pupils must achieve grades A*–C</p>	<p>Intermediate GNVQs are general qualifications covering a wide range of vocational areas. Intermediate GNVQs are available as 6 unit qualifications, equivalent to four GCSEs</p> <p>Vocational GCSEs are double awards that are designed to promote vocational learning. Pupils from the age of 14 are able to embark on vocationally-related programmes of study. There are progression routes through VCEs and other Level 3 qualifications to degree courses</p>	<p>Level 2 NVQ</p> <p>BTEC First Diplomas provide the initial knowledge and understanding for pupils wishing to embark on further study at Level 3 or work</p>
1 Foundation level	<p>To pass a Level 1 qualification pupils must pass a GCSE with grades D–G</p> <p>GCSE short courses are a less complex version of the GCSE with some aspects of the specification removed e.g. theoretical aspects</p>	<p>Foundation GNVQ and 3 unit qualifications (Part 1), which are equivalent to 2 GCSEs</p>	<p>Level 1 NVQs are work-related, competence-based qualifications. They reflect the knowledge and skills needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ represents</p> <p>BTEC Introductory Certificate and Diploma are designed to widen participation and improve retention and attainment, encouraging learners to develop the personal skills and attributes they need in order to develop confidence in their ability to work, learn and achieve their full potential</p>
Entry level	<p>Certificate of (educational) achievement</p> <p>All entry level qualifications are pitched below grade G of a GCSE, NVQ Level 1 or vocational qualifications at Level 1</p>		

Figure 12.1 The structure of qualification: unitary awarding bodies



THE RANGE OF ACCREDITED QUALIFICATIONS AVAILABLE IN PE AND PE RELATED AREAS

The Joint Council for General Qualifications (JCGQ) comprises the unitary awarding bodies (see Figure 12.1) which set and mark the range of accredited qualifications available within the NQF. The unitary awarding bodies must create specifications following guidelines laid out by the Qualifications and Curriculum Authority (QCA). This is a way of assuring quality and parity between the different unitary awarding bodies.

Table 12.2 lists accredited qualifications available in PE and related areas in the 14–19 curriculum.

Table 12.2 Accredited qualifications in PE and related areas in the 14–19 curriculum

<i>Level</i>	<i>General</i>	<i>Vocationally-related</i>	<i>Occupational</i>
3 Advanced level	GCE A level PE, GCE A level dance, GCE A level performance studies, GCE A level sports and PE, GCE AS level PE, GCE AS level dance, GCE AS level performance studies, GCE AS level sports and PE	VCE leisure and recreation, VCE performing arts, VCE travel and tourism, VCE double award, leisure and recreation	BTEC First and National in sport (outdoor education), travel and tourism, sport (development and fitness), sport (performance and excellence) NVQ in: sport and recreation in the context of association football, outdoor education, development, training and recreation
2 Intermediate level	GCSE PE; GCSE performing arts dance; GCSE PE games, GCSE PE short course, GCSE PE short course games, Grades A*–C	GCSE leisure and tourism (double award), Intermediate GNVQ leisure and tourism, Intermediate GNVQ performing arts	Level 2 NVQ: sport, recreation and allied occupations, exercise and fitness, sport and recreation in the context of association football
1 Foundation level	GCSE PE; GCSE performing arts dance, GCSE PE games, GCSE PE short course, GCSE PE short course games, Grades D–G.	Foundation GNVQ leisure and tourism	Level 1 NVQ: sport, recreation and allied occupations, BTEC Introductory performing arts, hospitality, travel and tourism
Entry level		Entry level certificate in PE	

Task 12.1 An investigation into 14–19 accredited qualifications and the national qualifications framework

Part 1 – the 14–19 curriculum

- List the qualifications that you achieved between the ages of 14 and 19, the type of examination and its respective awarding body (e.g. GCSE PE, EdExcel).
- Compare your list of the type of examination and awarding bodies with the list of accredited qualifications now available in PE for pupils aged 14–19. Discuss with another student teacher or your tutor how the 14–19 curriculum has changed and developed.

Part 2

Look at two different GCSE and two different GCE A level specifications (e.g. GCE AQA and GCE EdExcel), and discuss their similarities and differences. For each use the guidance document produced by the awarding body and:

- identify the differences, in percentage of marks given, for the following components: practical work, final examination, coursework;
- in relation to the structure of the qualifications, identify how and when different components of each specification are assessed;
- in relation to the content of the qualifications, identify which theoretical aspects are examined, what practical options are available and how the coursework is selected. Create a table similar to the one below to record your findings;
- discuss with another student teacher or your tutor the steps that might need to be taken to bridge the gap between GCSE and GCE specifications.

<i>Awarding body</i>	<i>Qualification</i>	<i>Content</i>	<i>Structure and assessment</i>
AQA			
EdExcel			
OCR			

IMPLICATIONS OF ACCREDITED QUALIFICATIONS IN PE

Although the implications of accredited qualifications in PE are discussed with reference to four issues (teaching and learning, assessment, PE curriculum and resources), it is important to remember that they are interconnected and interrelated. For example, decisions about what to teach and how to teach it are affected by the design of the curriculum and the resources available.

Teaching and learning

The professional standards for qualifying to teach (TTA/DfES, 2002) set out a rigorous set of expectations for student teachers to achieve. One of the interrelated sections, teaching, outlines the standards for teaching and learning. Qualifications should support high-quality learning programmes and encourage learners to progress in a purposeful learning environment. As a student teacher it is essential that you consider different learning strategies and take this into account when planning to teach accredited qualifications. While teaching and learning strategies are discussed in depth in Chapter 9, some key issues that support your teaching of theoretical aspects of accredited qualifications are discussed here. The characteristics of an effective teacher and good teaching have been documented by many authors (e.g. Mawer, 1995a). They support you in becoming a competent and confident teacher, adopting a range of teaching and learning strategies to address the needs of all pupils. It is your responsibility to deliver accredited qualifications in PE so that:

- The teaching is knowledgeable (e.g. you have a good knowledge and understanding of the content of the specification that you are required to teach).
- The teaching is enthusiastic and you are able to motivate pupils to learn.
- The teaching is well resourced (e.g. you create relevant resources to support your teaching and pupils' learning).
- Teaching is progressive and interactive (e.g. you build on prior experience and enable pupils to become actively involved in their learning).
- Tasks are appropriate to the abilities and learning styles of the pupils (e.g. you do not always rely on one teaching strategy to impart knowledge but engage pupils in the learning process by a varied and appropriate approach).
- Tasks are differentiated to suit the pace of learning (e.g. you create supporting resources that take into account the learning needs of pupils, their reading abilities and their preferred style of learning).
- Tasks are challenging and motivating, reinforcing prior learning (e.g. you build on prior learning by using ongoing assessment of pupils' knowledge and understanding to develop challenging and motivating tasks – see Chapter 11).
- Tasks are varied and attract and sustain the attention of pupils (i.e. using interactive approaches rather than 'chalk and talk'). For example: (i) *human model* – in groups of three write down the names of major bones, muscles or joints on sticky labels. Have one pupil as the model and stick labels to the part of body you think is correct; (ii) *note taking* – use different frameworks to help pupils take notes (e.g. structure maps, explosion charts, flow charts, lists and identifying key words).
- Teaching applies theory to practice (e.g. make theory come to life by relating it to physical activity that pupils do, or can observe).
- Tasks provide opportunities for pupils to develop key skills. Key skills can help you plan your lessons to include a variety of learning opportunities for your pupils to sustain interest and keep the pace of the lesson moving. In addition, key skills can help pupils develop competencies for other accredited qualifications.

Table 12.3 outlines how you can use key skills to develop an interesting, varied and appropriate learning environment in a classroom. Key skills are also considered in Chapter 15.

Task 12.2 Observation of class-based lessons

Observe two GCSE or GCE theory lessons – one taught in PE and the other in a different curriculum subject. Write down the different types of activity adopted by both teachers to engage pupils in the learning process. Discuss with the two teachers why they chose those particular learning activities to promote pupil learning. Record this in your professional development portfolio and use as appropriate to inform your own teaching.

We now turn to examine internal and external assessment, the role of moderation and types of coursework. Accredited qualifications tend to be assessed by a combination of internal and external assessment. Internally assessed work (often called coursework)

Table 12.3 Using key skills

Key skill	Key skill subcategory	Possible activities for pupils
Communication	Writing skills	Note-taking, essays, reports, write-ups, comparisons, writing frames
	Read and summarise information	Research topics, textbook reading, task cards, verbal reports
	Discussions/ presentations	Paired tasks, discussions related to own and others' presentations, debate topics
	Feedback and analysis	Use of audio- and videotapes and computer analysis packages
Application of number	Obtaining and interpreting information	Measuring/timing pupils in aspects relating to health-related fitness, class surveys and questionnaires
	Carry out calculations	Calculations relating to amounts and sizes, scales and proportions, statistics, formulae
	Interpret results	Analyse results and present findings using graphs, charts and diagrams

Table 12.3 continued

<i>Key skill</i>	<i>Key skill subcategory</i>	<i>Possible activities for pupils</i>
Information technology (see also Chapter 14)	Search for and select information for different purposes	Internet search tool, use of CD-ROMS to search and select, use of heart rate monitors and other fitness testing equipment
	Explore and develop information and derive new information	Test and evaluate personal exercise plan (PEP) using formulae, tables and graphs, use spreadsheets to display and alter information
	Present combined information	Project, class or homework using digital images, Word, spreadsheets, PowerPoint or other tools
Improving own learning and performance	Help set short-term targets	Discuss with staff class work, personal targets for PEP, use targets as motivational tool
	Take responsibility for decisions about own learning	Use of extension work in class, target setting and achievement, differentiated tasks
	Review progress and provide evidence of achievement	Complete self-assessment sheets, PEP evaluation, link theory and practical learning
Working with others	Plan straightforward work with others, setting objectives	Complete class work following task cards, plan PEP and agree targets, discuss alternatives to complete task
	Work cooperatively with others towards achieving identified objectives	Discuss how task is progressing, alter activity if necessary, provide critical feedback to set new targets
	Exchange information on progress and agree ways of improving	Use observation or peer assessment tasks, use specification criteria against which to make judgements
Problem solving	Identify a problem and come up with different ways of solving it	Discuss best fitness programme for different sports, set scenario questions, plan and try out options for solving a problem, devise risk assessment for different activities
	Check if problem has been solved and alter the solution if necessary	Evaluate PEP and alter using frequency, intensity, time, type (FITT) principle, use video to record work and evaluate

is normally completed over a period of time and assesses knowledge, skills and understanding which are more difficult to assess under examination conditions. The internally set work is marked by teachers using criteria set by the unitary awarding body. A percentage of the coursework is moderated by the awarding body. An externally assessed component is usually a written examination marked by awarding body examiners. However, there are some exceptions (e.g. GCSE performing arts–dance set study). Whether each component of each qualification is assessed internally or externally is determined by the unitary awarding body specification.

Moderation

Moderation is a quality assurance check by the unitary awarding bodies. The purpose is to ensure that all schools are working towards the same expectations and standards of performance and understanding. Each qualification specification contains detailed instructions about what is to be moderated, the procedure for moderation and administrative procedures relating to the moderation. There are different forms of moderation but it generally involves an external examiner visiting the school/college to ensure that the course is being delivered appropriately, that the standards are appropriate, and to offer support and guidance to staff and candidates. As a teacher of qualification courses it is essential that you are aware of the expectations of the awarding body for the qualification you are teaching. Different awarding boards moderate different aspects of the course: some moderate practical course work (e.g. EdExcel GCSE), some written portfolio work (e.g. AQA GNVQ) and some evidence bases for the award (e.g. British Sports Trust (BST) Community Sports Leaders Award (CSLA)). The moderator is selected by the unitary awarding body and has no direct link with the school/college in any other way.

Coursework

Table 12.4 shows the main types of internally assessed coursework that a pupil taking a PE or PE related accredited qualification may need to complete.

PE Curriculum

PE is a compulsory activity throughout Key Stage 4. There is a current emphasis on pupils being entitled to two hours of PE across all key stages in curricular and extra-curricular time. In most schools accredited qualifications for 14–16-year-olds run alongside core PE either as part of the option system or integrated into core PE. The teaching of accredited courses, such as GCSE PE, can be supported and enhanced by the work being covered in core PE. It is therefore important for you to build on the learning outcomes being delivered in the core lessons and use the core lessons to reinforce and provide additional opportunities to cover the content of the accredited qualification. This in turn has beneficial effects for those pupils not taking GCSE or

Table 12.4 Internally assessed coursework

<i>Type</i>	<i>Description</i>	<i>Qualification</i>
Assessment of practical performance	Candidates are required to perform effectively under applied conditions in their selected activities, using tactics or compositional techniques, observing rules and conventions	GCSE and GCE AS and A2
Personal exercise programme	Pupils show application of knowledge and understanding by planning, performing and evaluating a health-related exercise programme to improve performance	GCSE and GCE AS and A2
Portfolios of evidence	A portfolio of evidence shows that pupils are competent and knowledgeable in their work role and have an evidence basis showing their achievements against unit criteria	GNVQ, NVQ and BTEC
Synoptic assessment	Can either be a type of coursework or part of the final written examination, depending on the unitary awarding body. It is a combination of knowledge, skills and understanding from different units studied	GCE A2
Analysis of performance	This type of coursework provides a link between application of skills and the appreciation of the factors affecting participation and performance, which lead to an improvement in performance	GCSE
'Signed off' units	This is part of the coursework for vocational and occupationally-related qualifications. Units are 'signed off' when the candidate shows that she or he has an underpinning knowledge, understanding and work-based performance to be able to demonstrate competence in the workplace	NVQ

other accredited courses as it develops their knowledge, skills and understanding of PE through the activities they are taking and enables them to reach a higher level of attainment in the two activity areas as required by the Key Stage 4 breadth of study.

Increasingly, qualification outcomes are used as measures of institutional, regional and national performance in England (e.g. performance tables). This is one factor that has contributed to PE departments deciding or being encouraged to offer a greater variety of accredited qualifications within the PE curriculum. Furthermore, it has been noted (e.g. Green, 2001) that in offering PE as an examinable subject, PE departments are responding to the external and internal challenges of raising standards, providing further justification for the value of PE (see Chapter 2) and gaining additional funding to support teaching and learning.

Many factors need to be considered when designing a PE curriculum if it is to include accredited courses. Some of these influences are considered below.

In designing an appropriate PE curriculum it is possible to contribute to the development of cross-curricular knowledge, skills and understanding through the physical environment and activities. PE is an ideal vehicle for implementing whole-school policies and delivering the broader curriculum (see Chapter 15). The NCPE shows clear examples of how PE can contribute to issues such as citizenship, social, moral, spiritual and cultural education and thinking skills; similarly, the specifications for accredited qualifications in PE make reference to these issues.

The National Strategy for PE and School Sport and Club Links (PESSCL) is a new influence on the delivery of PE as an accredited qualification. The PESSCL curriculum model is being developed in conjunction with the National Strategy for PESSCL *Learning through Physical Education and Sport* (DfES/DCMS, 2002), which highlights the key characteristics of the outcomes of high quality PE and school sport. One strand of this Strategy is 'Step into Sport', the aim of which is to increase volunteer coaches, officials, administrators and managers. Schools have a large part to play in this by offering leadership qualifications such as Youth Sport Trust (YST) Top Link Award and BST Sports Leaders awards to the 14–19 age range.

Finally it is important to consider issues such as the prior learning of pupils when developing a curriculum model. For some departments this could mean considering qualification specifications at the time of curriculum design for Key Stage 3. Selecting the specification best suited to the pupils at the school can make or break the success of a course. Knowledge of pupils taking the course is essential: how they learn, areas of strength and areas of weakness.

Resources

Resources can provide opportunities and constraints to curriculum design and therefore to a school's ability to offer accredited qualifications in PE. Resources need to be carefully managed if the greatest benefit is to be gained. Although, as a student teacher, you are unlikely to be involved in this area, it is useful for you to be aware of the following for when you become a PE teacher:

- *Staffing* – teaching qualification courses is very different to teaching core PE because you need additional knowledge to be able to confidently and competently teach aspects of the qualifications (e.g. content knowledge, knowledge of the specifications, knowledge of teaching strategies in a classroom environment and knowledge of classroom-based class management issues). It is not uncommon for student teachers to be concerned with teaching qualification courses. Concerns with, for example, subject knowledge, ability to assess accurately, developing resources, teaching in a classroom environment and setting and marking work are often voiced when first embarking on teaching accredited courses. You can overcome these

concerns by, for example, observing experienced members of staff, planning collaboratively, teaching sessions collaboratively, carrying out individual research into specifications and focusing on developing content knowledge to teach the specifications (see Chapter 18 for more information about subject knowledge).

- *Time* – adequate time must be put aside for the delivery of courses. At Key Stage 4, courses may be delivered as part of core PE or alternatively as additional timetabled PE. The option system varies from school to school, but generally enables pupils at the end of Year 9 to select two or three additional Level 2 qualifications. It is important to consider how to split the timing of practical, theoretical and coursework over the school year. This varies from school to school. In addition, it is important to know when external moderation takes place, to best prepare pupils and staff for the assessment.
- *Facilities/equipment* – the facilities and equipment available to deliver the specifications differ between schools. You have to assess the facilities and resources available at your school so as to ensure that the lessons and units of work you plan can be delivered in the school setting. Your planning needs to take into account the location of facilities and is influenced by on-site or nearby facilities for specific activities (e.g. climbing walls). Chapter 6 covers facilities and resources.

LEADERSHIP QUALIFICATIONS

Leadership qualifications are not at present included in the NQF and as such are not part of the formal framework laid out by the Qualifications and Curriculum Authority (QCA). However, these awards can add to the PE curriculum as they can be delivered as part of the NCPE and provide cross-curricular links to citizenship, key skills and personal, social, moral and health education (see Chapter 15). They can also contribute to raising standards and provide additional opportunities for pupils to succeed – therefore, they merit discussion at this point.

The NCPE has placed greater emphasis on pupils taking on different roles and responsibilities for their own learning. Penney (2001: 105) advocates that: ‘The prompts and direction that the revised order has provided for teaching and learning to address “other roles” relating to performance and participation in physical activity and sport such as leadership, have provided enhanced linkages between NCPE and accredited courses at Key Stage 4’. The Central Council of Physical Recreation (CCPR) created four Sports Leader awards to develop young peoples’ ability to become competent leaders through sport. These awards, which are managed by the BST, are the JSLA, CSLA, Basic Expedition Leader Award (BELA) and Higher Sports Leader (HSLA), which is available to students in higher education establishments. In addition, the YST has developed the Top Link Award. Table 12.5 outlines the main aims, content and assessment of those leadership awards available to 14–19-year-olds.

Table 12.5 Leadership qualifications (adapted from British Sports Trust 2002a–e)

<i>Award</i>	<i>Aims</i>	<i>Content</i>	<i>Assessment</i>
JSLA	To give pupils an appreciation of what is required to lead a good sports session	Two modules: a) Organisation skills, communication skills, health and fitness, fair play in sport, the role of the umpire, opportunities in sports and recreation b) Plan and deliver a sports session	Internally assessed, 'signed off' by teacher
CSLA	To teach the skills of leadership through sports in the community	Eight units comprising: organisational skills, safety in sport, know your friends, fitness for sport, leagues and competitions, improvisation of activities, games and activity experience, and ten hours' voluntary leadership experience	Internally assessed, 'signed off' by teacher and externally moderated
BELA	Training scheme concerned with leadership, organisation and communication outdoors	Ten interrelated units: planning and preparation, instruction and organisation methods, leadership and party management, conservation and access, first aid and emergencies, equipment, living outdoors, navigation, fitness and weather and 30 hours' voluntary leadership experience	Logbook, evidence portfolio and external moderation
Top Link	To encourage pupils to organise and run festivals of sport for partner primary schools	Teams plan to organise and stage a festival. Four management areas led by pupils are media, festival, partnership and team, resources created by pupils	Plans submitted to LEA/Top Link coordinator to be endorsed

Task 12.3 Opportunities through accredited qualifications in PE

Using the information provided here and relevant reading (see further reading), discuss with another student teacher, your tutor or other teachers, and then record in your professional development portfolio, how accredited qualifications can contribute to learning and PE department aims and objectives. You may wish to consider the following in your discussions:

- teaching and learning;
- assessment;
- the curriculum;
- resources.

POTENTIAL CHANGES FOR THE FUTURE

It is important that you are aware of the possible changes to the structure of accredited qualifications that may come into force in your first few years of teaching. It is interesting to note that *14–19 Opportunity and Excellence* (DfES, 2003b) has clear medium- and long-term objectives for the 14–19 curriculum. The DfES anticipate that by 2005 there will be a unified framework providing opportunities for young people of all abilities, by promoting progression from foundation through intermediate to advanced levels. The DfES relate this unified framework to a baccalaureate-style system designed to suit British circumstances. The baccalaureate qualification is most commonly associated with Europe and in particular the French educational system. The French *Baccalauréat Général* requires study to be in one of three lines: literary – involving French, philosophy and foreign languages; economics and social sciences; or science – involving natural sciences and mathematics. In addition they also run a *Baccalauréat Technologique*, which provides a good basis for advancement to vocational courses within universities or polytechnics. The DfES claim that a change to this type of model would be a long-term reform but one on which they are now ready to embark if further work shows that such a unified system could prepare people for the varied needs of higher education and employment.

PE departments can enhance opportunities and raise standards by providing pupils with the chance to follow accredited qualifications in PE or related areas and in this way go a long way to achieving the four aims and objectives of *14–19: Extending Opportunities, Raising Standards* (DfES, 2002a) – raising levels of achievement, meeting the needs and aspirations of all young people, broadening the skills acquired by all young people and delivering through flexible, integrated and innovative networks and teaching and learning strategies.

Task 12.4 Possible changes to the qualifications framework

The qualifications framework and the unitary awarding bodies have received a great deal of press coverage over recent years, a proportion of which has been negative. Carry out a literature search of recent *Times Educational Supplements* and review the ongoing debate about possible changes to the qualifications framework. Discuss your findings with another student teacher or your tutor.

CONCLUSION

This chapter has looked at some of the issues associated with accredited qualifications in PE and their place in the NQF. First, the developing 14–19 curriculum and the place of the NQF within it was examined. The range of accredited qualifications available in PE within the 14–19 curriculum was then discussed, followed by the implications of accredited qualifications in PE, such as GCSE PE, on teaching and learning, assessment, the PE curriculum and resources. Finally, potential changes for the future were explored. We hope that this has given you the opportunity to explore the issues in greater depth and develop a personal perspective on accredited qualifications in PE or PE-related areas.

FURTHER READING

DfES (2003) *14–19 Opportunity and Excellence*. Annesley: DfES. This document outlines the DfES intentions for developing the 14–19 curriculum. It covers areas such as the case for reform, moving forward, next steps, from reform to transformation, the 14–19 curriculum and qualifications and implications for schools and colleges and timetable change.

Green, K. (2001) ‘Examinations in physical education: a sociological perspective on a “new orthodoxy”’, *British Journal of Sociology of Education* 22 (1), 51–73. This paper explores the rapid growth of academic examinations (GCSE and GCE) in PE. It seeks to explain the significant increase in GCSE and GCE PE and sports studies and whether such growth represents a new orthodoxy.

www.aqa.org.uk; www.ocr.org.uk; www.edexcel.org.uk are the three principal unitary awarding bodies for the NQF qualifications. Each website offers information about the awarding body and provides links to download specifications for different awards.

www.qca.org.uk is the QCA website, which offers information on each of the main qualifications for 14–19-year-olds.

13

Extending your Expertise as a Teacher

Peter Breckon and Susan Capel

INTRODUCTION

Central to the process of developing your ability as a teacher are the numerous opportunities and experiences you get in schools. Whenever you enter a new situation you accumulate a vast amount of information very quickly. Early in your school experiences, much of your time is spent collecting general information about the PE department and the work of PE teachers. These aspects are considered in Chapter 1. This helps you to shift from viewing teaching from a pupil perspective to a teacher perspective. The intention of these early school experiences is for you to challenge the views you hold about PE and to consider your own preferred approaches to teaching and learning.

As your initial teacher education (ITE) course progresses and you begin to concentrate on developing your own teaching ability and improving the quality of pupil learning, the focus of the information collecting process changes. The intention of observation by you of experienced teachers and working with teachers and other student teachers in team teaching situations is not for you to copy the practice of others by reproducing what you observe, but to get some idea of the ways in which teachers vary in their approaches and how pupils differ, for example, across age ranges and in different classes. You begin to analyse what is happening in the lesson and to make decisions about your own teaching.

Gradually you are given more and more opportunity to take control of teaching and learning, first by planning and implementing tasks in a variety of activities, then by planning and implementing complete lessons and units of work. As you begin to take on the full role of a teacher, you are observed teaching by your school- and university-based tutors. You may also have the opportunity to use a video to record yourself teaching to help you to evaluate a lesson. Central to your development as a

teacher is your ability to observe and analyse what is happening in your own lessons and to use your professional judgement to reflect and act on those observations and analyses in order to improve your teaching and pupil learning. Through reflection on your own teaching and the quality of pupil learning you begin to make judgements about the effectiveness of both.

In this process you may identify issues/problems in aspects of your teaching/pupil learning. You can use action research to help identify and address such issues/problems in your day-to-day teaching.

This chapter considers how you can make the most of the observation opportunities and experiences incorporated into your course. These are likely to include *observation by you* of your tutor, other experienced teachers and other student teachers and *observation of your teaching* by your tutor, other experienced teachers, another student teacher or by video. Other information gathering techniques are also introduced, moving from simple to more complex approaches. The chapter also introduces you to action research.

OBJECTIVES

By the end of this chapter you should have:

- some knowledge of techniques available for gathering information about teaching and learning in PE lessons;
- some insight into the range of questions which can be addressed through lesson observation;
- an understanding of the role of reflective teaching and action research in developing your expertise as a teacher and improving the quality of pupil learning;
- a framework to help you research teaching and learning issues throughout your professional life.

TYPES OF INFORMATION GATHERING TECHNIQUES

The information you gather by observation or using other information gathering techniques is of two types:

- *Quantitative techniques*: any method which produces data which can be reduced to a numerical form that can be analysed statistically (e.g. a record of the number of times an event occurs). Quantitative data is collected by rating scales, for example those recording *duration* (a record of when an event starts and when it finishes, usually by using a stopwatch); *interval* (a record of

what event occurs in a set period of time); or an *event* (a record of the number of times an event occurs in a lesson). ‘Closed’ questions on questionnaires can also be quantitative;

- *Qualitative techniques*: any method used to gain insight rather than statistical analysis, for example, unstructured observations, anecdotal records of observations, diaries, some rating scales, documents, interviews and ‘open ended’ questions on questionnaires.

Chapter 1 identified some of the information you need to collect on your preliminary visit prior to each school experience. This chapter considers other information you should collect in lessons about your teaching or pupils’ learning and means of collecting that information.

OBSERVATION

Effective observation is important to you as a PE teacher and Chapter 4 focused on observation of pupils. You also spend a great deal of time, particularly early in your school experiences, observing experienced teachers teach – but why? By observing experienced teachers you can gain insights into the teaching and learning process. You can see how to translate into practice the knowledge and information you gain about teaching and learning in other parts of your ITE course. You are also observed teaching your own lessons, which should provide valuable feedback on your teaching. Observation *by you* of experienced teachers and *of your teaching* by experienced teachers should encourage the development of self-awareness so that you can be a self-monitoring teacher as you start your first teaching post.

The popularly held view of observation is that it is simply a matter of using your eyes. This implies that two people observing the same event (e.g. a PE lesson) would make similar comments on what they see. This is certainly not the case when student teachers observe the same lesson (see Task 13.1) and the difference is even more pronounced when the notes of experienced and student teachers are compared. It is evident that our interpretations of events are influenced by our unique backgrounds, our own experiences as pupils and as student teachers and by the teachers and lecturers we encounter (see Chapter 1). We must be aware of the fact that our view of the world influences what we ‘see’ in a teaching situation, and that we need to find *systematic, objective* ways of observing classrooms and analysing what we observe which allow us to make informed interpretations and rational decisions, based on objective information.

Background information for undertaking an observation

Background information about the class and lesson is important in undertaking any lesson observation. This can be collected from the teacher using a sheet such as that shown in Figure 13.1.

Figure 13.1 Background information for lesson observation

Observer.....

Date.....

Class.....

Class size.....

Boys/girls/mixed.....

Year/key stage.....

Time.....

Room.....

What are the intended learning outcomes of this lesson?

1

2

3

What is the focus of the observation?

You may want to add other information appropriate to the observation.

Procedures for observation

Whatever the observation and by whom, it is important that a *specific procedure* is adopted. The procedure in Figure 13.2, which is described in terms of you observing an experienced teacher, should also be used if your teaching is being observed. Some of these points are considered in more detail below.

Observation focus

It is important that there is a *focus* for any observation in order to obtain maximum information. The focus of observation should change over time. When you first go into a school experience school you observe various aspects of work in the school and PE department (see Chapter 1). In the early stages of observing lessons taught by experienced teachers and observation of your own teaching, the focus is likely to be on immediate, practical issues of subject-specific teaching – i.e. on basic teaching

Figure 13.2 A procedure for effective observation

- Agree with your tutor (and the teacher, if different) the intentions of your observation, its exact purpose and precise focus. The focus may come from, for example, the content of your course at a particular moment, an issue discussed at a previous observation, a target for you to achieve to qualify as a teacher or, later, from your own lesson evaluations/assessments of pupil learning. You may want to talk through with your tutor/the teacher the intentions of the lesson before determining the focus of the observation.
- Find an observation technique which allows information to be gathered on the area of focus. Agree this with your tutor/the teacher.
- If appropriate, practice using the technique before undertaking a specific observation.
- Have a clear idea about what is likely to be seen in the lesson. Discussion with your tutor should help you with this.
- Undertake the observation.
- As soon as possible after the observation discuss, analyse and interpret it with your tutor/the teacher.

Record the outcomes in your professional development portfolio for later reference.

skills and techniques. Your tutor can focus observation of you on an area for development or to challenge you to develop a new teaching skill. Later, observation may focus on, for example, how effectively these skills are combined or on the impact of your teaching on pupil learning.

Any observation of a PE lesson could have many different foci. The focus could be on, for example:

- the lesson plan and the stages of the lesson from the moment the pupils arrive to their dismissal from the changing rooms at the end;
- the teacher's use of skills such as verbal and non-verbal interaction, positioning, use of praise and reprimand; or
- the pupils and their response to the tasks set by the teacher and the types of problem they encounter.

These issues, and others which may form the focus of an observation, are addressed in earlier chapters in this book. Several observation tasks are identified in those chapters.

In your early school experiences your tutor helps you to decide the focus for observations. Later in your development you select the focus of your observation on the basis of lesson evaluations of your teaching and assessments of pupil learning. You then use your developing professional knowledge and judgement to select the aspects of your teaching you need to develop.

How an observation takes place in a lesson depends on the focus of the observation. If, for example, you are observing a specific management activity, you need to

scan the whole environment rather than concentrate on the activity in which pupils are participating. You therefore need to be alert to the whole class rather than a few pupils; to be able to observe pupils furthest from you as well as those closest to you. In some situations you may need to focus on one or a few pupils – for example, if a pupil is not on task and beginning to misbehave. If you are monitoring pupils' skill development you focus on the activity in which the pupils are participating. You need to be alert to the whole class but also need to be able to see what individual pupils are doing. You may therefore choose to focus your observation on a small group of pupils.

Examples of techniques for observing teaching and learning in lessons

Lesson observations can use quantitative or qualitative techniques for recording information (see above). The same event may be observed using different techniques, each providing different amounts of information and detail. Likewise, similar information can be collected in different ways. The particular technique chosen depends on, for example, the focus of the observation, the specific reason for collecting the information, the type of information needed and the type of investigation, whether wide or narrow, long or short-term. The most appropriate technique must be selected for the purpose and the information needed. Different techniques may be used at different times or a mixture of techniques used for any one investigation. Qualitative techniques may be less formal and less systematic and therefore allow for observation of a broader range of behaviours and for unanticipated events which can then be interpreted. Such observations may help to identify a focus for further observation/investigation. A second, more focused, observation may use a quantitative technique.

Observation schedules

These are useful, structured frameworks for recording lesson observation. The advantage is that they can be constructed to focus the observation on a particular issue and can be used to provide either quantitative or qualitative information.

There are many observation schedules – for example, Academic Learning Time in PE (ALT-PE), (Siedentop *et al.*, 1982) (see Task 6.3 and Appendix to Chapter 6) and the Cheffers Adaptation of the Flanders Interaction Analysis System (CAFIAS, Cheffers *et al.*, 1974) (see Task 7.9). Hopkins (2002) provides examples of observation schedules and checklists developed by teachers who were concerned with gathering information on a variety of issues. Underwood (1988) includes schedules for analysing such aspects in the PE context. You can, of course, develop your own observation schedule for a specific purpose. One example is given in Task 13.1.

Task 13.1 An observation schedule for looking at the purpose of tasks set by the teacher

Observe a lesson taught by your tutor, using the observation schedule in Figure 13.3. Identify the intended learning outcomes of the lesson with the teacher before the lesson. During the lesson listen carefully to the teacher and try to relate the tasks set to these intended learning outcomes. Since in England these outcomes are related to the strands of the National Curriculum for PE (NCPE), make a decision as to whether or not the tasks set are related to *acquiring and developing skills*; *selecting and applying skills*, tactics and compositional ideas in different contexts and/or *evaluating and improving* own or others' performance. Also note the extent to which the tasks presented help to develop the pupils' *knowledge and understanding of fitness and health*. Since these four strands are interrelated any one task often appears in more than one column. An example is provided in Figure 13.4 to show what a completed schedule might look like for a gymnastics lesson. The intended learning outcomes have been included together with the related National Curriculum strands. Discuss the lesson with your tutor afterwards to check your interpretation of events in the lesson.

Figure 13.3 Observation schedule: identifying the purpose of tasks

Part of lesson*	Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Evaluating and improving performance	Knowledge and understanding of fitness and health

* Refer to Chapter 3 for identification of parts of a lesson. You may want to include the time in minutes for each part.

Figure 13.4 Example of completed observation schedule used in a gymnastics lesson

Intended learning outcomes				
<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none">perform a variety of rolling movements from work cards demonstrating body tension and clarity of body shape (<i>acquire and develop</i>)plan and perform a sequence on apparatus to include a jump, roll and weight on hands, making the end of one movement the beginning of the next (<i>select and apply</i>)use criteria provided by the teacher to give verbal feedback to a partner on the quality of their rolling sequence using appropriate terminology (e.g. tension, tucked, stretched) (<i>evaluate and improve</i>)				
Part of lesson	Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Evaluating and improving performance	Knowledge and understanding of fitness and health
Introduction and warm-up	Teacher reinforces quality in running actions			Pupils asked to apply their knowledge of suitable warm-up stretches for gymnastics
Development of skill or topic (<i>floor work</i>)	Pupils all perform same rolling movements			
	Pupils choose starting and finishing positions from work cards	Pupils apply three rolls to a small sequence	Pupils asked to watch one another's sequence and give feedback	
<i>Apparatus</i>	Pupils practise transition from jump on bench to roll on floor			Safe lifting and placement of benches taught
		Pupils plan sequence to include jump, roll and weight on hands		
Conclusion	Pupils practise weight on hands after apparatus put away		Questions/ answers on quality in rolling	Correct lifting reinforced

Task 13.2 Developing an observation schedule

Select a teaching skill on which you need to work to develop your teaching ability. Using the information in this chapter, devise an observation schedule to focus on your use of this teaching skill. Ask your tutor to use the observation schedule to observe your use of this teaching skill in a lesson. Explain how the observation schedule should be used. Discuss the effectiveness of the schedule after the lesson and adapt if necessary. Also discuss the outcomes of the observation. Work to develop your ability in using the teaching skill, then repeat the observation using the same (or revised) observation schedule.

You can repeat the task with a focus on pupil learning. This should help you develop your ability to assess formatively pupil progress. Devise a schedule which enables you to record selected pupils' responses to a set task.

Observation by you of experienced teachers

Observation is not easy. There is a tendency to watch the lesson and hence not 'see' the key aspects of the lesson. In order to *observe* rather than *watch*, you need to practise. To make best use of the opportunities for *observation by you* of experienced teachers on your school experiences you should adopt a systematic procedure (see Figure 13.2).

Participant observation

In most observation situations the observer plays no part in the lesson other than as an *observer from the outside*. In such observations the observer should sit out of the way in the lesson so as not to disrupt it. The focus is the participants' behaviour, the lesson plan, the teacher or the pupils. A *participant observer* is normally a member of the group and participates in its activities. You may find it valuable occasionally to look at the lesson from the pupils' perspective by being a 'pupil' – i.e. participating in the tasks presented by the teacher. More often though you undertake the role of participant observer by helping the teacher and/or another student teacher by 'team teaching' the lesson. This often occurs after an initial period of observation of experienced teachers and before taking full lessons yourself. However, it may also be useful later in a school experience in a specific context, such as when focusing on a strand which needs you to adopt a new approach to teaching, teaching a new class, or tackling an activity/area of activity which you need to develop.

A situation preferred on many ITE courses is 'paired' teaching. Here the lesson is planned jointly with the teacher or another student teacher. The pair then negotiates who is to deliver the various parts of the lesson, paying particular attention to both the 'lead' and 'support' roles. The role of the person in support can vary from being

available, to providing pupils with feedback, to helping differentiate tasks for low- and high-ability pupils.

Working in this manner can have advantages for the teacher, the pupils and the student teacher, providing all are aware of the others' roles and careful planning has taken place.

Observation of your teaching

Observation by your tutor or another experienced teacher

As a student teacher you should not be left alone in sole charge of a lesson, particularly in a potentially hazardous subject such as PE. Therefore there are many occasions when *you are observed* by your tutor or another experienced teacher for all or part of a lesson. You may also be observed by another student teacher on some occasions. In order to gain the most from these observations you should prepare carefully with your tutor/teacher. The procedure shown in Figure 13.2 should help you.

Using video

In a practical subject such as PE the use of video provides a valuable tool for observation of your teaching. It can also be used to assist observation of pupils (see Chapter 4). It has the advantage of allowing you to focus on any number of aspects of the teaching and learning process. The main problem with using this technique is the disruptive influence it has on the pupils. For this reason it is better to video over a period of time to allow pupils to become accustomed to it. It is also difficult to record dialogue, particularly outside on a windy day. Wet weather can also cause problems. Task 13.3 is an example of a use to which video may be put. The purpose of this task is for you to compare your perspectives of a lesson with those of another student teacher.

You also must note that the videoing of pupils is a sensitive issue and you should not video pupils without permission. Your school should have a policy on this and therefore you need to discuss it fully with your tutor before commencing (see also Chapter 14).

Task 13.3 Analysing a teaching episode using video

Arrange permission through your mentor for one of your lessons to be videotaped (discuss with your tutor first). After the lesson watch the video and note what was happening. Ask another student teacher to do the same. Compare the similarities and differences between your two records. Try to find out why the differences have occurred. Do the same task for a videotaped lesson taught by the other student teacher.

This task should make you aware that different people see the same lesson differently, depending on the perspective being taken. If you leave the observation open the differences may be more marked than if you focus the observation in the lesson. You may want to observe the two videotapes again with a specific observation focus in mind – for example, where was the student teacher positioned during the lesson? What time did pupils spend on task? In so doing, you may want to use an observation schedule.

Taking action as the result of observation

The section above should enable you to use effectively the opportunities for observation built into your ITE course. In order to maximise the opportunities, you need to be able to use effectively the information collected. The conduct of an observation and post-lesson debrief is crucial to developing your ability to reflect on your lessons. After any observation the observer should discuss with you the outcome, to help you to reflect on, analyse and evaluate your lesson and your teaching/pupils' learning, and examine the professional judgements you made. You need to ensure that you make maximum use of this debrief. You then need to act on the outcomes and make changes to improve your teaching/pupils' learning and to monitor the outcomes to see that they are effective. Make sure you use this process to gain as much information, help and advice as possible about your teaching/pupils' learning.

REFLECTION

Reflection enables you to reconsider what is worth doing and alternative approaches to what you are doing in your lessons, thus developing sensitivity to what you are doing and how. Here we concentrate on reflecting on what happens in your lessons, but you should also reflect on the values, attitudes and beliefs you hold about PE and about teaching (see Chapter 1) as well as the larger social, political and ethical issues of teaching (see e.g. Hellison and Templin, 1991). A further approach to the process of reflection is offered by McNiff (1993: 80).

The basis for reflecting on what happens in your lessons is your knowledge about and understanding of, for example, the content, your teaching skills and how pupils learn. Spending a few minutes at the end of a lesson reflecting on what you did, what worked, what did not work, what might have worked better and what you might do next time and whether outcomes for pupils' learning were met, enables you to gain insight and learn from your mistakes. This relies on your observation *in* the lesson and your powers of recall *of* the lesson. To enhance the effectiveness of your lesson reflection you need to develop techniques to help you recall events. As soon as possible after the lesson, 'relive' the events which took place, before you forget what you saw. Jot down the main events of the lesson, particularly if there was any deviation from the lesson plan or if there were any 'critical' incidents which occurred. You should draw on your experience of similar situations in the past and observation

and feedback by your tutor. Your tutor can encourage reflection by taking an enquiring approach and asking questions such as ‘Why did you do that?’ This reflection forms the basis of your lesson evaluation (see also Chapter 3).

You then need to monitor whether any changes made as a result of observation and reflection are effective. A follow-up observation should be undertaken after implementing any change to determine if any change has actually occurred. This is the beginning of undertaking action research.

ACTION RESEARCH

The term ‘action research’ refers to a process that teachers use to investigate their own practice and answer questions about the quality of teaching and learning. Action research involves systematically looking at your own practice to:

- identify a specific issue which is causing you some concern;
- collect information to enable you to identify whether the perceived issue/problem is real or to define the issue/problem further so that you can investigate it systematically, i.e. collect information about the issue identified; interpret the information; and monitor the change.

This relies on skills of observation/information gathering, reflection and evaluation. It also requires you to explore what others have written about a particular topic.

Very often, action research starts by identifying a perceived issue/problem in a lesson. This may be identified through your lesson observations/information gathering, reflections and evaluations. Common foci for action research in PE include:

- solving a particular issue or problem related to pupil learning (e.g. improving social cohesion in a class, improving your mixed-ability teaching, finding different ways of achieving differentiation in your lessons);
- monitoring your own performance in an area of weakness (e.g. not praising pupils enough, not using demonstrations effectively, having a monotonous voice);
- achieving a particular goal (e.g. promoting creativity, getting boys and girls to work together more effectively, using particular learning resources).

Before undertaking action research you need to understand fully the ethical implications and implement these throughout. For example, you should tell your tutor what you intend to do and the sort of information you are going to collect, and check that your tutor is in full agreement with all aspects of your investigation. If collecting information from other people you must be sure that they know why you are collecting it and that you have their full agreement and permission to collect the information. You must also maintain confidentiality. For further detail about these and other ethical considerations refer to the guidelines in Capel *et al.* (2001) Unit 5.4.

Collecting information on your teaching/pupils' learning can be undertaken by, for example, observation of your teaching by your tutor, another student teacher or by video, or by pupils or other teachers completing a questionnaire or interview. Observation techniques have been described above. Some other techniques for gathering information are outlined below.

Information-gathering techniques

Field notes and diaries

Very often, field notes are used as a first step prior to narrowing down the focus of an investigation. They are particularly relevant for observations designed to allow you to describe events in a lesson, either considering the whole range of events that occur (e.g. recording your general impressions of a teaching environment), or describing all events in a broadly defined area of concern (e.g. pupil behaviour). Such observations are designed to enable you to identify any issues/problems and to determine what you want to look at in more detail. You can then collect information systematically to focus further investigation on the issue/problem. Field notes are particularly useful if you wish to undertake a case study of an individual pupil or group of pupils (e.g. if you are involved in a 'shadowing' exercise). In such instances observations and field notes are made over a period of time and can then be collected into a diary. This can then be used, for example, to reflect on and analyse patterns over a period of time. It is important to maintain confidentiality and avoid direct reference to individuals in your field notes (see Bell, 1999; Unit 5.4 in Capel *et al.*, 2001).

Questionnaires

These can be a useful means of acquiring information about teaching and learning from the perspective of the teacher and/or the pupils. By asking pupils specific questions about the lesson, for example, you can gather valuable information about the impact of your teaching on the pupils. Questionnaires can provide quantitative and/or qualitative data. Open-ended questions can elicit a phrase or comment and may be more illuminating, but rely on the language ability of the pupil. Bell (1999) provides detailed guidance on designing and administering questionnaires.

The questionnaire in Table 13.1 would be quick to administer and would provide you with quantitative and qualitative data about a lesson. It includes both closed and open-ended questions.

If care is taken in their construction, questionnaires can be easy to administer and provide a large amount of information. One problem is that in a normal teaching situation questionnaires take time to give out, complete and return. Another problem is that they depend on whether or not the pupils have the ability to understand the questions. When constructing a questionnaire or selecting one already developed, ensure that the language is at the right level for the pupils and is jargon-free so that they understand exactly what you are asking. There is also a danger that pupils may not be truthful, but try to please the teacher by writing the type of answer they think that the teacher wishes to hear.

Table 13.1 An example of a simple questionnaire on pupils’ perceptions of learning

Do you enjoy PE lessons?	Usually/sometimes/never
How much of this lesson did you enjoy?	All of it/some of it/none of it
How successful do you think you were in what you were asked to do?	Very successful/quite successful/not at all successful
How much did you learn in this lesson?	Very much/something/not much
How active do you feel you were in this lesson?	Very active/quite active/not active enough
How much equipment did you have?	Enough/not enough
How much help did you get from the teacher?	Enough/not enough
Write down anything you particularly enjoyed about this lesson	
Write down anything you feel could make this lesson better	

Using information gathered

An important point to note is that the information collected is only the starting point for your investigations. It should be used to inform your reflections, your evaluation, discussions with your tutor or other student teachers, and to determine any action to be taken – for example, developing, implementing, monitoring and evaluating a solution.

By conducting research in this way you are testing education theory. Definitions of good practice emerge as you draw theory from practice. You apply the outcomes to your own teaching in order to address an issue, to solve a problem or to achieve a particular goal. You may then look at the same issue, problem or goal in more depth or from a different perspective, or move onto another focus. You can also share your findings with others – for example, you could write an article for a professional journal (such as the *British Journal of Teaching Physical Education*) or present a paper at a conference applying what you learnt to teaching more generally, where relevant (see also Chapter 18).

A number of opportunities currently exist for teachers to undertake research. Until recently the Best Practice Research Scholarship (BPRS) Programme was one of a series of initiatives supporting teachers’ continuing professional development by enabling them to develop their professional knowledge, understanding and confidence and to enhance their professional practice.

Your professional organisation, the Physical Education Association UK (PEAUK) is also active in encouraging research. Their Research and Development Working Group identifies areas of research which are currently of particular relevance to PE in the UK. Their website provides guidance and some relevant initial readings,

plus suggestions for possible research questions to be explored in the area. Some websites that may help you in relation to research are listed at the end of the chapter.

Task 13.4 gives you guidance in conducting a mini action research project of your own.

Task 13.4 An action research project

An action research project may be part of your coursework. If not, undertake this task.

Identify an issue you want to address, a problem you want to solve, an aspect of your performance you want to monitor or a particular goal you want to achieve, with a view to improving your own practice or pupil learning. Investigate what others have found out about the issue in question. Decide the best methods of collecting information (if necessary, enlist the support of your tutor or another student teacher; it is often helpful to undertake action research in pairs). Arrange appropriate lesson(s) for the information to be collected. Analyse the information and try to come to some conclusions. In the light of your results consider how you might modify your practice. Try to change your practice as appropriate and monitor the changes made. Repeat the information collecting at a later date to determine how successfully you have modified your practice.

SUMMARY

In this chapter we have tried to help you to ‘see’ what is happening in order to ‘read’ the complex situations you encounter. It is widely acknowledged that observing experienced teachers teach is one of the best methods of gaining insights into the teaching and learning process. The problem is that time spent in school, and in lesson observation, can be wasted if there is not a clear focus. In this chapter some techniques for focusing your observations and obtaining relevant information have been identified. The chapter has also introduced you to the need to reflect on your observations and critically analyse what you are doing. Only by adopting a critical stance are you able to respond in a rational, reflective and professional way to the many factors which will no doubt impinge upon the teaching of PE throughout your professional life. Undertaking action research should help you to identify issues and address problems identified through, for example, observation, reflection and evaluation. This means thinking critically about what you are doing, finding ways of systematically investigating it and making sense of your investigations. As an action researcher you create your own education theory from professional judgement. We hope you find this chapter of help in improving your teaching and extending your expertise as a teacher.

FURTHER READING

- Bell, J. (1999) *Doing your Research Project: A Guide for First-Time Researchers in Education and Social Science*, third edition, Buckingham: Open University Press. This book is designed for people who are undertaking small-scale research projects. Part 2, 'Selecting methods of information collection' provides examples of information collecting techniques.
- Capel, S., Leask, M. and Turner, T. (eds) (2001) *Learning to Teach in the Secondary School: A Companion to School Experience*, third edition, London: RoutledgeFalmer. Unit 5.4 offers further advice on the conduct of an action research project.
- Cohen, L., Manion, L. and Morrison, K. (2000) *Research Methods in Education*, fifth edition, London: RoutledgeFalmer.
- Croll, P. (2004) *Systematic Classroom Observation*, London: Taylor & Francis.
- Darst, P., Zakrajsek, D. and Mancini, V. (eds) (1989) *Analyzing Physical Education and Sport Instruction*, Champaign, IL: Human Kinetics. This book contains a variety of observation schedules specific to PE.
- Hellison, D.R. and Templin, T.J. (1991) *A Reflective Approach to Teaching Physical Education*, Champaign, IL: Human Kinetics. This book sets out in some detail the principles and practice of reflective teaching.
- Hopkins, D. (2002) *A Teacher's Guide to Classroom Research*, third edition, Buckingham: Open University Press. This book is a good starting point for anyone wishing to research their own practice. It contains practical ideas and examples of a variety of information collecting techniques.
- Randall, L.E. (1992) *The Students Teacher's Handbook for PE*, Champaign, IL: Human Kinetics. This includes many systematic observation schedules.
- Underwood, G.L. (1988) *Teaching and Learning in Physical Education: A Social Psychological Perspective*, London: Falmer Press. In this study, 2000 pupils in 14 schools were observed to investigate teaching and learning in PE.
- Wragg, E.C. (1999) *An Introduction to Classroom Observation*, second edition, London: Routledge. In this book Wragg records and analyses different perspectives on life in the classroom. He looks at the use of quantitative and qualitative methods, puts classroom observation into context and considers research into classrooms as well as observation and action.

Useful websites

- Best Practice Research Scholarship: www.teachernet.gov.uk/bprs
- British Association of Advisers and Lecturers in Physical Education: www.baalpe.org.uk
- Education line: www.leeds.ac.uk/educol
- National Educational Research Forum: www.nerf-uk.org
- Physical Education Association of the United Kingdom: www.pea.uk.com
- Qualifications and Curriculum Authority: www.qca.org.uk

14 The Use of Information and Communications Technology (ICT) in PE

Gary Stidder

INTRODUCTION

There has been a significant drive by the UK government to raise pupil achievement in schools through the use of information and communications technology (ICT) across all subject areas (Ofsted, 2002a). PE is no exception and you need the knowledge, skills and understanding to make informed decisions and judgements about when, when not, and how to use ICT effectively in teaching and learning and in the administration of PE (TTA, 1999a, 1999b). In this respect, the Teacher Training Agency (TTA) outlined four distinct areas to be addressed with regard to the use of ICT in subject teaching: planning; extending pupils learning; assessing and evaluating skills, knowledge and achievement; and personal and professional uses of ICT for administrative purposes (TTA, 2002).

This chapter discusses the value and benefits that ICT can provide PE teachers, including its practical application within lessons and its use in administration. The chapter also considers some of the potential pitfalls of relying on ‘gimmicks and gadgets’ in order to engage pupils in purposeful learning.

There is now such an abundance of technology available that it would be difficult to include a complete review and analysis of current applications and their relevance to PE teachers. However, some of the ICT currently available and how it can be applied realistically within the day-to-day teaching and learning and administration of PE in schools is highlighted in the appendix to this chapter. This does, however, only provide a start in relation to using ICT resources in PE. In relation to teaching and learning, you need to review the resources and to make an informed decision as to whether to use a specific resource to achieve a specific learning outcome, based on whether it supports and enhances pupils’ learning. In relation to using ICT resources in the administration of PE you need to use what is available and/or change what is used if it can enhance the effectiveness and efficiency of the administration.

OBJECTIVES

At the end of this chapter you should be able to:

- understand the rationale for using ICT within PE;
- acknowledge the value of using ICT within the teaching, learning and administration of PE, and make informed decisions about its use;
- distinguish a range of uses and applications for ICT to support teaching and learning within PE, particularly across the National Curriculum for Physical Education (NCPE) strands and areas of activity, as well as to support the administration of PE in schools.

USING ICT IN PE – A RATIONALE

The NCPE in England (DfEE/QCA, 1999b) provides guidance with respect to using ICT across the curriculum. It outlines the ways and means through which you as a PE teacher can provide pupils with opportunities to develop their capabilities in using ICT to support their learning at Key Stage 3 and Key Stage 4.

Pupils should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media;
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

(DfEE/QCA, 1999b: 38)

However, it is important to have a rationale for using ICT, rather than just using it because it is required within the curriculum. In considering a rationale for the use of ICT in supporting learning in PE it is worth reminding yourself that PE is essentially a practical subject and ICT should not be used at the expense of activity time or simply for the sake of it or as a ‘bolt on extra’. As Chia *et al.* (2000: 26) warn, too much technology within PE may be contrary to the aims of the subject and can actually lead to increased levels of inactivity among young people. They point out that reflective and thinking users of ICT must be aware that its use can be a positive means to a negative end.

Rather, as a reflective teacher you need to make informed and deliberate decisions about whether or not to use ICT in your lessons in order to achieve specific learning outcomes and to support and enhance pupils' learning in the development of the knowledge, skills and understanding of the four strands in the NCPE, without having an adverse effect on their levels of physical activity in the activities in which these strands are contextualised. You must then select resources appropriate to the strand, activity and lesson. For example, you may use ICT to enable pupils to achieve the specific learning outcome of evaluating and improving performance by watching a video clip of their performance in gymnastics, dance or swimming.

There are times when the use of ICT may be inappropriate. Several factors need to be considered in this respect, such as the amount of teaching time available, what it is that you hope to achieve within your learning outcomes, how ICT enhances the learning in the context of the lesson or unit of work, the age of the pupils you are working with, where the lesson is taking place and your own level of competence in using ICT. Many of these issues are discussed later in this chapter.

If you decide to use ICT to support teaching and learning, it is important to consider at what stage within a unit of work and lesson it is best to employ it. For example, it may be less appropriate for Year 7 pupils within a unit of work in athletics compared to Year 9 pupils. In this respect, pupils in Year 7 may need to work at a more basic practical level in order to develop the techniques of running, jumping and throwing before they can begin to evaluate their own and others' performances in athletics using video analysis. Likewise, the use of ICT may be more appropriate for Key Stage 4 pupils in gymnastic activities, particularly in examination courses where video analysis of performance may be involved, as compared to pupils in Key Stage 3.

Research is also beginning to show (e.g. Beashel and Sibson, 2000; Chia *et al.*, 2000; Conway, 2000; Cummings, 2001; Green, 2002; Stratton and Finch, 2000) that the use of ICT can provide numerous opportunities for enhancing teaching and learning. It can increase opportunities for all pupils to experience a range of applications such as the use of digital video and still cameras to analyse performance and movement, the use of internet resources for projects and the production of spreadsheets to collect, analyse and interpret data as well interactive whiteboards to animate particular presentations. Morgan and Kinchin (2003), for example, have shown how ICT developments, particularly digital cameras, at one Beacon school have been integrated effectively into PE. Similarly, John (2002: 22) has indicated a number of positive uses of ICT that incorporate visualisation of performance and communication.

While filming and photographing pupils for the purpose of teaching and learning (e.g. recording pupils' performances) can provide a number of possible uses and is only limited by imagination, there is a cautionary note to consider in relation to data protection. At present, there appears to be very little guidance for teachers, which raises questions regarding permission and parental consent. You should consult your tutor or school senior management if you are considering videotaping or photographing pupils and you would be well advised to seek both the written permission of parents and the consent of pupils in advance. For more information regarding the use of visual images and technology in schools visit www.hants.gov.uk/TC/cg/photoschools.html.

USING ICT IN PE

With ICT fast becoming a key feature within education across all subject areas (Ofsted, 2002a), PE has the opportunity to take the lead in developing a number of initiatives and innovative approaches to using ICT to support and enhance teaching and learning. You must decide how you can best address the general teaching requirements for the use of ICT.

Within the context of teaching and learning in PE there are many forms of ICT that can be used in the various environments in which you teach, such as the classroom, gym, dance studio, swimming pool, athletics track and playing field. The resources include computers, the internet, digital cameras and timing devices alongside other more traditional and established types of technology such as televisions and video. A key point to reflect on is that without appropriate planning and evaluation, the use of ICT is likely to do as much harm as good in supporting and enhancing pupils learning and in developing their knowledge, skills and understanding in relation to the four strands of the NCPE. PE lessons should have sufficient introductory tasks and progressions that stimulate and encourage pupils to engage with the learning, and without such preparation the use of ICT may have little or no effect.

Task 14.1 Using ICT in your lessons

Discuss with your tutor or another student teacher how you might incorporate the use of ICT within your units of work and lesson plans to support pupils' learning in achieving specific learning outcomes in each of the four strands and across the NCPE areas of activity, and when you think it is suitable to introduce this. Record the main points in your professional development portfolio.

NCPE STRANDS AND AREAS OF ACTIVITY

Within the NCPE, teachers must develop the knowledge, skills and understanding of pupils across the four strands, using a range of areas of activity. In order to achieve this, the NCPE states that 'Teaching should ensure that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, techniques and compositional ideas, and fitness and health' (DfEE/QCA, 1999b: 20–3).

In this respect, there are a number of questions you need to consider before you decide whether to use ICT to support learning, so that you are clear why you are incorporating it in a particular learning situation. Why is ICT being included? What are you going to use it for? What added value does it bring to the learning experience? How can its use be integrated into teaching and learning in the activity? Will ICT improve pupils' skills, knowledge and understanding in relation to the strands and in what contexts? Does or will it enable pupils to review, evaluate and improve

their own and others' performance? Will it develop pupils' knowledge and understanding of the activity? Will it enable pupils to view performances from different perspectives? Can it increase pupils' understanding of the human body? Can it be used in conjunction with another department or lesson to promote cross-curricular work? Simply being impressed by a resource is not necessarily a reason for using it in your lessons and you must plan carefully how you are going to use ICT and deliberately select ICT to achieve a specific learning outcome.

The need to assess, analyse, evaluate, review and improve pupils' own and others' techniques can be enhanced through the use of ICT within the areas of activity. Below are some examples of how the use of ICT can be incorporated to address the four strands of the curriculum through the areas of activity. Many of these examples can apply to a number of areas of activity – for example, the guidance provided within the NCPE whereby 'pupils use a variety of electronic and digital recording, measuring and timing devices to measure the effectiveness of performance' (DfEE/QCA, 1999b: 24).

Athletic activities

Much of the technology available to teachers has particular relevance to teaching and learning athletic activities. For example, at Key Stage 3 'pupils could use stopwatches with lap recorders linked to data-collection devices to analyse and evaluate performance' (DfEE/QCA, 1999b: 21). This can be further developed at Key Stage 4 by using 'digital cameras to help them analyse actions and techniques' (DfEE/QCA, 1999b: 24). Examples of ICT include timing devices to help pupils select an appropriate pace for a middle distance event suitable for them but also to help others to establish a realistic target for completion. In field events such as jumping and throwing the use of visual feedback through video for corrective purposes can also be an effective teaching aid for pupils and thus help them to 'develop and apply advanced skills and techniques and apply them in increasingly demanding situations' (DfEE/QCA, 1999b: 23).

Dance activities

The NCPE guidance states that 'pupils could use multimedia devices to create sounds and music and provide lighting and other effects to enhance their dance' (DfEE/QCA, 1999b: 24). There are opportunities for teachers to explore this through cross-curricular links with both drama and music departments. The use of digital video cameras can also help pupils to review their own and others' choreography and performance and can help teachers in the assessment and recording of pupil performance and movement analysis in dance activities.

In some schools dance has a natural place within a faculty of expressive arts and, therefore, it may be easier for teachers in these schools to enable pupils to work with tape recorders, CD players and other technical equipment during formal curriculum time as well as in public performances such as dance festivals. This also allows opportunities for cross-curricular work.

Games activities

In relation to the use of ICT within games activities the NCPE suggests that ‘Pupils could use data-recording and analysis software to analyse patterns of play and individual contributions’ (DfEE/QCA, 1999b: 21). A number of CD-ROMs provide a valuable resource to PE teachers to support pupils in acquiring and developing skills in games, ‘applying rules and conventions for different activities’ (DfEE/QCA, 1999b: 20) and enabling pupils to evaluate the effectiveness of a particular technique or strategy, and consequently select and apply the most appropriate technique or tactics in the future.

Gymnastic activities

The use of ‘shift time’ through video-recording, such as slow motion and freeze frame facilities, is particularly good at enabling pupils to view their performance from different angles and, therefore, to assess particular details of their movements and performance. Similarly, pupils can review their gymnastic compositions and sequences and use this as a basis for group discussion and analysis. Moreover, there are opportunities for teachers to use a number of graphic design programmes to assist them in the preparation of flash cards that demonstrate correct technique. Equally, Ofsted (2002b) has shown how digital video cameras can be used to capture performance images in trampolining as the basis for discussion between teacher and pupil, thus enhancing the quality of feedback and pupils’ ability to evaluate performance and recognise areas in need of improvement.

Outdoor and adventurous activities (OAA)

At Key Stage 3 pupils are expected to use orienteering and problem-solving skills and techniques in outdoor activities and journeys (DfEE/QCA, 1999b: 22). In this respect, pupils could use ICT to select and apply a particular route and estimate the time it may take to complete. Once completed, pupils could evaluate their own and others’ performance through group discussion, comparing their choice of route. In addition, ICT may help some pupils to understand some of the skills and techniques involved in basic orienteering such as using a compass or calculating the distance between control points.

Swimming activities and water safety

The utilisation of digital cameras (video or still) can help in the assessment and recording of pupil performance and movement analysis in swimming. This has the potential to improve stroke performance and technique. This may be particularly useful for those pupils following the General Certificate of Secondary Education (GCSE) PE examination course and may provide PE teachers with important evidence that can be presented for assessment.

Knowledge and understanding of fitness and health

PE teachers in England are required to ensure that pupils gain a knowledge and understanding of fitness and health. At Key Stage 3 there are opportunities for pupils to evaluate the effects of exercise by recording their pulse rates before and after exercise and the time it takes to recover. ICT can also be used to support pupils to gain knowledge and understanding of, for example, preparing for and recovery from specific activities, designing and carrying out training programmes and evaluating training, exercise and activity programmes in and out of school.

Task 14.2 Using ICT in your teaching

Identify an intended learning outcome for one of the four strands of the NCPE in one area of activity in which using ICT supports pupils' learning. Ask your tutor to observe the lesson and how you incorporate the use of ICT. Also evaluate critically the use of ICT yourself – whether it supported pupils' learning in relation to achieving the intended outcome – and record how successfully you used it with your class and whether it enhanced or detracted from the time they spent on physical activity. Use this evaluation to plan the next lesson.

ICT and cross-curricular work

An example of pupils using ICT in the 'knowledge and understanding of fitness and health' strand of the NCPE was given above. Such work provides an ideal opportunity for cross-curricular work using ICT and prevents valuable physical activity time being used to incorporate ICT. For example, in maths, pupils can enter the data collected in the PE lesson onto a spreadsheet to produce a graph and then analyse it to assess the rise or fall of the heart rate. Pupils may be able to use the data and graphs in science to interpret and understand what it represents, i.e. how exercise can affect the heart rate, body temperature, breathing and recovery, and how the body reacts to exercise. PE teachers can show the outcomes of this work by displaying it on noticeboards for other pupils to see.

Using information and data from extracurricular sports events and activities also offers good opportunities for cross-curricular work to be undertaken by pupils. For example, the scores and statistics from the annual sports day can be analysed by pupils in maths in order to establish average times and distances using a spreadsheet. Equally, pupils can plan training programmes and assess dietary requirements of athletes in science lessons. John (2002) suggested that cross-curricular links between PE departments and design and technology can be established by designing and testing the effectiveness of running shoes, for example.

Examination courses in PE

Being able to teach examination and accredited courses in PE is a key skill that PE teachers must possess (Stidder and Hayes, 2002) (see also Chapter 12). ICT has particular advantages in teaching post-16 PE programmes such as General Certificate of Education (GCE) Advanced (A) level, General National Vocational Qualification (GNVQ) and Sport Leaders courses. Stidder and Wallis (2003) found that ICT is a very effective teaching aid in helping to raise the achievements and examination grades of pupils.

Many PE examination and accredited courses comprise both practical and theoretical aspects. One of the potential benefits of using ICT for the assessment of practical work (in which assessment is undertaken by teachers in schools and then moderated by external examiners) is through the use of compressed digital images of pupils' performance from video or still cameras (jpeg and mpeg files) that can be sent electronically to the awarding body for analysis of performance in respect of the required coursework.

The use of fitness monitoring equipment and machines such as treadmills, rowing machines and exercise bikes can monitor blood pressure, heart rates and training zones to enhance pupils' understanding and design of their own individual training programme within examination courses. Pupils can subsequently produce worksheets for the planning of their fitness programmes across a range of activities. This may also help to support pupils' theoretical work. Moreover, there is case study evidence (Cummings, 2001) that has highlighted the use of ICT in pupils' A-level project work. Pupils in this context can take advantage of using presentation tools, spreadsheets, mathematical tests and the internet to produce relevant assignments associated with the syllabus requirements.

In respect of both practical and theoretical aspects, the introduction of ICT such as interactive whiteboards, computerised video analysis, heart rate monitoring equipment, digital cameras and video conferencing has been instrumental in developing and facilitating an 'interactive classroom of the future' (Stidder and Wallis, 2003: 201). Macfadyen and Bailey (2002) have also indicated how teachers can support the development of pupils' ICT skills in order that pupils can demonstrate competence to a high degree in examination courses.

Assessment, recording and reporting

There are benefits of using ICT in the assessment, recording and reporting of pupils' attainment and progress in PE. There are many examples of how you can incorporate ICT into your assessment practices. For example, Cunningham and Smith (2003) have shown how teachers can effectively use computer-based software to design methods of assessment in line with the four core strands and attainment levels in the NCPE. This can be achieved by entering data for each of the NCPE strands and for each activity area onto a record of achievement spreadsheet which calculates an end of year NCPE level that can quite accurately identify a best fit level for an individual pupil in PE.

In terms of written aspects of PE work undertaken by pupils, it is possible for them to send homework tasks via an email attachment that you can record as being received, marked and returned. Databases of work, key stage grades and records of achievement can enable you to create pupil files in PE and thus help pupils to monitor their individual progress. Predicted marks, grades and other related assessment data can be recorded on a central database – for example, a spreadsheet that can assist you in monitoring pupil achievement at a particular time and across different classes and year groups. This can then be used to plan intended learning outcomes and learning activities at the appropriate level.

Task 14.3 Using ICT to support assessment, recording and reporting

Gather data on whether and how your school experience school uses ICT in relation to assessing, recording and reporting pupil performance. Note the specific applications that are used to do this. Ask teachers how effective they think it is. Make notes in your professional development portfolio to refer to as appropriate.

Using ICT to include non-participants in PE

Due to the nature of PE and its focus on physical activity, there may be times when some pupils are unable to participate practically due to injury, illness or other medical reasons. At such times you can involve pupils in a lesson by engaging them in tasks, which may use ICT, that help them to achieve the learning outcomes. Likewise, there are times when you cannot teach a practical lesson due to inclement weather when there is no indoor space available. Conway (2000), for example, has identified many potential benefits that ICT can bring to non-participants within PE lessons such as using personal computers (PCs) and CD-ROM materials which can stimulate pupils learning with graphics, video and sound and provide interactive learning through questions and answers related to a range of activities in PE. Conway recommends Beashel and Taylor's *World of Sport Examined* CD-ROM but there are also other animated skill drills on CD-ROMs that are potentially a popular means of helping pupils in their understanding of particular activities, such as the material produced by 'Tacklesport' (www.tacklesport.com).

The use of ICT has the potential to engage pupils who would otherwise be uninvolved in a lesson. However, its use needs to be thought through carefully. First, it is important to ensure that pupils do not opt out of participating because they prefer to do ICT work (perhaps indoors). In this respect you need to decide where and when it might be most appropriate to provide these types of alternative to pupils who are unable to participate practically in a lesson. Likewise, it presents a number of organisational challenges for teachers – including spending time setting up the ICT or teaching pupils how to use it, rather than spending time with the participants.

Task 14.4 Using ICT to include non-participants in lessons

Consider where and when you might use ICT to involve pupils who are unable to take part in the practical aspects of your PE class due to injury, illness or other medical reason.

Task 14.5 Audit of ICT resources

Carry out a department audit of the available ICT resources and consider what equipment the department may require in order to incorporate the use of ICT within the context of teaching and learning. Write down the main points in your professional development portfolio and use this as a basis for discussion with your tutor or another student teacher.

USING ICT IN THE ADMINISTRATION OF THE PE DEPARTMENT

ICT has many applications in terms of supporting the administration of a PE department. Some of these potential uses are outlined below. As with using ICT to support teaching and learning, it is important that you think carefully about its use, particularly whether it enables you to undertake your administration more efficiently and effectively. You should not use ICT for the sake of it.

Task 14.6 Using ICT to support administration in PE

Find out how ICT is used to support administration in the PE department in your school experience school. Compare this with the ways ICT is used in the department in which another student teacher is placed. Record good practice in your professional development portfolio so that you are able to introduce these ideas, if appropriate, in your first school.

Planning

ICT can allow you to write, modify and update units of work and lesson plans on a regular basis. In addition, teaching materials such as worksheets and reciprocal teaching cards can be produced, revised and therefore matched to meet the needs of

individual pupils. Equally, your planning can be informed by gaining suggested ideas from online teaching materials such as the Qualifications and Curriculum Authority (QCA) units of work (www.qca.gov.uk) and those listed on www.teachernet.gov.uk or www.standards.dfes.gov.uk. These resources are available to teachers and trainees in order to support them in schools.

Pupil information

The registration of pupils' daily attendance is an important area where ICT can be useful. Pupils' attendance can be monitored through the use of laptop and palmtop computers that allow for the recording of attendance and absence in each lesson. This information can be used not only for departmental purposes but also for whole-school attendance records and can be a useful device for tracking particular patterns of absence or non-participation.

ICT can also be used to record other information about pupils. This includes information related to medical and parental consent forms. A central database can store information about pupils that may be particularly relevant to PE staff, such as whether pupils have certain allergies or medical conditions that may potentially affect their participation in PE, such as diabetes, asthma or epilepsy.

Furthermore, parents can be contacted confidentially via electronic mail about their child's progress, which does away with the need to send letters home either by post or with the child. However, you must check school policy on this as well as ensuring that parents have access to the relevant ICT.

Extra-curricular activities

Databases of awards, extra-curricular programmes, sports days/festivals, swimming galas and school teams can be effectively planned and enhanced through the use of ICT. Sports days, sports festivals and swimming galas are one way that schools can celebrate the achievements of their pupils and can be one of the highlights of a school's sporting calendar. In this respect, ICT is available for teachers to produce professional programmes of events and then record the results of competitors onto a spreadsheet. Software is available to calculate times and scores and produce updated and final results very quickly. These can be printed off, taken away at the end of the event and entered onto the school's website along with pictures of competitors and award ceremonies. Further, announcements about successes can be put on the school intranet or internet.

Likewise, ICT can be used to support other aspects of the administration of extra-curricular activities – for example, producing termly and yearly timetables of activities, scheduling of practices, assigning pupils to teams, printing team sheets with ease, match results and recording results of tournaments.

Traditionally, telephone, fax and post have been the means by which PE staff have organised inter-school events. While these are perfectly acceptable forms of communication, email and mobile phone technology, including text messaging and video

conferencing, can be used to organise fixtures or plan off-site visits (including overseas school trips). In addition, contact details for other schools can be kept electronically in an address book and used to produce up-to-date mailing lists which may assist in arranging fixtures and other related sporting events.

Promoting PE in schools

You can raise the profile of PE within schools and promote positive pupil esteem by displaying sporting fixtures, practices and inter-form competitions and results on the intranet or via a newsletter that can be produced by pupils using computer software. However, you also need to be aware of the potential negative effects for those pupils who are less successful, or who are not selected for teams.

Another way that PE departments can promote their subject in schools is through the use of highlight videos and slideshows. These can be produced using software such as Apple Mac ‘iMovie’ and ‘iPhoto’. Such software allows digital video footage and photographs to be imported onto a laptop or PC that can be edited for presentation during school assemblies, sports award evenings or open days. The editing facilities provide slow motion, freeze frame and soundtrack options that can be used effectively for marketing purposes.

Other administration

ICT can also be used for other administrative tasks, such as staff records, administrative appointments, suppliers and equipment inventory, as well as to track the condition and availability of facilities. What other uses of ICT to enhance administration in PE can you think of?

Task 14.7 ICT resources to support administration

Consider why you would use ICT for administration purposes. Does it save time, is it easy to change and update, does it reduce the amount of storage space needed?

Consider how the department administration in your school experience school may benefit from using ICT. What is currently in place and what may be required in order to operate more efficiently? For example, do all members of the PE department have access to their own computer and workspace? Does the department have access to the intra- and internet from the central PE office? Does the PE department have a place on the main school website?

Now consider how the use of ICT can help in reducing the time it takes to arrange sporting fixtures and whole-school sporting events.

Record your findings in your professional development portfolio for use later.

SUMMARY

This chapter has looked at using ICT to support/enhance teaching, learning and administration in PE. The first step in assessing the application of ICT in PE is for you to decide when to use it and whether it is suitable in supporting good practice in teaching and learning to enable unit objectives and lesson outcomes to be achieved. An overemphasis on using ICT in PE lessons at the expense of the physical and practical aspects of PE can potentially do more harm than good with respect to pupils' learning. Your professional judgement should be used to make decisions about the use of ICT to support/enhance the achievement of learning outcomes and provide opportunities to explore and enhance understanding (see Elbourn and Cale, 2001). Nevertheless, ICT does have many advantages in enhancing PE learning in schools.

It seems a certainty that the use of ICT within PE will continue to be an integral part of many future developments and initiatives that are likely to emerge as technology becomes more advanced and accepted as part of mainstream teaching and learning. A key question for you to consider in respect of the use of ICT is whether pupils might achieve or learn something different or more effectively by incorporating ICT into your lessons and whether this may challenge, stimulate and engage pupils to a greater extent. If it does, use it; if not, don't.

ICT can only be a useful tool if used correctly. There are, however, no simple solutions in learning the skills. The rapid development of technology, however, is constantly driving costs down and therefore ICT will be more affordable and available for schools within a relatively short period of time. This means that you will continue to need to learn new skills. Changes to working practices and technology can sometimes be uncomfortable but are, nevertheless, inevitable and there are many opportunities for you to develop your professional ICT skills and enable pupils to improve their learning. Find out what types of training are available to enable teachers to use ICT both in teaching and learning and in administration. Reflective practitioners are professionals who keep up with the times and predict the changes to come. To coin a sporting phrase there are people who are ahead of the game and in this respect you may wish to consider the final reflective task.

Task 14.8 Future developments of ICT

Consider the possible changes to professional practice in PE that may be influenced by the use of ICT. What might school PE departments and teachers be doing in the year 2010 that is different from practice today? What types of training do you need to undertake to enable you to keep abreast of possible changes to professional practice?

Record this in your professional development portfolio and access training when appropriate.

Finally, the appendix to this chapter outlines some of the resources available and how they can be applied to the four strands and across the areas of activity in the NCPE. This is not a definitive list, but rather a selection of ICT resources that are available which you may wish to add to. However, you need to check that the resource is both reliable and of good quality and does what you want it to do in relation to supporting/enhancing pupils' learning.

APPENDIX: USEFUL ICT RESOURCES

The resources identified below are only a sample of those available. Before deciding to use them, or any other resources, you need to assess their value in terms of their ability to support/enhance the teaching and learning or the administration of the PE department.

NCPE strands and areas of activity

Athletic and gymnastic activities

There is a range of ICT applications that teachers can incorporate in athletics and gymnastics lessons. For example, the 'Dartfish' and Microsoft 'Kandel' software allow teachers to pre-record athletic or gymnastic performance and through split-screen technology enable pupils to compare their own performance against that of an accomplished performer. For example, the component parts of jumping or vaulting events can be freeze framed or slowed down into approach run, takeoff, flight and landing for pupils to compare and evaluate with their own and others' performance. This requires a digital video camera, laptop computer and data projector that can project the image onto a whiteboard or screen. The transparency facility within the software enables teachers to click and drag the performance of the pupil and superimpose it over the top of the elite performer for further analysis (see www.dartfish.com for more information).

Dance activities

Bedford Interactive Productions have produced the 'Wild Child' CD-i resource pack for teachers of dance. The professional dance to which the pack refers is 'Wild Child' by the Ludus Dance Company. This is a multimedia product and includes a video, CD-i discs and a resource book with examples of worksheets and lesson content. In order to use the pack, a CD-i player is required, which plugs into a television monitor. The CD-i discs are remote controlled and store digital video which is read by a laser beam. Just like an audio CD the teacher can choose where to enter the content, allowing for pause/play, slow motion, frame by frame advance, exit and return to the beginning (available from Bedford Interactive Productions, 19 Edge Road, Thornhill, Dewsbury, West Yorkshire, WF12 0QA).

There are also a number of dance simulators available such as the Konami PlayStation 'Dancing Stage EuroMix' programme in which pupils can copy dance steps by following on-screen clues. A special workout mode provides aerobic exercise routines.

Within the 'Dancing Stage EuroMix' programme there is a variety of contemporary dance music that includes pop, disco, techno and hip-hop. The PlayStation includes software, interface dance pad, single-player modes as well as cooperative and competitive multiplayer modes. This may be useful for improving coordination and developing aerobic fitness through dance-related activity. Most department stores will be able to supply this but for more information visit www.konami-europe.com.

Games activities

Striking and fielding games. 'Motion Coach' (www.motioncoach.com/education) and the English Cricket Board's 'HOWZAT!' programme allow for visual analysis of performance and provide pupils with real time, slow motion and freeze framed images for evaluation of performance. HOWZAT! 1st Innings (designed for Key Stage 2 of the National Curriculum) has two sections: 'Playing the Game' and 'In the Classroom'. HOWZAT! 2nd Innings, targeted at Key Stages 3 and 4, provides much the same information as HOWZAT! 1st Innings but is in CD-ROM format to reflect the increased technology available in secondary schools (see www.ecb.co.uk/ecb/grassroots/initiatives-howzat.html for more information).

Invasion games. 'The Ball Hog Soccer Series CD' is a comprehensive instructional CD that features demonstrations of drills and techniques, discussion of strategies and tips, rules for the game, player positions and responsibilities, game tactics, and a printable playbook and reference manual (see www.pesoftware.com/Technews/news0703.html for more information).

Target games. 'Golf Tips' provides detailed, expert instruction on how to improve golf swing technique. Pupils can study many detailed photography sequences and video clips of techniques and coaching cues that may help to select and apply the appropriate skill or technique when performing. The main menu provides the following options: getting started, five-day lesson, build your own golf workshop. In addition, pupils can analyse a particularly difficult hole and practise course strategy by playing one hole of golf (See www.pesoftware.com/Technews/news0703.html for more information).

Divided court/net games. 'Volleyball Complete' is a programme that relates eight sub-disciplines of physical education (exercise physiology, motor learning, biomechanics, psychology, motor development, aesthetics, sociology and historical perspectives) to the teaching of volleyball. The information can be accessed interactively to increase understanding of volleyball skills, techniques, strategies, training and teamwork. Pupils can create their own volleyball portfolios which contain journal entries, interactive activities, rubrics for volleyball skills and video clips which have particular relevance to pupils studying A-level examination courses in PE (see <http://www.pesoftware.com/Technews/news0703.html> for more information and for other ICT resources for volleyball).

Curriculum online (www.curriculumonline.gov.uk) is a registered provider of CD-ROMs for football, cricket, hockey, netball and rugby. There are many CD-ROMs available that provide a range of new ideas and activities across the spectrum of invasion, divided court and striking and fielding games. These provide moving graphics that illustrate certain drills and practices designed to improve skills and techniques

such as sending, receiving, travelling, stopping, retrieving, striking and shooting through a number of recognised games and activities.

OAA

'Sportident' provide a range of packages that can be used with pupils across the secondary age range in the teaching of OAA such as orienteering and problem-solving exercises. The packages consist of an electronic timing device that allows teachers to create a series of obstacle-type courses both indoors and outdoors, which enable pupils to measure their own time of completion and give them instant feedback about their achievements either individually or as a team.

There are several packages available, each of which consists of a series of electronic stations, SI cards (Red Finger sticks), team bands in different colours, a printer and a booklet. Within the context of the lesson, teachers can set up a series of different orienteering courses using stations placed at random or in a predetermined order. Each station allows pupils to record their time when the SI card is placed into the cylindrical hole located at the top of the station. A memory chip in the SI card stores information about each station visited and at the end of the exercise the results for each pupil or team are printed on a small thermal printout. Pupils are then able to compare a performance with their peer group. Teachers can use this information to produce a spreadsheet and a table of results that can either be published on the school intranet or internet or displayed on the PE noticeboard. Likewise, pupils can engage in a series of extension and enrichment exercises by using the data to create their own files and highlight average times through graphical analysis (see www.sportident.co.uk for details).

Another source of information of particular use in OAA is the orienteering training programme 'Navigate'. This is a computerised software simulation package for orienteering, designed to test and enhance mapreading and contour visualisation skills, and reinforce compass bearing and pace counting skills (for more information visit www.webone.com.au/~glawford/navigate.ht).

Swimming activities and water safety

The QCA have developed an interactive teaching toolkit for teachers and pupils that provides guidance in promoting understanding of swimming and water safety and helps in developing schemes of work and lessons (see www.nc.uk.net/safeswimming for more information). Alternatively, 'Cool Coach' produces a series of swimming CD-ROMs that can be projected onto a screen. These include many clips of underwater footage related to stroke technique along with developmental practices, application of concepts and drills for improvement. There is a CD for each of the four main swimming strokes (front crawl, backstroke, breast-stroke and butterfly). There is support online (for more information see www.tropicalpenguin.com).

Knowledge and understanding of fitness and health

The use of recording devices may enable pupils to collect, analyse and interpret data. Blood pressure and heart rate monitors are particularly useful in enabling pupils to

assess the effects of exercise on their bodies. This data can be used to produce a graphical display of the rise and fall of the heart rate before, during and after exercise. In conjunction with spreadsheet and graph software, heart rate monitors can help pupils to visualise concepts such as training zones, heart rate plateau at steady state, and comparisons between anaerobic and aerobic exercise. The benefits to learning are significant in this respect as pupils have a precise measurement of exercise intensity that allows them to plan a training programme suited to their own needs. This has the added advantage of increasing motivation because pupils are able to measure, monitor and evaluate their own performance. Furthermore, pupils are able to make informed and objective decisions related to their performance based upon improvements over a period of time. Most recording devices send radio signals from a chest electrode to a watch, which logs the data ready for downloading to a computer after the event (see www.bodycare.co.uk and www.idass.com for more information).

Monitors are generally straightforward to use and maintain and are quite robust, having a good lifespan. There is a range of functions available depending on the price paid. For instance, most have an alarm that sounds if pupils are working too hard or not hard enough (giving the wearer a training zone), relate the heart rate to workout time, and are compatible with most gym equipment and therefore suitable for indoor training programmes. More expensive ones come with their own software enabling the monitor to 'dock' with a PC and download information. This is assessed by a programme that can input personal details and fitness programmes (personal or chosen from a predetermined list usually labelled by ability, i.e. beginner, novice, expert etc.) which can automatically adjust the next workout and provide tips and hints (see www.polar.fi/polar/channels/eng/index.html for more information).

Examination courses in PE

The use of CD-ROMs and the internet for pupils to research up-to-date information and statistics relevant to a specific topic can enable them to develop their research skills. CD-ROMs such as 'Encarta – The Human Body' and 'Sport Examined' are useful resources in this respect as they help pupils develop their understanding of physiology, anatomy and health education. Specialist PE websites (e.g. www.bbc.co.uk/schools) are also useful for pupils when comparing and analysing information from different sources such as health and diet and can help for revision purposes. Pupils can bookmark favourite sites on the internet for future reference. Other resources include 'Sports Trax' which is an interactive CD-ROM that includes information related to sports organisations and a directory of websites and associated links. Revision guides in CD-ROM format are available for pupils as is the BBC schools website (www.bbc.co.uk). This can be used within the classroom setting or at home for independent study in order to help pupils in their preparation for PE examinations.

The use of pre-prepared PowerPoint presentations can enable teachers to deliver theoretical aspects of examination work such as biomechanics and physiology.

PE administration

There is a range of computer software available to PE departments that can assist in administration. 'Sports Director' (NFHS edition) offers teachers a number of ways to organise aspects of professional practice. Although this is designed for the American market it is relevant to the UK (see www.pesoftware.com/Technews/news.html for more information).

Below, some of the hardware and software that teachers might consider when using ICT in schools is outlined.

ICT equipment and resources

Digital cameras

Many PE teachers have access to digital video and still camera technology whether as a school or departmental resource. They are a useful resource in almost every activity. In sports coaching video analyses and self analyses they have been used for many years. If video cameras are used properly they can be a good tool to record assessed performances and mark them in a different environment after reviews, or make copies for others in the department subject to parental permission (see above), thus enabling adjudication and moderation both internally with staff and externally with awarding bodies. Digital cameras allow for freeze framing, slow motion analysis and super-imposed imaging. They can also be used to capture still images in the same way as a regular camera by using a memory chip and setting the camera function accordingly.

The use of digital video technology in lessons also allows for the inclusion of pupils who perhaps are not as confident in performing or are unable to partake in the activity, and in this context may provide pupils with some element of responsibility.

Not all video cameras, however, are simple to use or understand. Maintenance and repair costs can be quite high and some extra equipment may be needed to get the most out of the camera or make it compatible with video recorders, DVD players and televisions. Technology is changing so fast that some equipment could become outdated and redundant very quickly, so careful selection of equipment is necessary.

Digital motion analysis systems

Digital motion analysis systems may have particular relevance for teaching examination courses in PE. For example, the 'Dart Fish Trainer' and 'KANDLE' visual analysis systems mentioned above allow teachers to maximise the use of video in their teaching by capturing and storing footage onto a computer or network for later analysis and evaluation (see www.kandle.co.uk and www.pesoftware.com/Products/software/dartbasic.html for more information).

Other systems include the 'SportsCode' video analysis system that enables teachers to record performances onto a computer in real time which they can access, replay, edit, re-edit and archive afterwards. The manufacturers 'Sportstec' have a range of innovative equipment and sporting technology (see www.sportstecinternational.com

for more information about the ‘Gamebreaker’ or ‘Sports Pro’ computer programmes, for example).

Printers

There is technology available that can print colour photographs taken on digital still cameras. The latest photo printers connected to a computer provide high resolution pictures in a range of pre-determined sizes using six colour systems. There are also printers available that can be used without a computer by connecting to the memory format of most cameras.

PCs and laptops

The use of PCs and laptop computers is sometimes overlooked but they are necessary to run some of the other equipment. PCs or laptops with particular software that can time and mark a performance can be used by pupils to take examinations or module tests. Laptops are useful in eliminating the need to write things on paper before transferring them to a computer and directly to a spreadsheet. As a teaching resource they are effective when using presentation packages such as PowerPoint which can enhance a lesson and learning experience immensely. The use of computers and PowerPoint also reduces paper storage, and makes consistency in lessons from year to year much easier (but remember that you need to adapt each lesson for individual groups of pupils; do not rely on teaching the same lessons to different groups year after year) (see Chapter 3). It is worth reminding you of the importance of backing up and saving records either on a floppy disk or Zip disk in the event of the computer failing or being infected by a virus.

Interactive whiteboards

Interactive whiteboards are a useful teaching aid in classroom-based lessons. A laptop computer that is linked to a data projector can also enable you to use this type of resource in a sports hall or gym. Teachers can use interactive whiteboards for showing a whole class a particular technique from video demonstrations taken immediately afterwards or in a previous lesson. Software such as that mentioned earlier can provide pupils with visual images of their performances. This allows teachers, using a digital camera, to split the screen into progressive frames and is therefore useful for highlighting techniques in some of the athletic field events.

FURTHER READING

- Bailey, R. (2001) ‘Information and communications technology’, in R. Bailey (ed.) (2001) *Teaching Physical Education: A Handbook for Primary and Secondary School Teachers*, London: Kogan Page, pp. 153–66.
- Mohnsen, B. (1995) *Using Technology in Physical Education*, Champaign, IL: Human Kinetics.
- These two books provide valuable advice and suggestions in applying the use of ICT both in the teaching and learning and administration of PE in schools.

CD-ROMs

Identification of your Training Needs: ICT (available from the TTA, 0845 606 0323 publications@ttalit.co.uk). This CD-Rom is a useful guide in helping you to gain the most from training to use ICT in subject teaching.

Useful websites

BBC: www.bbc.co.uk/schools/gcsebitesize. A good revision guide for pupils involved in examination courses in PE.

British Association of Advisors and Lecturers in Physical Education: www.baalpe.org.

Fischer Family Trust: www.fischertrust.org/pe.htm. ICT survey/research. This is useful as it lists ICT materials and software used by schools and how they rate them.

Granada Learning: www.granada-learning.com/yitm/sport/links.html. A resource for teachers looking to incorporate ICT into PE.

National Curriculum in Action: www.ncaction.org.uk/subjects/pe/index.htm. A National Curriculum site with a list on using ICT to benefit pupils and opportunities to include ICT, plus a recommended list of hardware and software.

National Grid for Learning (NGfL): <http://vtc.ngfl.gov.uk>. Gives some useful information and is linked to discussion groups.

Physical Education Association of the United Kingdom (PEAUK): www.pea.uk.com.

Physical Education and School Sport (PESS): www.dfes.gov.uk/pess.

South West Grid for Learning: www.swgfl.org.uk/pe/. Looks at using ICT in PE specifically to develop fitness and has some useful information related to heart rate monitors plus a study on four schools.

Sport England: www.sportsearch.org.uk. An interactive computer-based programme that encourages young people to undertake a series of physical tests through which a list of suitable sports can be suggested based upon the individual's performance. Also provides links to national governing Bodies of sport.

Sports Media: www.sports-media.org. Pupils and teachers can find international pen pals to email about sport. Also contains lesson plans that can be downloaded.

Sports Teacher: www.sportsteacher.co.uk. A national magazine for teachers involved in sport and PE.

Teacher Net: www.teachernet.gov.uk. Contains a great deal of information for teachers and the use of ICT in teaching.

TTA www.tta.gov.uk; www.tta.gov.uk/assets/teaching/ict/nof/pedoc; and www.tta.gov.uk/assets/teaching/ict/exemplification/secpedoc. There is some very useful information and resources for student PE teachers with respect to using ICT in PE.

Wirral Metropolitan Borough Council: www.wirral-mbc.gov.uk. National Grid for Learning collection of resources brought together on the internet to help raise standards in education and support lifelong learning.

ENDNOTE

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15 Your Wider Role as a PE Teacher

Paula Zwozdiak-Myers, Margaret Whitehead and Susan Capel

INTRODUCTION

PE is often seen as a discrete subject, separated from the rest of the curriculum because of its particular focus on physical skills. The outcome of this is that PE teachers may distance themselves from integral involvement in some whole-school aims/policies, such as aims for spiritual development or the whole-school assessment policy, and other teachers may overlook the contribution PE can make to such aims/policies. However, a PE teacher's responsibilities extend beyond those related directly to delivering the PE curriculum. A PE teacher is required to do more than just meet the aims, objectives and learning outcomes of the curriculum. You contribute to wider educational aims.

The first part of this chapter looks at the role of PE in achieving broader educational aims and hence in contributing to pupil learning across the curriculum. It examines how, through your teaching of PE, you can promote pupils' development of spiritual, moral, social, cultural and citizenship elements of the curriculum, health education, key skills and thinking skills. The chapter then looks at the relationship of the PE department and the PE teacher to other organisations, both for work in curriculum time and in extracurricular time. It then considers extracurricular activities. (The Appendix to this book (see p. 317) looks at taking day visits and residential field work – another aspect of work in which you are likely to be involved – either as part of the curriculum or outside it.)

OBJECTIVES

By the end of this chapter you should understand:

- your role and the role of PE in achieving broader educational aims, particularly in relation to spiritual, moral, social, cultural and citizenship elements of the curriculum, health education, key skills and thinking skills;
- the relationship of the PE teacher and PE department to other organisations;
- the role of extracurricular activities.

YOUR ROLE AND THE ROLE OF PE IN ACHIEVING BROADER EDUCATIONAL AIMS

You have two roles in your future career: your role as a teacher and your role as a teacher of PE (see Chapter 1).

There is some truth in the argument that you are a teacher first and a PE teacher second. This is because there are certain expectations that *all* teachers have a responsibility to live up to. These are closely tied to the purpose of schooling and the investment of millions of pounds of public money into schools, some of which comes to you as your salary. Schooling is designed principally to pass on to pupils that which is seen as desirable in, for example, knowledge, practices and morals. Teachers are expected to be role models of acceptable citizens and to do all in their power to promote the development of desirable qualities in their pupils. It goes without saying, therefore, that we are concerned with, for example, the cognitive, the moral, the social and the emotional development of pupils. *These concerns are ours not because we are PE teachers, but because we are teachers.* If we did not contribute to the all-round development of the pupil we would not deserve our title as teachers (see also Chapters 1 and 2).

There are at least two ways of meeting your wider responsibilities as a teacher. One is in subject-neutral situations such as in being punctual, well organised, fair and unprejudiced, in all your dealings with pupils. The other is subject-specific: to look carefully at ways in which, by being engaged in learning in PE lessons, pupils can be challenged to achieve broader educational outcomes such as developing social or thinking skills. The point was made in Chapter 9 that a wide variety of outcomes can be achieved by using specific teaching strategies – both broad educational aims and PE specific learning outcomes. It is very difficult for a teacher to be serving too many masters in a lesson and it is usually essential to decide which outcome is to predominate in a unit of work or lesson. The point to realise here is that while PE can most certainly make a valuable contribution to broad educational aims, it may only do so if the teacher spends less time on developing such learning outcomes as psychomotor

skills and tactics in games. It is for the teacher to decide where the focus should be, when it should be on broader aims and when on specific PE outcomes. In Chapter 2 it is suggested that early in your development as a PE teacher the principal aims and outcomes on which you should focus are those that are unique to PE; then, once you have mastered the subject-specific aims you should start to address some of the broader aims.

Learning across the curriculum

In England all subjects in the National Curriculum are required to promote learning across the curriculum by contributing to *spiritual, moral, social, cultural* and *citizenship* elements of the curriculum, plus *health education, key skills* and *thinking skills*. PE is also expected to contribute to the use of information and communications technology (ICT) across the curriculum. This is covered in Chapter 14. The role of PE in these cross-curricular elements is considered below.

Spiritual, moral, social, cultural and citizenship elements

These elements of the curriculum are considered to be important cross-curricular aspects in England. Although citizenship is identified separately to the other four, the Crick Report (QCA/DfEE, 1998) outlined the key aspects of citizenship as: understanding social and moral responsibility; becoming involved in the community; and developing political literacy. Thus, there is an overlap between citizenship and spiritual, moral, social and cultural elements. How schools promote spiritual, moral, social, cultural and citizenship elements of the curriculum varies within and between subjects, as schools can exercise a degree of autonomy in relation to their provision (SCAA, 1995). For example, in relation to spiritual development the mission statement, school ethos, values and practice of collective worship in a large, multicultural inner-city school are likely to differ from those of a small, single-culture rural school. Each should reflect their 'specific spiritual visions of the ultimate meaning and purpose of life in general and of education in particular' (Dillon and Maguire, 2001: 245) in relation to the needs of their particular cohort of pupils. Table 15.1 gives examples of how PE might contribute to cross-curricular elements.

PE is often identified as an ideal medium for developing desirable moral and social behaviour (see also Chapter 2). Among the many perspectives on this issue is the view that through playing games pupils learn to be honest, unselfish and cooperative. An alternative view is that unless a person is honest, unselfish and cooperative that person cannot be involved satisfactorily in playing a game. Whichever view you hold, it is unlikely that pupils will become 'more morally and socially aware' simply by playing games or being involved in PE.

In working to achieve spiritual, moral, social, cultural and citizenship aims and outcomes in PE, you are helped and hindered by situations the pupils encounter elsewhere. You are, for example, helped by the code of practice that is expressed in the school aims/rules and is hopefully evident in every aspect of school life. You are, for example, helped by the code of practice that is expressed in the school aims/rules

Table 15.1 Characteristics of spiritual, moral, social, cultural and citizenship elements of the curriculum and how PE might contribute

<i>Key characteristics (adapted from DfEE/QCA, 1999a) and the contribution of PE to development of the element</i>	<i>Examples of approaches that may be taken in PE by the teacher to help develop specific attributes</i>
For each element add other ways in which PE can be used to promote this element	Add teaching approaches to achieve attributes included in the left-hand column as well as for those attributes you have added yourself
<p>Spiritual development promotes the development of such factors as positive self-esteem and emotional well-being, and an awareness of self in a wider context. PE helps pupils to:</p> <ol style="list-style-type: none">1 Develop confidence and competence in setting personal targets for achievement and progress, and raise self-esteem.2 Deal with both success and failure and the emotions these produce.3 Recognise strengths and weaknesses of self and peers.4 Share and celebrate own success and that of others.5 Make constructive, positive comments in the use of peer- and self-assessment.6 In OAA to pit themselves against the elements and see themselves in the wider scheme of things.	<ol style="list-style-type: none">1 Set achievable targets for pupils. Encourage pupils to recognise their strengths and areas in which they have improved.2 Encourage pupils to support each other in recognising effort, improvement and ability.
<p>Moral development promotes behaviour that is fair and honest and is the outcome of pupils having formulated acceptable ethical principles or moral rules. This involves pupils developing the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. PE helps pupils to:</p> <ol style="list-style-type: none">1 Apply rules and conventions to different games' activities and recognise that there are consequences for not adhering to rules (penalties for infringements) or using fair play.	<ol style="list-style-type: none">1 Discuss with pupils why a rule is necessary. Praise pupils for following rules.

<ol style="list-style-type: none"> 2 Accept responsibility for own mistakes and not to blame others (team members, umpire/referee). 3 Recognise the difficulty of making decisions by taking on the role of umpire/referee. 4 Acknowledge skill and good play from members of own and other teams. 5 Develop positive sporting behaviour and become a positive spectator. 6 Lose gracefully and win modestly. 	<p>Social development promotes the development of skills/attributes such as tolerance, cooperation, adaptability and communication. PE helps pupils to:</p> <ol style="list-style-type: none"> 1 Recognise the importance of cooperation, collaboration, trust and shared responsibility for effective team/group work in such areas as problem solving in OAA, relays in athletics, tactical play in games, unison and canon in dance work. 2 Appreciate the social importance of physical activity, sport and dance. 3 Develop loyalty and teamwork. 4 Carry out tasks that involve responsibility. 5 Appreciate the importance of personal commitment. 	<p>Cultural development promotes equal opportunity and avoids discrimination, prejudice and stereotyping; it develops an awareness of own beliefs and cultures and how these influence societies. PE helps pupils to:</p> <ol style="list-style-type: none"> 1 Recognise that the culture of schools/society is expressed through participating in different activities (e.g. dance) and within specific games (e.g. rugby, tennis, cricket, football).
<ol style="list-style-type: none"> 2 On losing a game ask each member of a losing team to speak to a member of the winning team to congratulate them on being successful and say what they did particularly well. 3 Plan situations for all pupils to experience umpiring/refereeing. 	<ol style="list-style-type: none"> 1 Ensure that all members of a team are involved in a game and that all the team players share and discuss one another's experiences. 2 Set pupils tasks to find extracts from newspapers (e.g. issues related to promoting healthy active lifestyles). 3 Use an approach to teaching (e.g. sport education) which involves working in teams in both playing and non-playing roles. 4 Take responsibility for organising practices and events, assume leadership roles and engage in reciprocal teaching. 	<ol style="list-style-type: none"> 1 Set a challenge to conduct a web search or library search to look at the history of an activity/sport and find out the current levels of participation in this country or worldwide.

Table 15.1 continued

<i>Key characteristics (adapted from DFEE/QCA, 1999a) and the contribution of PE to development of the element</i>		<i>Examples of approaches that may be taken in PE by the teacher to help develop specific attributes</i>
<ul style="list-style-type: none">2 Understand how and why different traditions have been developed.3 Understand rituals and traditions before representative games such as the New Zealand performance of ritual dance before a rugby game.4 Question why certain countries excel in particular sports/games and physical activities.5 Encounter and be sensitive to attitudes of prejudice.6 Be aware of and understand the gender divide in participation in PE activities such as dance for boys and football for girls.	<ul style="list-style-type: none">2 Explore dances from different cultures.6 Carry out an audit over a week of the number of hours given to each sport on TV. Note the balance between male and female sports and team and individual activities.	
<p>Citizenship involves pupils acquiring knowledge, skills and understanding about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding; the importance of resolving conflict fairly; the significance of the media in society; topical political, spiritual, moral, social and cultural issues. PE helps pupils to:</p> <ul style="list-style-type: none">1 Exercise self-control and promote sportsmanlike behaviour.2 Emulate positive role models.3 Appreciate personal competence as a performer; take more responsibility for own learning; develop the knowledge, skills and understanding to make informed judgements about appropriate and inappropriate PE practice for self and others.4 Be aware of the benefits derived from membership and affiliation, and of working collaboratively as a group.5 Understand the benefits to society of a fit and healthy population.		<ul style="list-style-type: none">1 As a teacher always praise examples of self-control and sporting behaviour.2 Set homework for pupils to identify and justify a selected role model. Share these suggestions and consider whether there are any disadvantages of having a role model.5 Conduct a search in the press over a two-week period to gather articles on the health of the UK population.

and is hopefully evident in every aspect of school life. You are not helped by the examples of undesirable behaviour displayed by sportspeople in the media. It is no easy job to prevail upon youngsters to follow *your* code of practice and not that exhibited by a sporting hero.

The development of cross-curricular elements of the curriculum, as with PE-specific elements, does not happen by chance. All PE teachers and PE departments must think about how best these elements can be addressed throughout the PE curriculum in the school and plan for their development in lessons. You first need to understand what these elements are. Then you must take steps to highlight whatever attribute you want to promote and tailor the lesson, the learning activities and the teacher/pupil interaction accordingly. Feedback is very important here (see also Chapter 9). If you want to promote cooperation, you need to use teaching strategies that require pupils to cooperate, being sure that you identify and praise examples of good practice and provide guidance where skills are lacking. In order to maximise pupils' spiritual, moral, social and cultural development and citizenship it is helpful to link as far as possible what you are doing in PE to what is being addressed in other curriculum subjects in personal and social education (PSE) or personal, social and health education (PSHE) and in citizenship education.

Task 15.1 How cross-curricular elements are incorporated into the PE curriculum

Look at current National Curriculum documents, including the National Curriculum for Physical Education (NCPE) document (DfEE/QCA, 1999b) and familiarise yourself with the requirements for spiritual, moral, social, cultural and citizenship elements. Also use the information in Table 15.1. Then identify what is written in school and PE department documentation in your school experience school. Discuss with your tutor how these cross-curricular elements are incorporated into the PE curriculum in your school experience school. Also, discuss how what is being done in PE links to what is being done in other subjects and/or in other lessons. Compare your findings with those of another student teacher in another school.

Task 15.2 Promoting desirable spiritual, moral, social, cultural and citizenship behaviour in PE

Throughout Table 15.1 you will find gaps in both columns 1 and 2. Using the completed sections as examples, identify in Column 1 for each element other contributions PE can make to the development of the element and, in Column 2, approaches that may be taken in PE to develop each specific attribute. Implement at least one of these approaches, as appropriate, in a lesson. Evaluate how it worked and use your evaluation to plan how you are going to incorporate such elements in future lessons.

Hellison (1996, cited in Siedentop and Tannehill, 2000: 80) developed the Teaching Personal and Social Responsibility (TPSR) model to provide a progression of goals through which pupils move towards becoming fully responsible citizens of the PE class and to extend those behaviours and values outside the class:

- *Goal 1:* respect for the rights and feelings of others; maintaining self-control; respecting everyone's right to be included; respecting everyone's right to a peaceful resolution of conflicts.
- *Goal 2:* participation and effort; learning what effort means in different situations; being willing to try new things; developing an optimistic yet realistic sense of personal success.
- *Goal 3:* self-direction; staying on task independent of teacher supervision; developing a sound knowledge base; developing, implementing and evaluating personal plans; learning to work for deferred consequences.
- *Goal 4:* caring: sensitivity and responsiveness to the well-being of others; learning appropriate interpersonal skills; helping others without prompting or external rewards; contributing to the good of the group; being sensitive about other students and expressing that appropriately.
- *Goal 5:* generalising outcomes; responsibility outside PE; working on these goals in the classroom, in the playground and at home.

You might want to consider how such a model can contribute to teaching and learning in PE.

Task 15.3 Using the TPSR model in teaching PE

Select one goal from Hellison's TPSR model (above). Identify learning outcomes for an area of activity you plan to teach that will enable pupils to achieve one aspect of the goal. Discuss this with your tutor, modify where necessary and include these learning outcomes when you teach lessons (or lesson episodes) in the activity. Evaluate whether all pupils achieved each aspect of the goal and use this information to inform your future planning.

Health education

The major means by which most young people are initiated into physical activity is school curriculum PE. This is the only compulsory physical activity in which young people are required to participate. Although several subjects – including biology and PSHE – can contribute to pupils' knowledge and understanding of the

importance of exercise in maintaining health and in appreciating the importance of participation in physical activity throughout life, PE is the only subject in which participation in physical activity can be used to promote positive attitudes towards active and healthy lifestyles.

However, the time for PE in schools is limited and is not enough for young people to experience the benefits of participation in physical activity. Therefore, if health benefits are to accrue from PE, it is necessary that young people participate in physical activity beyond the PE curriculum. The impact of curriculum PE is therefore very important in enabling young people to develop the skills and confidence to participate in physical activity, and moreover in determining attitudes and motivation towards participation in physical activity outside school and post-school.

In order to achieve this aim, young people have to be motivated to participate outside school and post-school. It is therefore important that the experience of young people of PE enables them to:

- develop knowledge and understanding of the importance of exercise in maintaining health and the importance of participation in physical activity throughout life;
- develop the skills and confidence to participate;
- enjoy participation in order to make positive choices about engaging in physical activity outside school and post-school.

Thus, PE plays a crucial role in promoting positive attitudes towards active and healthy lifestyles and in enabling young people to make choices about how to get involved in lifelong physical activity. Indeed, in England ‘knowledge and understanding of fitness and health’ is one of the four strands of the programme of study for PE at each key stage of the NCPE (DfEE/QCA, 1999b). Therefore, it is essential that PE takes a lead and is centrally involved in any whole-school policy or programme on health education, both in contributing to the wider school promotion of health education and drawing on what other subjects contribute to the development of health-related aspects featured in the PE curriculum.

Many subjects, including PE, complement and reinforce topics that pupils are introduced to within the framework for PSHE – for example, at Key Stage 4, ‘to think about the alternatives and long- and short-term consequences when making decisions about personal health’ (DfEE/QCA, 1999a, 2a: 192). As with other cross-curricular aspects of the curriculum, being mindful of topics that the pupils you teach are studying within their PSHE and other lessons, such as bullying, drugs/alcohol, sex and relationship education and building upon these through association within your PE teaching (such as the effect of drugs on performance and the implications of using drugs at international competitions and Olympic games) should provide pupils with enriched cross-curricular experiences to enhance their learning. Schools working towards the National Healthy School Standard (NHSS) (DfEE/DoH, 1999), should actively be promoting a whole-school approach to physical activity, since it is one of ten specific themes against which achievement of the standard is assessed.

Task 15.4 Promoting health-related aspects of the curriculum

Add other attributes that can be developed in the health-related aspects of PE, both exercise-related and aspects which PE supports (e.g. bullying etc.). For each attribute listed below and others you can identify, suggest approaches you can use in PE to develop them.

Attribute of PE	Possible teacher approaches
How to prepare for specific activities	Lead preparation tasks in a range of activities, explaining their appropriateness to the particular activity. Set pupils the challenge of designing preparation tasks and discuss these fully with the class.
How to recover from specific activities	Adopt a similar approach to that suggested above.
How different types of activity affect specific aspects of fitness	
The benefits of regular exercise and good hygiene	
How to get involved in activities outside PE that are good for personal and social health and well-being	
Aspects in which PE can support the work being carried out in other areas of the curriculum	Possible teacher approaches
Diet	Include a discussion of appropriate diet when starting a new activity
Use of drugs	Set up a debate on the use of drugs in sport

Use of alcohol	
Bullying	
Implement at least one of these approaches, as appropriate, in a lesson next week	

Key skills and thinking skills

All subjects in the curriculum are expected to make a contribution to key skills (identified as: communication; application of number; information technology; working with others; improving own learning and performance; problem solving) and thinking skills (identified in England as: information processing skills; reasoning skills; enquiry skills; creative thinking skills; evaluation skills). Chapter 14 covers ICT in PE.

There is no doubt that PE can contribute to pupil mastery of all these skills. Some skills can, and should, become part of almost all aspects of PE, such as the key skill ‘improving own learning and performance’, and the thinking skill ‘evaluation’. Other skills can readily be fostered in certain areas of activity, such as ‘enquiry’ in OAA, and ‘creative thinking’ in the context of teaching approaches often used in the development of compositions and sequences in dance and gymnastics.

However, planning and teaching must take into account the development of these skills. As with all other aspects of the curriculum, unless an intention to foster a skill has been identified clearly and addressed in planning and in teaching and learning activities it is unlikely that we will fulfil our potential to make this wider contribution to pupil education and development.

Tables 15.2 and 15.3 give suggestions and examples as to the nature of skills, appropriate planning and teaching and possible contexts to enhance key skills and thinking skills in PE.

Task 15.5 Introducing key skills and thinking skills

Complete the blank elements of Tables 15.2 and 15.3 in collaboration with another student teacher.

Include the promotion of a key skill as a learning outcome of one lesson and identify a thinking skill as an outcome of another lesson. In both cases discuss the planning and teaching of the lesson, including identifying learning activities, with your tutor and ask him or her to observe each lesson to evaluate how successful you have been.

Table 15.2 Key skills in the National Curriculum and how these may be promoted in PE

<i>Key skill</i>	<i>Examples</i>	<i>Examples of planning to promote the skill</i>	<i>Examples of teaching to promote the skill</i>	<i>Examples of contexts in which the skill could be fostered in PE</i>
Communication	Speaking, listening, expressing an opinion, debating, discussing, writing, forms of non-verbal communication	Plan pair/group work, peer teaching, plan to cover work needing discussion and debate	Set an example with teacher and whole-class discussion, be a good listener, give pupils time to communicate, give feedback praising good communication and help those less confident in this area	Any pair/group work e.g. in building dance compositions, gymnastics sequences, team plans in games, and in solving group challenges in OAA
Application of number	Collecting and analysing data, measuring, calculating, aspects of map-reading	Plan situations in which responsibility for e.g. timing/calculating is devolved to pupils, prepare all equipment needed e.g. pencils, paper, stopwatches	Spend time discussing the data collected and its analysis with pupils, require a 'rerun' if calculations inaccurate, praise good analysis, help those less confident in this area	Athletics e.g. timing, OAA e.g. orienteering, games e.g. tactical analysis, aspects of physiology or biomechanics in A level.
IT			See Task 15.5	
Working with others			See Task 15.5	
Improving own learning and performance	Evaluating, making judgements, target setting, practising, persevering, recognising improvement	Plan individual and small group work, identify clear criteria for progress, devolve responsibility for evaluation to pupils, plan pupils' time to practise	Recognise and praise application, effort and improvement however small, encourage pupils to set own targets, respond to pupils as individuals	All areas of activity: learning new motor skills or team roles, perfecting a motor skill or composition
Problem solving	Reasoning, divergent thinking, using imagination, creativity, applying principles, breaking problem down into component parts, using a variety of approaches to solve a problem	Plan open-ended challenges for pupils to devise own solutions, ensure pupils have the necessary knowledge and vocabulary as a basis for solving the problem	Communicate the nature of the problem and the task clearly, avoid too large a task/too much freedom, stand back to allow pupil response, reward imagination and resolution of the problem, support the more tentative	Individual or group work, OAA challenges, dance compositions, gymnastics sequences, teamwork strategies in games

Table 15.3 Thinking skills in the National Curriculum and how these may be promoted in PE

<i>Thinking skill</i>	<i>Examples</i>	<i>Examples of planning to promote the skill</i>	<i>Examples of teaching to promote the skill</i>	<i>Examples of contexts in which the skill could be fostered in PE</i>
Information processing skills	Finding, collecting and collating data, comparing and contrasting, grasping whole/part relationships	Plan episodes when pupils collect and collate data, set tasks requiring pupils to compare and contrast information	Give time for pupils to gather and use data, praise accurate collection and computation, discuss the nature of these processes in understanding aspects of performance	Athletics, OAA, research for a dance composition, tasks to gather data in GCSE and A level
Reasoning skills	Justifying, giving reasons, explaining cause and effect relationships, basing decisions on sound information, expressing opinions	Plan situations in which there is teacher/pupil dialogue in respect of discussing cause/effect, set tasks for pupils to work together to 'work out' reasons	Set an example through patient, inclusive discussion with class, allow pupils opportunity to express an opinion, praise pupils brave enough to offer ideas	Dance (discussing compositional ideas to fall in line with a required framework), health related exercise, devising tactics in games
Enquiry skills	Questioning, posing and defining problems, planning how to collect information, experimenting with different approaches	Plan tasks/situations requiring pupils to confront problems and devise approaches to resolve these	Encourage trial and error, discuss pupil ideas, redirect pupil approaches as needed, praise well thought through planning and gathering of data	Any area of activity in which discovery and exploration can be implemented e.g. OAA
Creative thinking skills		See Task 15.5		
Evaluation skills	Making judgements, evaluating information and outcomes, comparing and contrasting models, developing criteria, setting personal targets	Plan time for pupil evaluation, provide criteria, set task for pupils to create criteria	Discuss pupil judgements, praise considered opinions and realistic analyses, use examples of sound evaluation, support the less confident in this area	Individual work and group work in all areas of activity

The first part of this chapter has looked at the role of PE in supporting the broader aims of the school and, in England, the National Curriculum, plus how in PE you need to promote these cross-curricular elements. The next part of the chapter considers other aspects of the relationship between PE and the wider school and outside community.

RELATIONSHIPS BETWEEN PE, THE WIDER SCHOOL AND OUTSIDE COMMUNITIES

The PE department is not a self-contained and self-sufficient entity as it may once have been in some schools 10–15 years ago. The responsibility of defining the aims, the curriculum and the timetable does not lie solely in the hands of the PE department. In very few situations does the PE department have staff, facilities and finance to achieve its aims solely from its own resources. Thus, PE teachers are required to work closely with a number of other groups both within and beyond the school.

The PE department liaises closely with all other departments in the school to work towards, for example, cross-curricular aspects of the curriculum (see above), government targets, the whole-school development plan, continuing professional development (CPD) of teachers and even marketing of the school. League tables influence a range of decisions that impact on all subjects and the wishes of governors and the voices of parents all have to be taken into account. As the PE department needs to support the development of the whole school and work with other departments to this end, it needs to be proactive to ensure that the aims and needs of the subject are honoured when whole school policy is being developed. While this is the responsibility of the head of department, articulate support from the whole department is essential.

In addition there is a great deal of development taking place to ensure that PE departments are working in partnership with other agencies outside the school that offer young people opportunities to take part in physical activity both at competitive and recreational levels. The School Sport Coordinator programme is designed to achieve these ends and personnel are in place to organise this liaison (see Chapter 16). Inside or outside the School Sports Coordinator programme, PE teachers need to work with people in other schools and also with others outside school – for example, local sports development officers, sports coaches, dance animateurs and those running leisure centres and sports clubs. All of these are working in the interests of promoting participation for all pupils in many forms of physical activity, including health-related aspects of the curriculum (see above). Their enthusiasm, skills, time and facilities are an invaluable asset. However, it is the responsibility of the PE department to ensure that a broad, balanced and relevant curriculum is provided that is wholly inclusive for all pupils, whatever their level of interest or expertise in PE. Chapter 3 looks at planning for the long, medium and short term.

The PE teacher may also experience pressure from bodies outside education to steer the curriculum in a particular direction. These bodies are acutely aware of the potential PE has to realise a wide range of broad educational goals, be they in the medical, social or sporting fields. While the aims of the NCPE are spelled out clearly (see Chapter 2), as are the strands and the areas of activity to be covered, there is still considerable leeway in relation to the exact nature of the curriculum and the specific

focus of the work. As a PE teacher you may receive offers of money or support to stress particular aspects of the subject, such as health-related fitness, or particular activities, such as rugby. Whatever offers are made and however attractive they may seem to senior staff in the school, the same principle holds as mentioned above. You are the guardian of the curricular experience of the pupils and the decision about how this time is best spent should be yours. Where outside help assists you in achieving your aims there is little problem; however, if offers threaten to distort the work in favour of a particular group of pupils or one aim at the expense of other aims, you need to stand firm to your principles, maybe proposing other ways to use the expertise offered. Offers of support and opportunities proposed should always be looked at in the context of the aims of the PE department and against the backdrop of the NCPE (see also Chapter 2).

It is therefore important that you are able to articulate aims and justifications for the subject (see Chapter 2). You need to be clear about what you are trying to achieve in PE and therefore about the aims of the subject. You need to be able to reflect critically on these and decide what to include and what not to include in the curriculum and how you are going to teach that curriculum (see Chapter 3).

Neither groups having an interest in influencing the direction of PE or personnel with an interest in playing a part in the delivery of the curriculum need necessarily be a threat, and both can offer valuable opportunities for pupils. Seldom before has there been such widespread interest in PE, nor have there been so many willing, capable hands available to help. Keeping in mind the cautionary advice given so far about keeping control over the PE curriculum, it is essential that you do not isolate yourself in the PE department from the rest of the school and from other organisations. You need to be acutely aware of opportunities and threats, and be ready to take appropriate, quick action. This could, for example, involve you submitting a claim for involvement in an exciting project or alternatively lobbying for support to oppose a development disadvantageous to PE.

All this means that you need skills beyond those directly related to teaching, including political skills such as tact, diplomacy and astute observation, powers of persuasion and networking skills.

Task 15.6 Principal influences on the PE curriculum

Using the aims of the PE department in your school experience school, consider who might have influenced their identification. How many reflect aims of the NCPE? How many pick up whole-school aims? Compare your school's PE aims with those from another school identified by another student teacher. Discuss why there are similarities and differences. Keep this material in your professional development portfolio for later reference.

We now consider one aspect of your work that may or may not involve other organisations or groups, but which is integral to your wider role as a PE teacher.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are designed to extend the curriculum of schools and have always been a particularly important part of PE programmes. You only have to look at the history of PE in the UK to understand their importance. PE teachers have played a central role in the provision of school extra-curricular programmes, particularly promoting physical activity and sport beyond that provided in the curriculum.

However, it is important for you to recognise that what is offered in extra-curricular activities is also influenced by the current context in which schools are working and hence by school management. In a climate of market-led education policies, with open competition by schools for pupils, one marketing strategy can be to publicise the success of school teams. Further, government initiatives to increase the performance of elite sportspeople in order to improve the performance of our national teams has led to a focus on participation and opportunities for elite performers, and consequently to a focus (in at least some schools) on sports teams and their performance (see e.g. DNH, 1995; Sport England, 2000; Warburton, 2001).

Indeed, the government has stated that all young people are entitled to at least two hours of high-quality PE and school sport each week (DCMS, 2002a). The PE, school sport and club links initiative includes eight programmes: specialist sports colleges; school sports coordinators (see Chapter 16); gifted and talented; Qualifications and Curriculum Authority (QCA) PE and school sport investigation; step into sport; professional development; school/club links; swimming (see DfES/DCMS, 2002).

A joint DfES and Department for Culture, Media and Sport (DCMS) public service agreement target is to increase the percentage of school pupils in England who spend a minimum of two hours each week on high-quality PE and school sport within and outside the curriculum to 75 per cent by 2006 and to enhance the take up of sporting opportunities by 5–16-year-olds. This is one criterion against which schools are assessed in their application for the National Healthy School Standard (DfES/DoH, 1999). Extra-curricular activities are an integral part of that provision. Further, they can help to promote involvement in activity when pupils leave school. Although extra-curricular activities are optional, the more pupils can be encouraged to participate, the more likely they are to continue to participate once they leave school.

As a student teacher you will probably be asked to help with extra-curricular activities in your school experience schools. This is an opportunity you should embrace. We encourage you to ask if you can help with extra-curricular activities while you are in the school. Your role will change according to your expertise in the activity in which you are helping. If the activity is a particular strength of yours you might want to undertake some coaching, whereas if it is an area in which you need to learn, you are likely to undertake a support role. We advise that, whatever your experience, you only *help* with extra-curricular activities and do not take responsibility for any activities yourself while in the school, because you need to be careful about the amount you take on and because of the legal implications of you not being qualified as a teacher. You are going to be tired at the end of a school day and are going to have lesson evaluation and preparation to do for your classes the next day. Do not take on too many extra-curricular activities which leave you too tired or without enough time to prepare adequately for your lessons.

As well as helping with the activity, take the opportunity to think about the role of extra-curricular activities in schools in preparation for your first teaching post. This will help you in preparing for an interview and selecting a suitable school (see Chapter 18 and Unit 8.1 in Capel *et al.* 2001) as well as in taking extra-curricular activities in your first post.

Task 15.7 Extra-curricular activities in your school experience school

Write a list of all extra-curricular activities in your school experience school. How many of these are physical activities and sports? When are these offered? What is the purpose of each of these – participation for all or competition? Who they are open to (e.g. to all, to team members?) Now find out who participates in what. What percentage of pupils participate? Do the same pupils participate in a number of activities? Are the same pupils in a number of school teams? Do some pupils participate in individual activities or clubs which they can attend when they like? Do some pupils participate in recreational or social activities and some in team or competitive activities? Are these the same for boys and girls?

Interview some of the pupils who participate to see why they do so. Interview some pupils who do not participate in extra-curricular activities to find out why not and what might encourage them to participate. What would you do to encourage them?

Compare your findings with those of another student teacher who has undertaken the same task in a different school. Record these in your professional development portfolio to reflect on as you develop as a teacher.

There are many factors which influence what is offered within an extra-curricular programme. These include the PE teacher's own interests and strengths. Practice varies greatly but PE teachers may coach one or more school teams and/or offer one or more activities open to all pupils, possibly activities taught within the curriculum and/or in which they are interested (see also Chapter 3).

In many schools PE teachers take account of pupils' needs and interests in determining what to offer. They have, for example, recognised that:

- it may be difficult for pupils to participate in extra-curricular activities after school because they have to catch a school bus home, or on Saturdays because they have to work – therefore they offer activities at lunchtime or before school;
- pupils studying for GCSE may want to participate in activities in which they do not have a commitment to team-mates every week, so that if the demands of their GCSEs are too great at any one time they can take a week off;

- pupils like individual activities in which they have the flexibility to come and go as they please;
- interests of pupils change over time – it may be of interest to note that trends since the 1980s towards increased levels of participation in sport and physical activity among young people and adults have predominantly been in non-competitive, leisure-orientated sports and physical activities, such as aerobics/keep fit, cycling, swimming and walking; the sole exception among team sports is football (see Sport England 2001 for further details);
- skilled pupils who play in school teams have plenty of opportunity to participate as they may also play for clubs, the county or at higher levels outside school; however, for less skilled performers the opportunities for participation outside school are much more limited and so some PE teachers focus on providing extra-curricular activities for the latter group.

Task 15.8 Pupils' participation in extra-curricular activities

Using the information you collected in Task 15.7, select two or three extra-curricular activities offered by PE teachers in your school experience school, at least one of which is open to all and one which is for competitive purposes. Ask the teacher if you can go along to the activities. When you are there, ask some of the pupils why they go to the activity, what they like about it, what other activities they go to and why. Consider these responses in light of what you consider to be the purposes of an extra-curricular programme. Record this information in your professional development portfolio.

Task 15.9 Role and focus of extra-curricular activities

There is continuing discussion about the role and focus of extra-curricular provision in schools. What are your views? What answers would you give to the following questions:

- What should extra-curricular provision provide – competition for some or involvement for as many pupils as possible?
- Should the promotion of teams and the winning of trophies predominate or should activities be provided to promote opportunity and activity for all with a view to promoting lifelong participation in physical activity?

Take the time to reflect on these questions and discuss your views with other student teachers to help you clarify what the role of extra-curricular activities should be.

PE teachers cannot provide all opportunities for pupils to spend a minimum of two hours each week on high-quality PE and school sport. One way of providing additional opportunities is for other personnel to be brought in to run extra-curricular activities. Expertise that may be called upon can be found in local authorities, among personnel involved in the Sports Council National Junior Sports Programme, from governing bodies who employ sports development officers and from qualified coaches in local clubs. Individuals from these agencies bring with them specific sport/activity expertise together with the most up-to-date knowledge of every aspect of the activity. They also provide invaluable links between physical activity in school and that in the local community. Among the contributions they can make are, for example, to provide high-level work for able pupils and to enable a wider range of extra-curricular activities to be available for all (they could also provide a broader range of activities in curriculum time). These contributions can be arranged as one-off taster sessions or on a regular basis over a number of weeks. Some of these people will not have qualified teacher status. There is a programme for adults other than teachers (AOTTs), called the Physical Education Awareness Course, which is designed to help such staff gain relevant skills. This is available through local education authorities. The course provides AOTTs with an insight into PE through an introduction to the NCPE and key issues in the subject. It provides AOTTs with guidance and further developmental opportunities such as access to national governing body qualifications and coaching for teachers courses. See Bristowe and Cooke (2002) for further information.

Additional opportunities may also be provided within the community itself – for example, classes at the local leisure centre or junior clubs. Therefore, PE teachers need to develop links with the community to extend the range of opportunities available to pupils.

SUMMARY

This chapter has looked at aspects of your work which extend beyond that related directly to delivering the PE curriculum. Three specific aspects of that work have been considered: your role and the role of PE in achieving broader educational aims and hence in whole curriculum delivery; the relationship of the PE teacher and the PE department to other organisations, both for work in curriculum and in extra-curricular time; and finally the role of extra-curricular activities. This should enable you to see beyond your immediate work in developing your teaching skills to become an effective teacher to the broader skills you need as a PE teacher.

One type of extra-curricular activity designed to extend pupils' experience is day visits and residential field work. The Appendix to this book looks at what you need to consider to plan these in relation to PE.

FURTHER READING

Bailey, R. (2001) *Teaching Physical Education: A Handbook for Primary and Secondary Teachers*, London: Kogan Page. Chapter 10 reviews historical aspects of the values and citizenship

debate in PE, introduces recent guidance on citizenship education, and discusses some approaches to delivering values and citizenship education through PE.

Bigger, S. and Brown, E. (eds) (1999) *Spiritual, Moral, Social and Cultural Education: Exploring Values in the Curriculum*, London: David Fulton. An in-depth text that discusses SMSC. In part one, across the whole curriculum, and in part two, within each subject in the National Curriculum. Chapter 14 relates specifically to PE.

Dillon, J. and Maguire, M. (eds) (2001) *Becoming a Teacher: Issues in Secondary Teaching*, second edition, Buckingham: Open University Press. Part 4 examines in some depth 'Citizenship: what does it mean to be a good citizen?' Spiritual education and healthy schools are also discussed.

Noble, C. and Hofman, G. (2002) *The PSHCE Co-ordinator's Handbook for Key Stages One to Four*, London: RoutledgeFalmer. A useful and resourceful text which includes a wealth of material designed for teaching Personal, Social, Health and Citizenship Education (PSHCE) in the National Curriculum.

Laker, A. (2000) *Boundaries of Physical Education: Educating Young People for Citizenship and Social Responsibility*, London: RoutledgeFalmer. This book addresses the contribution that PE can make to cross-curricular elements such as citizenship and to the complete development of the individual.

Useful websites

Citizenship Foundation: www.citfolu.org.uk

Common Purpose: www.citizensconnection.net

16 From School to Community: PE Beyond the Classroom

Patricia Shenton and Nicky Hepworth

INTRODUCTION

If the aims of PE include, for example, for pupils to discover their own aptitudes and preferences for different activities; to make informed decisions about the importance of exercise in their lives; and to develop positive attitudes to participation in physical activity (QCA, 2000c), then it is important that, as a PE teacher, you understand the context of PE as it affects young peoples' lives in the school and in the community and that you are prepared to respond to the initiatives made by different education, sports and dance organisations. It is also important that you recognise the need for a changing role for PE teachers to embrace a vision of PE and sport/dance from 5 to 16/19 in school and in the community.

The first part of the chapter focuses on the past and present – 1993–2004, while the second part reflects on the changing role of the PE teacher as it evolved during the period. The third part investigates the potential of primary and secondary partnerships in action and the fourth part reflects on the governments PE and school sport strategy, in particular the Sports Colleges and the School Sport Coordinator programme. The final part of the chapter focuses on the infrastructure to support future potential workforce in physical education and youth sport.

As you read the chapter, reflect on the potential, the issues and the challenges that have emerged during the last ten years and how these can facilitate developments during the next decade.

OBJECTIVES

At the end of this chapter you should:

- understand the context of PE embracing both school and community;
- be aware of the additional role of a PE teacher as manager and coordinator of PE, sport and dance opportunities;
- know about a partnership in action model that could provide an integrated, progressive and continuous strategy for implementing lifelong participation in physical activity;
- know the overall aims of the UK government's sports strategy;
- reflect on the concept of school and community clusters in the context of sports colleges and the School Sport Coordinator programme in England and Wales;
- understand some of the potential and challenges for sports colleges and the School Sport Coordinator programme.

THE PAST AND PRESENT: 1993–2004

PE in school and the community today is a result of developments over a period of time. It is essential that as you prepare for the teaching profession you understand the context of PE as it affects young people's lives in the school and in the community, and that you are prepared to respond to the initiatives made by different education, sports and dance organisations. Below we look at some of these developments in relation to links with the community.

Developments between 1993 and 1997

One of the aims of PE identified in the National Curriculum for Physical Education (NCPE) was to 'teach pupils, through experience, to know about and value the benefits of participation in physical activity while at school and throughout life' (NCC, 1992, Section B1.1.1). To achieve this aim, PE teachers must be aware of the external forces that are influencing what we can offer young people, including what is available and how these developed, as well as of changes taking place:

The range of physical activities in which young people can participate is growing wider. Many opportunities to participate fall outside the physical education curriculum and many are provided outside the school. The range of agencies involved in providing such opportunities is expanding, including local leisure centres, sports and dance clubs, the youth service,

outdoor pursuits centres and organisations, special needs groups and many others. There is undoubtedly a need for much better co-ordination of all these activities between the different bodies involved. This is essential to ensure that young people are made aware of all the opportunities available and how to gain access to them. The development of partnerships can also ensure that the best use is made of all the available resources. This includes physical resources both in and out of school as well as the human resources of teachers, parents, coaches, youth workers and many others involved in providing young people with opportunities for physical activity.

(DES/WO, 1991: 49)

Such an aim was echoed throughout other publications during the early 1990s. For example: *Sport and Young People* (Sports Council, 1988); *Active Lifestyles: From School to Community* (Sports Council, 1991); *Physical Education for Ages 5 to 16* (DES/WO, 1991); *Champion Coaching: The Power of Partnership* (NCF, 1993); *Physical Education in the National Curriculum* (DES/WO, 1992); *Young People and Sport: Policy and Frameworks for Action* (Sports Council, 1993); *Why Physical Education?* (BCPE/Sports Council, 1994); *Sport: Raising the Game* (DNH, 1995); and *Setting the Scene* (DNH, 1996). These publications provide useful background material to inform current developments and initiatives in PE.

The challenge for the PE profession then and now is to create a system that guarantees coordinated progress of young people's PE experience through their own school and into the local community. It should be the PE teacher working in partnership with sport and dance personnel who manages and coordinates that system through school and community cluster networks. The following sections address the changing role of the PE teacher. They outline the critical elements and skills required in order to facilitate PE, sport and dance 5–16/19 in school and community clusters. These have become significant with the development of sports colleges and School Sport Coordinator programmes.

PE, school and community: developments from 1993–1997

PE is not confined to a school day. School provides the foundation for physical activity, sport and dance development experiences that go beyond the school premises. Partnerships between school and community provide the opportunity for a coordinated programme of physical activities that meet the needs of young people.

As student PE teachers you need to understand the similarities and differences between PE, sport and dance development if you are going to manage effectively 'continuous pathways of opportunity' for the benefit of all young people involved in physical activity, whatever their age or ability. To create continuous pathways of opportunity, you must follow a logical sequence of development as you draw up action plans for young people in your school-based careers. This pathway includes five stages.

First, you must understand the nature of PE as a foundation subject in the National Curriculum and its statutory entitlement for pupils aged 5–16. The headteacher and

governors are the custodians of the curriculum and PE teachers are responsible for delivering all aspects of the programme of study (PoS). This is the core experience from which other forms of physical activity can develop (Chapter 17 looks at the NCPE in more detail).

Second, you should explore PE as part of the whole-school curriculum: PE provides an excellent context for a range of cross-curricular elements such as health and safety, personal and social education, citizenship, sociocultural, environmental and aesthetic developments. Chapter 8 looks at safety and Chapter 15 looks at some of the broader educational aspects.

Third, each school should provide an extra-curricular programme, which gives pupils the opportunity to develop interests that began in the school day or to focus on new sport and dance activities (see Chapter 15). The extra-curricular programme is where partners from the community (e.g. youth sport managers, coaches, dance development officers and parents) can make significant contributions and support development in the next two stages:

Limitations on curriculum time and lack of appropriate facilities usually make it impossible for pupils to participate in a full range of team or individual sports during normal school hours. Consequently, the provision of extra-curricular sporting activities provided either by staff in the school or other agencies significantly increases the opportunities of both general participation in sport and the development of excellence.

(NCC, 1992, Section H1.1.3)

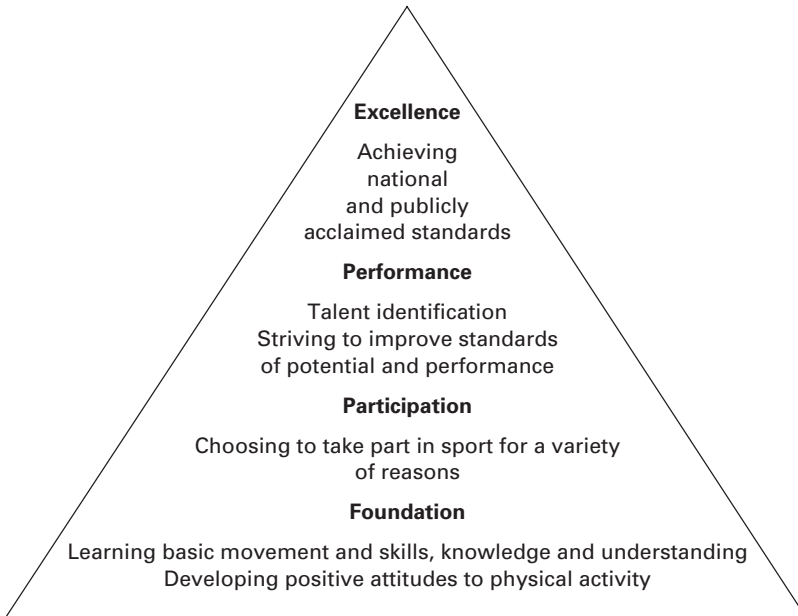
The fourth stage involves the recognition of each young person's individual potential by providing appropriate competitive experiences and performance related activities. They may choose to concentrate on a specific activity or to take part at a more intense level of performance. In any case,

Only a clearer local and regional mapping of what is on offer, and a better co-ordination of both information and provision will allow young people to find their way through the maze. Good schools make an effort to guide the pupils into further opportunity at their level of experience but not all schools feel that it is their prime function. If talent is to be nurtured and developed as fully as young athletes deserve, ways must be found to ensure that the transition is smooth and the path open.

(Office of Her Majesty's Chief Inspector of Schools,
1995, para. 80: 35)

The significance of the PE teacher's developing role emerges at the fifth stage. Schools which value the importance of sport and dance can build vital links with the community, thus opening up a whole spectrum of opportunities based on the foundation, participation, performance and excellence of activities in the sports development continuum (see Figure 16.1). Each stage is critical to the goal of providing opportunities for young people. Through quality controlled partnerships the 'seamless web and continuous opportunities' may be created:

Figure 16.1 The sports development continuum (adapted from Sports Council, 1993: 8)



Effective partnerships are dependent on good organisation and management. Where partnerships occur in the curriculum, the school should take the responsibility for ensuring that all those involved in teaching are aware of their different roles. While it may be beneficial for sport's leaders, coaches and dancers to assist during curriculum time, their role should be one of support not substitution for the teacher. The teacher must retain overall responsibility for planning, organisation and monitoring to ensure that pupils' physical activity is coherent, consistent, progressive and controlled.

(NCC, 1992, section H1.2)

THE CHANGING ROLE OF THE PE TEACHER 1993–1997

The role of many PE teachers widened as a result of these developments. Teachers undertaking these roles must consider not just how they manage but who and what they are managing. They must analyse not only the nature of the task but also the nature of themselves as human beings in an active environment; not just what they know but how they transmit that knowledge to young people (see 'subject knowledge' in Chapter 18). In some schools, headteachers and governors nominated a teacher to be responsible for all aspects of coordination (the sections below on sports colleges and on school sports coordinators outlines these roles in more detail). This approach helps to encourage:

- development of a full and varied extracurricular programme;
- provision of an environment for the development of excellence;
- use of the school's PE facilities by the local community;
- opportunities to generate income through the community use of school facilities.

(NCC, 1992, section H1.2.3)

You therefore need to be able to:

- audit and utilise the support and ever-growing expertise of a range of partners in delivering to young people the breadth and depth of opportunity that the NCPE demands (particularly the challenge and opportunities offered by Key Stage 4);
- coordinate and manage partnership in order to ensure a rich and varied diet of experiences for all young people whatever their ability;
- control the planning and delivery of the PE, sport and dance development programmes within the context of the school and its community cluster.

Thus, a new kind of 'PE teacher' developed – sometimes called 'a youth sport/dance coordinator'. This was the forerunner of school sports coordinators. Such teachers ensure that maximum use is made of all available physical and human resources, both in and out of school, so that young people, whatever their age or ability, can follow the right pathways and exit routes in foundation, participation, performance and excellence activities. It is likely that their specific role is to contribute to the interpretation and delivery of the NCPE alongside after-school sport and dance development for 5- to 16/19-year-olds. However, as part of a team of staff they use designated time to:

- establish a coherent and unified partnership action plan to manage school and community resources effectively so that they can network sport and dance programmes;
- provide leadership and become proactive sports and dance development managers of opportunity and facilitators for young people at all levels of ability;
- focus upon performance development and talent identification by contributing to the coach education programme;
- provide opportunities for young people to fulfil their creative and expressive needs through community dance development.

Wherever possible in your own initial teacher education (ITE) course you should seek opportunities to work alongside sport and dance personnel in the community. This experience puts you in touch with young people with a diversity of needs, including the disabled, the talented, economically and socially deprived individuals and whole communities.

In the early years of your teaching career you should see the development of your professional competence as embracing a wider role in the school and community. The need to be versatile and responsive to current and future trends in the social and political climate which offers PE to young people is crucial to your professional success.

An awareness of cross-curricular elements (see Chapter 15), as well as continuity and progression between the primary and secondary phases of education, will be part of your overall continuing professional development (see Chapter 18).

Task 16.1 From school to community

The audit is a critical first stage in any development as it assesses the strengths and gaps in provision within the school and community. As part of the process of becoming a sports college or engaging in the School Sport Coordinator programme, comprehensive audits have to be completed on which the development plans are based.

If possible, on your next school experience (or induction year in your first teaching post) carry out an audit of the school and its community and identify gaps in provision. The audit focus should be based upon pupils' needs. It should include the following:

PE curriculum

What is available to the pupils in terms of:

- The number of PE lessons per week? Are there two hours of PE each week at Key Stages 3 and 4? and at Key Stages 1 and 2 in the associate primary schools?
- Breadth and balance of activities across the key stages?
- Continuity and progression within each area of activity across the key stages?
- PE lessons that offer the opportunity to engage in the process of learning so that pupils can know and understand activities as well as develop their ability to perform?

Extra-curricular activity

What is available to pupils in terms of:

- The level of access – i.e. at foundation, participation, performance or excellence?
- The range of sports, games and dance activities?
- Gender differences in accessibility?
- Opportunities for the disabled?
- Opportunities to lead, coach, officiate?

School

What is available at the school in terms of:

- Equipment?
- Facilities?
- Teaching and coaching expertise?
- Training in coaching for teachers?
- Links already established with primary feeder schools, clubs, leisure and sports centres?

Community

What agencies exist within reach of the school's community?

- Local authorities and leisure services?
- Leisure/sports centres?
- Sports clubs?
- Dance organisations?
- Governing bodies of sport?

What personnel are available?

- Sport development officers?
- Youth sport managers?
- Dance workers/entrepreneurs?
- Coaches?

What are their roles and responsibilities? How can they help?

- How can they support teachers in delivering continuous, progressive quality experiences and opportunities in PE, sport and dance development?
- Are they available to work in the school?
- Do they provide equipment support services?
- What level of opportunity can they provide – performance and excellence?
- Is there an active sports development scheme, coaching for teachers or TOPS programme?
- What competitive systems/tournaments are available?

Do the local sports clubs have a:

- School link officer?
- Junior division?
- Coaching programme?
- System for access by disabled young people?
- Club Mark or working towards that accreditation?

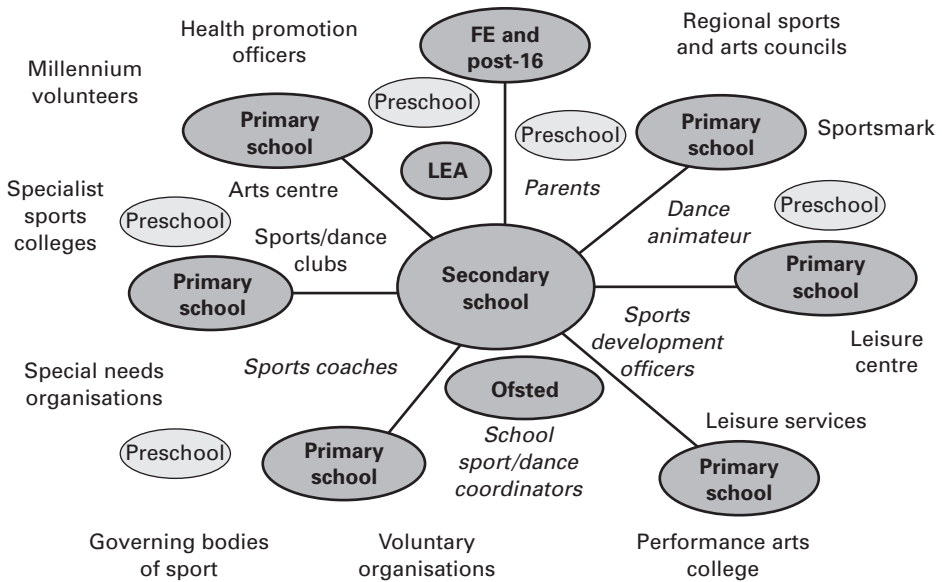
Does the local leisure/sports centre:

- Encourage juniors to attend?
- Provide concessionary rates?
- Provide extra facilities for the school?

PRIMARY AND SECONDARY PARTNERSHIPS IN ACTION

This section outlines the importance of partnership. Adaptations of this model have been utilised by sports colleges and School Sport Coordinator programmes.

Figure 16.2 sets out the networking process that can emerge over a period of time as more and more teachers develop expertise and skills in sport and dance development with the support of local, regional and national partners. It is a partnership in

Figure 16.2 Primary-secondary cluster development model (Shenton, 1997)

action model that could provide an integrated, progressive and continuous strategy for implementing lifelong participation in physical activity. Its effectiveness can now be seen emerging through the creation and development of sports colleges.

Partnership in action is about cooperation, mutual respect, understanding of each other's skills/expertise and enterprise to create structured pathways of opportunity for pupils through curriculum time, extra and the extended curriculum (Shenton, 1994: 17). It is based on the belief that continuity and progression between the key stages of the curriculum and consequently much stronger links between primary and secondary schools are of significant importance for the development of appropriate experiences for young people's quality of learning and quality of life. Each secondary school, along with its main primary feeder schools, defines its own geographical community boundary according to its needs. At the centre of this networking process is the PE teacher in the secondary school who can initiate and manage change and the transition process. The PE teacher can implement the five stages of access and opportunity that were identified earlier in this chapter, using other teachers and expert providers from the community.

In this way the teacher can coordinate the many initiatives and action plans that are currently in circulation, and which are emerging from a range of national organisations in sport and dance, and turn them into workable partnership ventures. For example:

- Arts Council (www.artscouncil.org.uk)
- British Sports Trust (www.bst.org.uk)
- Central Council for Physical Recreation (www.ccpr.org.uk)
- English Institute of Sport (www.eis2win.co.uk)
- Sports Coach UK (www.sportscoachuk.org)

- Sport England (www.sportengland.org)
- UK Sport Institute (www.uksport.gov.uk)
- Youth Sport Trust (www.youthsporttrust.org)

Task 16.2 Influence of national organisations on school and community developments

Make time to discover the roles and responsibilities of the national organisations listed above. Identify their main initiatives and development programmes and analyse their significance and impact upon young people. Use the literature in your library, the further reading at the end of this chapter, and the list of addresses at the end of the book to aid you. Store this information in your professional development portfolio.

By the time you have completed Task 16.2 and created a detailed file of national organisations and agencies in the community who are willing and able to support PE, sport and dance development for young people of school age, you should be aware of the scope of the PE teacher's task in coordinating and managing partners in extra and extended curricular and community based activities.

Since 1996, the Youth Sport Trust (YST) has developed a number of initiatives that have influenced the direction of PE and school sport, including the TOPS programme (see Haskins, 1997; Shenton, 1996; YST, 1996a, 1996b). The YST has been working with the Department for Education and Skills (DfES), since 1996 as the central coordinating body for the development of specialist sports colleges. This role has been extended since 2000 to incorporate the development of the School Sport Coordinator programme.

THE GOVERNMENT'S PE AND SPORT STRATEGY

Since 1997 there has been significant investment and development in PE and school sport promoted by the government's strategies for sport, in particular, *A Sporting Future for All* (DCMS, 2000); *The Government Plan for Sport* (DCMS, 2001b); and *Game Plan: A Strategy for Delivering Government's Sport and Physical Activity Objectives* (DCMS, 2002a). The vision of the changing role of the PE teacher and the concept of school and community clusters highlighted throughout this chapter has become of greater significance. The remaining part of this chapter focuses on the sports colleges and School Sport Coordinators programme initiatives.

The government has put in place a strategy for PE and school sport by developing an infrastructure of sports colleges and School Sport Coordinator programmes to achieve its target of increasing the numbers of young people (5–16 years) spending a minimum of two hours per week on high quality PE and school sport (DfES/DCMS,

2003). As a direct consequence of this aim it is hoped that there will be improved school to club links to increase the number of children continuing to participate in physical activity from childhood to adulthood. 'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing activities in line with their abilities' (DfES/DCMS, 2003: 3).

By 2005 the government aims to support 400 specialist sports colleges. By 2006 it is envisaged that there will be 400 School Sport Coordinator programmes that will include 3,200 school sport coordinators in secondary schools and 18,000 primary or special school link tutors. Additional funding has also been put in place to develop facilities to support opportunities in sport and to enhance the professional development of teachers and coaches in striving for the goal of high quality PE and school sport. The strategy supports the view that quality PE and school sport not only engages young people in physical activity but has the potential for a wider impact on social and health issues including the personal development of the individual (DCMS, 2002b; Hepworth, 1999; LJMU/Merseyside Sports Partnership, 2002).

Task 16.3 Documents related to PE and school sport

Read the following reports and write a short summary in your professional development portfolio about the focus of each document.

DCMS (2000) *A Sporting Future for All – the Government's Plan for Sport*, London: DCMS.

DCMS (2001) *The Government Plan for Sport*, London: DCMS.

DCMS (2002) *Game Plan: A Strategy for Delivering Government's Sport and Physical Activity Objectives*, London: DCMS.

DfES/DCMS (2003) *Learning through Physical Education and Sport: A Guide to the Physical Education, School Sport and Club Links Strategy*, Annesley, Notts: DfES.

Research the following websites and add to your notes any significant information about PE and school sport: www.dfes.gov.uk/pess, www.culture.gov.uk, www.youthsporttrust.co.uk, www.sportengland.co.uk.

Sports colleges

What are they?

Sports colleges are part of the specialist schools programme in England and Wales whereby schools can develop their individual ethos based on their chosen specialism, sport being one of the ten specialist areas. This does not mean that the curriculum consists entirely of sport! A maintained secondary school, if successful in their bid to

achieve specialist status, attains additional resources to build on the school's current strengths in PE and sport to create further opportunities in the school and local community and to share their good practice with other secondary and associate primary schools. The aim is that through PE and sport, aspirations and standards are raised within PE, but also across other subjects and in the broader areas of the curriculum.

Schools are expected to address the entitlement of two hours of 'high quality PE and school sport within and beyond the curriculum' (DfES, 2001d, para 3.48). Thus the school timetable and the out of hours learning programme must provide appropriate time to increase the range of opportunities in PE and school sport. This could involve, for example, altering the times of the school day, increasing PE time in the curriculum, collapsing the timetable to facilitate special sporting activities and increasing the out of hours provision before school, at lunchtimes and after school. In addition, provision should be made for adapting the curriculum to support the gifted and talented so that they can pursue their training and development as well as meeting their educational requirements.

Task 16.4 Issues about becoming a sports college

Discuss with another student teacher the two issues below, and record your answers in your professional development portfolio for future reference.

Why might a school want to become a specialist sports college? Think of at least three reasons why the school may want this specialist status.

Some of the reasons you think of may present potential issues once sports college status has been attained and the school endeavours to fulfil its goals. Record what these issues might be.

Since 1997 when the first sports colleges were announced there has been evidence of success with regard to the development of quality PE and increased opportunities in sport. There has been:

- additional funding which has enabled new resources, increased and improved facilities and a greater staff/pupil ratio in PE lessons;
- improved continuity and progression in PE between the primary and secondary school;
- the Nike/YST Girls in Sport Partnership's National Research Project (Institute of Youth Sport, 2000), where the issue of engaging girls in physical activity is addressed, thus reducing the incidence of girls dropping out of sport;
- masterclasses providing quality coaching for the gifted and talented.

There has also been evidence to suggest that there are areas for improvement in sports colleges:

- further understanding of the wider vision of the PE teacher through the concept of PE 5–16 school and community clusters through continuing professional development;
- improved pathways of opportunity from school to club;
- development of the process model of teaching PE with specific learning outcomes and delivery through a range of teaching strategies in all activity areas;
- further development of the community aspect of the sports college development plan.

(LJMU/Merseyside Sports Partnership, 2002)

Task 16.5 Evidence of the success of sports colleges

The following documents provide further insight into the success of sports colleges to date. Read them and make a list in your professional development portfolio of the successes and issues that these reports highlight.

Ofsted/YST (2000) *Sports Colleges – The First Two Years*, London: HMSO.

Ofsted (2001a) *Specialist Schools: An Evaluation of Progress*, London: HMSO.

YST (2002) *Best Practise in Sports Colleges: A Guide to School Improvement*, Loughborough: Youth Sport Trust.

Becoming a sports college

A potential sports college must complete a comprehensive audit (see Task 16.1) of their strengths and gaps in provision from which the development plan is constructed. This is based on the key areas (see below). Each sports college has similar areas for development and its own particular areas of specialism, such as the primary/secondary interface, citizenship, or information and communications technology (ICT). Potential sports colleges must have the support of a range of partners including the YST, DfES and local partners, which should include the local authority, schools and sporting organisations. The support of parents is also needed. Developing the network of partners and sharing the potential vision of the sports college and the benefits it could have to the community is a critical part of the process. This takes time and a coordinated effort.

Some schools that are seeking sports college status invest at least 12 months prior to submission of the application in promoting the ethos of the sports college within the school and the local community. Change takes time and it is critical to long-term success that strong sustainable structures are put into place.

Task 16.6 Partnerships in PE and school sport

Sports colleges and the School Sport Coordinator programme emphasise the importance of partnership. Using the list of partners you made for Tasks 16.1 and 16.2:

- Make a list of the key attributes that a good partnership would have.
- What are the potential weaknesses of a poor partnership?

When you are on school experience assess the strengths and weaknesses of a partnership that the PE department has with another organisation or school. Discuss with your tutor their perceptions of this partnership.

As part of the process of becoming a sports college, schools must raise £50,000 in sponsorship, which is additional to the capital grant of £100,000 and £123 per pupil per year over four years. For some schools the raising of the sponsorship money has proved inhibitory. However, schools that can clearly demonstrate their endeavours to raise the funding can now apply to a Partnership Fund to help raise the £50,000. Sports colleges can reapply for status at the end of the four-year cycle.

Key aims

Schools seeking sports college status must promote a positive ethos towards PE and sport that is promoted through a whole-school and whole-community approach. This ethos, outlined in the following mission statement, should form the basis of the school development plan:

Sports colleges will raise standards of achievement in PE and sport for all students across the ability range. They will be regional focal points for promoting excellence in PE and community sport, extending links between families of schools, sports bodies and communities, resources, developing and spreading good practice, helping to provide a structure through which young people can progress to careers in sport and PE. Sports colleges will increase participation in PE and sport for pre and post 16 year olds and develop the potential of talented performers.

(DfES, 2002d: 1)

The key aims of a sports college provide the overall framework from which a comprehensive development plan can be developed. The development plan has two main sections. One is school based and the other is focused on community developments. These key aims (DfES, 2002d) include:

- continue to raise standards of teaching and learning in PE;
- raise standards of teaching and learning across the whole curriculum;
- provide opportunities for continuing professional development;
- increase the range of academic and vocational opportunities in PE and sport;
- provide a range of recreational and educational opportunities in PE and sport from the wider community;
- develop a seamless curriculum that is continuous and progressive from 5–16/19;
- develop a comprehensive and coordinated programme of out of school hours activities;
- share expertise, resources and facilities with partner schools and the wider community;
- create pathways of opportunity from participation to excellence (see Figure 16.1), both on and off the school site, working with key partners within the local community;
- be involved with national initiatives and competitions in PE and sport.

Each of the key aims is translated into comprehensive objectives and outcomes that are unique to each individual sports college. The development plans should be shared and agreed by the key partners, particularly the local authority, in the form of leisure services and the local education authority (LEA).

Task 16.7 Location of sports colleges/school sport coordinator partnerships

Find out which schools in the LEA where you are placed on school experience are sports colleges or are a member of the family of schools within a School Sport Coordinator programme. How many schools does this involve? Map out the school and community clusters within the LEA.

Compare this information with another student teachers in a different LEA and discuss the impact these initiatives are having or potentially will have within the LEAs. Record the outcomes in your professional development portfolio.

School Sport Coordinator programmes

What are they?

School Sport Coordinator programmes are part of a national programme that forms a significant part of the infrastructure for delivering the government's sport strategy. Each school sport coordinator partnership is based on a family of schools that usually involves between four and eight secondary schools and their associated primary schools. Potential partnerships are identified through LEAs and sports colleges. The preferred

model is to base the family of schools around a sports college which is viewed as the ‘hub’ of developments in PE and school sport. However, some LEAs – led by the PE adviser – have chosen to place partnerships strategically so that the initiative and the funding impacts on a greater number of schools or schools that would appreciate the opportunity to develop PE and school sport. (See DfES/DCMS 2003 for more information about the partnership model for the School Sport Coordinator programme.)

Each school sport coordinator partnership incorporates schools at varying stages of development in PE and school sport. It is critical to the success of the programme that the schools are enthusiastic about the potential of PE and sport to enhance the lives of young people. Moreover, the school, and in particular the headteacher and its PE staff, should demonstrate commitment to the development of PE and school sport within the family of schools: not just in the short term while there is funding but also in the long term when funding may no longer be available.

Task 16.8 School sport coordinator partnerships

Discuss this task with another student teacher and then discuss it with your tutor.

How should schools be selected to be part of the School Sport Coordinator programme?

How can a partnership ensure that a school demonstrates their commitment to the programme?

Being part of a School Sport Coordinator programme

The School Sport Coordinator programme started in 2000 and was initially a three-year project. However, it is likely that the programme will be extended, giving all existing and potential new partnerships the possibility of continuing funding, providing that it can be demonstrated that targets are being met. A demonstration that targets are being met can be through the Sportsmark, Activemark and Artsmark awards, which provide benchmarks of quality and quantity of opportunities in PE, sport and the arts. Sportsmark is for secondary schools as is Artsmark, which includes opportunities in dance. Activemark is the primary-school based award. Schools in the School Sport Coordinator programme are encouraged to work towards these awards.

Task 16.9 Criteria for Sportsmark and Activemark

The criteria for Sportsmark and Activemark are on the Sport England website (see www.sportengland.co.uk). Read the criteria and assess your school experience school and one of its associate primary schools to see how far they meet the standards set.

The key objectives upon which each partnership must base its development plans are:

- *strategic planning*: developing and implementing a PE and sport strategy within each of the schools and across the partnership;
- *primary liaison*: developing links between the primary and secondary school;
- *out of school hours*: providing a range of physical activities for all pupils;
- *school to community*: providing pathways of opportunity into community sport and recreational physical activity;
- *coaching and leadership*: providing opportunities for teachers, pupils, parents and adults other than teachers in coaching, leadership and officiating;
- *raising standards*: raising standards of pupil achievement which includes impacting on whole-school issues such as behaviour and attendance (DfES/DCMS, 2003: 7).

In the first instance each individual school within the partnership must complete a comprehensive audit that focuses on the strengths and gaps in provision based on the six key objectives. Each partnership must then produce a development plan and each family of schools, a secondary school and its associate primary schools, within that partnership must also produce their own development plan. The key objectives indicate that the profile of PE and sport should be raised within each family of schools so that it becomes a whole-school and whole-community approach. This is particularly important within the first 12 months of the programme in order to share the key aims and to enthuse all to support the ethos, although it continues to be of importance as the partnership develops.

Task 16.10 Raising the profile of the benefits of PE and sport in a school

Imagine that you are the school sport coordinator within a family of schools. Make a list of ideas that both the primary and secondary schools could implement in order to raise the profile of the benefits of PE and sport with the pupils, teachers, parents and the wider community.

When on school experience assess the strategies your school uses to raise the profile of PE and sport. Compare them with your list and reflect on what you could do if you had time to implement such ideas as a school sport coordinator. Record your ideas in your professional development portfolio.

Funding for each School Sport Coordinator programme is a grant of up to £270,000. per year, which is mainly to cover staffing costs (including management roles and supply cover for staff working on the programme). A small proportion can be used for resources and developmental work. The onus is on the partnership to

work together to share resources and access funding such as ‘Awards for All’ (www.sportengland.co.uk) to help in the achievement of the objectives. However, working towards bids takes time and so does their implementation, particularly if sustainable structures are to be put in place. For example, setting up an opportunity to have coaching sessions in volleyball needs to be supplemented by competitive structures, purposeful pathways to clubs and further opportunities for those that demonstrate talent in the sport.

The New Opportunities Fund was introduced for those schools involved in the School Sport Coordinator programme in 2001 (DCMS, 2002a: 56). Programmes can bid for up to £75,000 to support out of hours learning activities for priority groups which include the disaffected, and to address the issue of girls participation in sport.

Task 16.11 Encouraging pupils to join sports clubs

Work through the questions below, then share your responses with another student teacher and record your findings in your professional development portfolio.

Were you helped to join a sports club by your PE teacher? If so, how? What strategies could you employ as a PE teacher to help a young person to join a local club? What criteria do you think a sports club should have in order to cater for young people in sport? If you are a member of a sports club, identify what your club is doing to attract young people.

The issue of timescales and implementation of initiatives is an important one within both sports colleges and School Sport Coordinator programmes. Expectations are high in terms of the nature and range of targets that they are asked to achieve within relatively short timescales. Sports colleges have four years before they can apply for redesignation and School Sport Coordinator programmes have a three-year cycle in the first instance. Change takes time and this involves influencing others to take ownership of the ideals and objectives of the initiatives. For example, the whole concept of understanding PE and school sport 5–16 in school and community clusters is very different from the initial and ongoing development most PE teachers have experienced. This suggests that there are continuing professional development issues for all those involved before they can attempt to achieve the targets. Moreover, creating sustainable structures that do not disappear overnight is a critical issue. This takes time, thought and careful planning. For example, addressing the challenging issue of continuity and progression from primary to secondary school needs to be planned strategically. A secondary teacher, who may have been assigned to lead a number of lessons in a primary feeder school, needs to be part of an overall development plan that empowers primary school teachers to be able to deliver quality PE lessons. Secondary and primary school teachers must work together in planning and delivering a 5–16 curriculum.

Task 16.12 The first year of a School Sport Coordinator programme

Imagine that you are a school sport coordinator and you have a family of five primary schools. What would you and your family expect to have achieved by the end of the first year? Make a list of five key aspects that you would work on during that first 12 months.

Refer to the earlier part of the chapter for ideas. Discuss your ideas with another student teacher and record them in your professional development portfolio.

Roles and responsibilities

There are a number of roles and responsibilities identified within the School Sport Coordinator programme and within each family of schools to ensure that the programme is managed and coordinated to meet the partnership objectives. These roles and responsibilities are outlined below.

Partnership development managers (PDMs) are responsible for the overall delivery of the programme. They manage and facilitate each of the families of schools within a partnership and are responsible for delivering the partnership objectives and management of the budget. The role is demanding, particularly given the increasing size of some programmes and the challenging timescales to deliver initiatives. PDMs are generally experienced teachers who have a minimum of two days a week to manage the partnership. The rest of their week could be spent teaching in the sports college or, in some LEAs, the PE advisor takes on the PDM role as part of their overall roles and responsibilities. With the increasing size of some programmes through additional families of secondary and primary schools being added to the initial families and the realisation of the demand of this role, PDMs are increasing the number of days spent on managing the partnership, some to full time.

School sport coordinators (SSCs) are responsible for managing and coordinating their family of schools. They are responsible for driving their schools forward to meet the objectives set in their development plan. Their task is to make the School Sport Coordinator programme an integral part of the department's thinking and not just an appendage. Some SSCs are viewed as the teacher who works with the primary schools. SSCs generally have a minimum of three years' teaching experience. Ideally, teachers come from within the PE department of the secondary school in the partnership because they know the children and the schools. However, this is not always the case and external appointments are sometimes made. For example, one SSC could be appointed to manage two families of schools, spending half their working week in each. SSCs have two to three days a week to manage their family of schools. The issue of covering the PE timetable for those appointed as SSCs has caused some concern. Specialist link teachers (SLTs) are now being appointed in some partnerships as a solution to this problem. These are teachers employed to work across at

least two of the secondary schools in the programme in order to cover the PE timetable of the member of staff who has taken on the role of SSC.

Primary link teachers (PLTs) are the primary-school PE coordinator within each of the primary schools who work with the SSC to meet the objectives of the development plan. They have one day a month release to support their role within the School Sport Coordinator programme, which should equate to 12 days a year.

Task 16.13 Managing a school sport coordinator partnership

Discuss the following with your tutor, reflecting on how the issues impact on the success of the programme.

Reflecting on the way that the programme is structured, what are the potential organisational and management issues? How do these issues relate to the programme as a whole and individuals within the programme?

THE FUTURE

This chapter has identified some developments in PE and school sport from school to community over the last ten years. With the significant and direct investment that the UK government is putting into schools the potential of school and community clusters can be realised through sports colleges and School Sport Coordinator programmes. The opportunity for creating clear and distinct pathways from school to community for all young people to continue physical activity is there (LJMU/Merseyside Sport Partnership, 2002: 79). However, it must be recognised that not all schools are part of the sports college or School Sport Coordinator programme and therefore do not receive as much funding or the other benefits that being part of these programmes brings. Thus, they may not be able to provide as many opportunities for pupils to take part in PE and sport.

Quality PE, particularly in the 5–16 age group, that excites and motivates all young people to continue physical activity in and beyond school is the key to unlocking potential. While schools have been charged with providing two hours of high quality PE and school sport per week, many schools do not meet this requirement or choose to do so through the option of the extracurricular programme. The issue of quality PE and the lack of systems to monitor and evaluate that quality as well as quantity has been highlighted in the Ofsted evaluation *The School Sport Co-ordinator Programme* (Ofsted, 2003a).

Knowledge and understanding of developing quality PE, sport and dance 5–19 within school and community clusters should be a constituent part of a PE teacher's repertoire. Many of those staff that undertake specific roles within the sports colleges and School Sport Coordinator programmes do not have an appropriate background and have not had appropriate professional development. Moreover, with the money

that is being invested in school sport allowing only a 'short lead-in period' and an 'expectation that schools will demonstrate early results' (LJMU/Merseyside Sport Partnership, 2002: 80) there is only a short timescale to develop teachers and put the necessary structures in place. This development is critical to the long-term success of these initiatives.

Investment in undergraduate education and continuing professional development (CPD) (see Chapter 18) is vital in developing the education and skills of individuals in order to raise standards (LJMU/Merseyside Sport Partnership, 2002: 80–1). Innovative programmes such as the Learning at Work programme already being developed within higher education in the North West have significant potential. This is based on the individual needs of the learner and accredits what is being done already in the workplace. Those working in sports colleges and within School Sport Coordinator programmes can engage in a powerful form of CPD that is based on their specific needs and provides the opportunity to develop the necessary leadership and management skills to drive the vision of quality PE and school sport.

It should be clear from this chapter that amidst the many national and regional initiatives currently taking place, teachers and their partners in the community hold the key to unlocking progressive and coordinated opportunities for all young people to realise their full potential in PE, sport and dance in the twenty-first century: 'There is considerable potential to make a difference in PE and Sport 5–19 . . . The focus is on young people and their pathways of opportunity in PE and Sport so that they become the participants, performers, coaches, leaders, officials and organisers of the future' (LJMU/Merseyside Sport Partnership, 2002: 81).

FURTHER READING

- DfES/DCMS (2003) *Learning through PE and Sport: A Guide to the Physical Education, School Sport and Club Links Strategy*, London: DfES. This booklet provides an overview of the PE, school sport and club links strategy which was launched in 2002.
- NCC (1992) *Physical Education: Non-Statutory Guidance*, York: NCC. See Section H: 'Partnerships, physical education and sport'. This provides some of the background to developments in this area.
- Waring, M. and Warburton, P. (2000) 'Working with the community: a necessary evil or a positive change of direction?', in S. Capel and S. Piotrowski (eds) *Issues in Physical Education*, London: RoutledgeFalmer, pp. 159–69. This chapter raises a number of issues associated with the relationship between PE and the community.

17 NCPE 2000 – Where Are We so Far?

Elizabeth Murdoch

INTRODUCTION

Some of the most significant changes that came with the revised National Curriculum for Physical Education (NCPE) in 2000 (DfEE/QCA, 1999b) were in the area of assessment. Assessment in the NCPE 2000 has been acknowledged by the Office for Standards in Education (Ofsted, 2003b) as the area requiring most attention from both teachers in schools and from those in universities, colleges and schools who are responsible for educating the next generation of teachers. This chapter provides the opportunity for you to consider the underpinning rationale for the proposed assessment process in the NCPE 2000. It also makes more explicit some of the key concepts on which the assessment processes and procedures are premised. The language used in assessment in the NCPE 2000 is technical in so far as the interpretation of words needs to be specific in order to convey the intention and guide action and planning. Some of the terms used are discussed in order to appreciate possible interpretations and their significance for pupils' learning.

In the proposals for the first NCPE in 1992 (DES/WO, 1992) PE was denied the requirement of levels in assessment that was introduced for the majority of subjects. This was regretted. Concerns about this omission were voiced both by the National Curriculum Working Group (DES/WO, 1991) and teachers, and focused on:

- the image given of PE and the message sent to colleagues, parents and pupils that the subject was less important than other subjects;
- the inference that learning in PE did not allow for systematic, reportable progression;
- the possible interpretation that assessment in PE was not sufficiently sophisticated to allow for differentiation into levels.

The inclusion of levels for assessment in the NCPE 2000 is the most significant change and is welcome by many in the profession. Being able to consider the detail of description that is within these levels raises the expectation that teachers observe and assess pupils' success in a much more definitive way than previously. This detail also allows teachers to appreciate the more subtle aspects of continuity and progression. It makes it possible for teachers to give pupils a more accurate profile of their achievements in a more systematic way.

The other major change in NCPE 2000 was in the introduction, within the programmes of study (PoS), of four strands related to pupils' learning. These define what PE is about. New concepts in education are often very difficult to establish. In the 1992 NCPE (DES/WO, 1992) the concept of planning, performing and assessing as the organising principle was introduced within PE. It was intended that this process would underpin what pupils learn and will do. The emphasis was to change from a product (activity) based curriculum to a process (learning) based curriculum. The change had proposed that instead of pupils being taught an activity (e.g. football) as an end in itself, the pupils would experience and understand what learning in PE was about through participating in a range of activities. Even by the introduction of the revised NCPE 2000, neither teachers or pupils had come to terms with the potential and implication of this process focus and the majority were still not comfortable with its incorporation in learning and teaching in PE. This was evidenced in:

- planning for learning where the learning outcomes still arose from a focus on progression of skill within an individual activity rather than on the process of learning that each pupil would experience within each activity;
- the language used by teachers and pupils which focused on the appropriate language for a specific activity rather than on words that would describe and make judgements on the ability of each pupil to plan, perform and evaluate;
- assessment emphasised the level of pupils' skill performance within each activity rather than on their competence in planning for learning, improving skill levels and being able to make critical judgements on their own and others' learning.

The writers of the NCPE 2000 recognised the reluctance of teachers to change established practice in this way, felt the need to introduce alternative concepts and so proposed a change in the way the subject was organised in terms of learning and teaching. As a result the four strands were introduced.

This change of focus to strands, coupled with the requirement to incorporate levels of assessment, has challenged teachers to redesign the departmental assessment policy. This is not proving to be an easy task and the formulating and implementing of assessment policies is taking more time than would be expected. There are reasons for this. For some teachers, inertia against proscribed change means that they have not yet accepted that their policies must change if they are going to meet curriculum requirements fully. For others, the translating of the requirements of the curriculum into a working assessment policy is proving frustrating in that they already have what they believe are good procedures for assessing pupils effectively. Still others are struggling with the concepts of the NCPE 2000 and are finding it difficult to understand

and produce a process of assessment that they can implement confidently. Most teachers who have designed changes in their assessment policies have produced procedures that are often more complicated than necessary. This is consequently causing them a problem in making the process work efficiently and effectively.

This chapter attempts to uncover some of the issues involved in interpretation of the NCPE 2000 requirements. Integration of the various aspects of assessment are discussed and some ideas for simplification proposed. This is designed in part to help you to develop effective assessment procedures in PE (see also Chapter 11).

OBJECTIVES

At the end of this chapter you should be able to:

- appreciate the structure of assessment in the NCPE;
- understand the conceptual basis of NCPE assessment;
- understand the relationship of the four strands, within the PoS, to the eight levels of pupil achievement;
- question the practice of assessing in schools when you become involved in assessment;
- understand what a good and effective assessment policy in a school might be;
- recognise the most common pitfalls in achieving a successful policy and its practice.

THE FOUR STRANDS

Understanding the nature of PE

In the NCPE 2000 the process of learning in PE is defined as comprising four strands. These are:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving;
- knowledge and understanding of fitness and health.

The relationship of the first three of these strands to the earlier concepts of 'planning, performing and evaluating' in the 1992 and 1995 NCPE (DES/WO, 1992; DfE, 1995) is obvious and so the change should not have been major for those who had already embraced this principle.

That *knowledge and understanding of fitness and health* in the NCPE 2000 is given a separate strand reflects a long-running issue and debate that relates to the place of this critical area in curriculum planning. The issue arises out of two strongly held beliefs

about how pupils should be introduced to such critical concepts. These beliefs are that this area of the curriculum:

- should be considered as a specific PoS in its own right with its own content; or alternatively
- should be integrated throughout all PoS, informing the content and assessment of each.

The NCPE 2000 has selected not to follow the former but has recognised the spirit of the latter in integrating fitness and health into each separate activity through its inclusion as one of the strands. This gives the area a separate strand in the assessment design which ensures that it is reflected fully within the learning and assessment of pupils and features in reports to parents (others, e.g. Piotrowski, 2000, look at this debate).

Interpreting the strands

The first strand, *acquiring and developing skills*, states that PE is about the ‘acquisition of skill’ but recognises that simple mechanical reproduction of skills, however good this may be, is not sufficient to ensure that pupils are involved in learning about what it means to acquire and develop skills in the subject. Successful achievement in this strand gives the learner-performer significant transferable skills related to learning and developing other bodily-based skills (e.g. handwriting, playing a musical instrument, driving a car). Performing a skill is a mindful exercise that demands of the pupils that they make intelligent decisions about their performance of skills, both prior to and during the performance.

What do the words used to describe the strand mean? Acquiring means to learn or be able to perform a skill or produce quality in performance. This relates to the technical phrase ‘acquisition of skill’. *Developing* refers to skills that are changing, becoming more advanced and complex and converting to a new purpose. It is important to note the difference between the use of *skill* and *skills*. Skill refers to the ability to do something well and having expertise, while *skills* refer in this instance to specific examples of skilled behaviour that are necessary for effective performance within the activities of PE and sport. *It is important that both meanings are used in this strand as pupils are learning a series of specific skills for which they must acquire the ability to do well and show expertise where possible.*

Figure 17.1 explains more fully what is meant by acquiring and developing skills, highlights the differences between them and illustrates with general examples across activities.

The second strand, *selecting and applying skills, tactics and compositional ideas*, is a very significant strand in the process of learning within PE. The strand expects that the performer has, and is still developing, a repertoire of skills. It then demands that when the performer is participating in a structured activity they are able to select the most appropriate skill to achieve success in the challenge (e.g. a low ball close to the net in volleyball calls for a ‘dig’ shot). Most other skills would be inappropriate. Not only must the skill be *selected* but it must also be applied in the context that presents itself (e.g. the player who selects to play the dig must also decide that it cannot be attempted until they are close to the ball – to apply this skill may demand repositioning

Figure 17.1 Interpretation of the first strand of the NCPE 2000: acquiring and developing skills

	Acquiring	Developing
Skills	<p>There are a number of categories of skills to be acquired in learning to be a successful performer in PE, e.g.</p> <ul style="list-style-type: none">● motor● communication● non-verbal communication● team building● thinking● kinaesthetic awareness <p>Each activity within the PoS has specific dedicated skills that form the essence of the activity (e.g. overhead smash in tennis)</p> <p>Skill acquisition does not happen quickly. It requires concentrated and repeated practice over a significant period</p>	<p>The process of developing a skill depends on which skill is to be developed, e.g. development of the motor skill ‘overarm throw’ develops into the following:</p> <ul style="list-style-type: none">● serve in tennis● overhead smash in badminton● outfielder throw in cricket etc. <p>For example, the development of the serve in tennis comes as a result of the motor pattern being adapted to suit the player’s natural aptitudes and the demands of the activity</p> <p>Development of a skill allows the newly learned skill to be refined and grooved into <i>consistent performance</i> that is within the total control of the performer (e.g. the golfer ‘grooving’ his swing)</p>

from mid-court to the net zone prior to performing the dig, and the whole pattern of movement must be smooth and continuous).

What do the words used to define the strand mean? *Selecting* means to choose carefully from a number of options the one that is the best or most suitable. *Applying* refers to bringing something into operation or use that is relevant. For *skills*, see above. *Tactics* refers to action or strategy carefully planned to achieve a specific end and *compositional ideas* refers to a concept or an imaginative form that can be brought into being by creatively arranging a number of basic components.

Figure 17.2 explains what selecting and applying mean and gives examples to show how they are used in relation to skills, tactics and compositional ideas.

The third strand, *evaluating and improving performance*, is critical to the process if learning is going to result in success. The only way a performer is going to improve is if they appreciate the performance in terms of its strengths and of the aspects that need to change if it is to be successful. Evaluating one’s own and others’ performances requires competence and ability in observation, comparative analysis and the mastery of appropriate language to describe what the performance is showing. This process engages the performer/coach/spectator in reflection and thinking about what the participant has done and the context within which this took place. Suggesting ways of improving the performance relies upon the person making the suggestions having a thorough knowledge of the activity, being able to pinpoint the specific aspect of the performance which is either hindering success or is the reason for an outstanding performance and then being adept at giving understandable, accurate feedback to the performer.

Figure 17.2 Interpretation of the second strand of the NCPE 2000: selecting and applying skills, tactics and compositional ideas

	Selecting	Applying
Skills	Being able to choose from a repertoire of skills the most appropriate one in context, e.g. to be able to chose to play a good lob shot in tennis	Being able to adapt this skill to the demands of the situation and perform it successfully, e.g. to be able to perform the lob successfully on court when under pressure from an opponent
Tactics	Recognising the demands of the situation and knowing which response copes best in the circumstances, e.g. making the decision that the lob is the correct shot in terms of the position of the opponent on the court	Being able to use the selected tactic successfully to achieve what has been considered necessary, e.g. being able still to complete the lob successfully by redirecting the angle of the shot when the opponent quickly changes position
Compositional ideas	Being able to select from a range and variety of innovative, imaginative and creative responses and make the best choice, e.g. knowing that the most effective spatial/temporal design of a movement phrase in dance to express tranquillity would be to remain on a constant level at a sustained speed	Appreciate how the compositional idea can be interpreted appropriately in the context of what is to be achieved, e.g. being able to compose a motif in this form and either perform it personally or help others to perform it in the context of the rest of the dance

What do the words used to describe the strand mean? *Evaluating* is a process of forming an idea of value, ‘goodness of fit’, amount of success and effectiveness. How good or effective? *Improve* means to achieve or produce something better and *performance* refers to the action or process of performing a task or function (i.e. responding to a learning activity set up in a lesson).

Figure 17.3 explains more fully the roles of evaluating and improving performance with some appropriate examples.

The final strand, *knowledge and understanding of fitness and health*, allows pupils to appreciate the role that fitness and health play in successful ‘performance’ and gives them the tools to prepare the body for the demands that are to be placed on it.

What do the words used to describe the strand mean? *Knowledge* refers to information and skills that are acquired through experience and education – what and how. *Understanding* incorporates perceiving significance, explanation, cause, interpretation and inference – why and what if. *Fitness* is to be in a specific condition to attempt and succeed at something and *health* to be free from illness and injury and in good general physical and mental condition.

Figure 17.4 shows that knowledge and understanding are different concepts and that fitness and health are also very different.

Figure 17.3 Interpretation of the third strand of the NCPE 2000: evaluating and improving

	Evaluating	Improving
Performance	<p>No performance of a skill, tactic or compositional idea improves or reaches its best standard unless there is constant evaluation of it. This is normally the role of the teacher or coach but in this strand the task is carried out by the pupils both on their own performance and on that of their peers</p> <p>Good evaluation results in accurate feedback being given in such a way that it can be fully understood by the performer. The performer then acts on this information and if it is accurate and sensitive the performance should benefit</p> <p>Accurate feedback is dependent on the person giving the feedback being fully familiar with the essential items of the activity being performed, being able to observe these and being able to use well-developed language to convey the feedback. The pupils need help from the teacher to observe and make appropriate judgements</p>	<p>Being able to help a performer to improve performance requires a knowledge of both the performer's capability and potential and what they are trying to improve. The pupils need to be guided and helped in this by the teacher (see also the reciprocal teaching style of Mosston and Ashworth, 2002, Chapter 9). For example: the observer may decide that to improve the performance, the performer needs more power applied more explosively. The natural characteristics of the performer, however, do not include great ability in the production of explosive power so the feedback must approach the issue in a different way by focusing perhaps on how and where what power is available is applied, or by stimulating the performer via motivating images or metaphors</p>

Figure 17.4 Interpretation of the fourth strand of the NCPE 2000: knowledge and understanding of fitness and health

	Knowledge	Understanding
Fitness	Being aware of what constitutes specific fitness requirements for specific activities. Knowing how fitness schedules work and how they should be planned for an individual	Being able to interpret the effectiveness of a specific fitness schedule and consider possible changes to make it more effective as the performer develops
Health	Appreciating what it means to be healthy and what contributes to this state. Being knowledgeable about different states of health for different people at different times	Being able to relate good health habits to ways of life of self and others in terms of effect of good eating, exercise etc. and be able to suggest good patterns of behaviour that take account of each individual

Integrating the four strands

When the strands are integrated as a totality, the statement that they make about PE is that it is an area of study (a subject) that is based on knowledge, skills and understanding of the fundamental basis of what it means to participate in recognised activities. This provides the framework for learning to participate successfully whatever the activity and ensures the possibility of ongoing participation in culturally acceptable forms of sport, dance and fitness. This curriculum prepares learners to access these cultural forms having acquired significant levels of skill, knowledge and understanding to fully appreciate them.

EXPLORING THE LEVELS – THE SIGNIFICANCE OF THE EIGHT LEVELS IN THE ATTAINMENT TARGET

The attainment target in NCPE 2000 (DfES/QCA, 1999b) states, in some detail, what pupils should attain at different stages and levels of their learning within the four strands of the PoS. The levels give detail as to the expected progression that pupils should make in their learning in PE.

Any proposed estimate of attainment for all pupils can only be given as a benchmark. Pupils do not conform to a norm, but it is necessary to have such a norm if we are to be able to assess pupils on a national basis. Equally, it is not possible to be confident about the actual progression rates of any individual pupil. Pupils tend to follow a similar pattern in their learning progression but it is unlikely that they all follow it *at the same rate*. Some pupils make steady progress against the suggested levels and stages. Others have periods of acceleration (or apparent delay) at different levels and stages, perhaps followed by a delay (or accelerated change), and show uneven progress through the levels. Others may have a profile of expected improvement followed by an apparent drop in level before they consolidate at an appropriate level. It is important to recognise this so that appropriate pressure can be put on pupils at points in their learning progression where it has the best effect.

In learning there are two essential elements that need to be understood and to which careful consideration should be given throughout the process if learning is going to be as successful and effective as possible. These are *continuity* and *progression*. Why are these two concepts so important in learning? What do the words mean? The following definitions are taken, with minor adaptation, from the *Concise Oxford English Dictionary* (1999).

Continuity means ‘a consistent line of development without any sharp breaks’. The significant words in this definition are ‘consistent’, ‘development’ and ‘breaks’:

- consistent – ‘not containing any logical contradictions’;
- development – ‘state of growth or advancement’;
- breaks – ‘divergence from something established’.

The concept is that learning should be one logical, focused, seamless, smooth state of growth or advancement.

Before reading on, think for a few moments about the following questions. How can you achieve these ultimate conditions for learning? How can you prepare for this to happen?

To achieve this in learning demands that the content of the learning is fully understood by both learner and teacher, in terms of the subtle changes that are necessary for development. It is important that ‘what should come next’ is fully understood. *Illogical links in what is being asked of the learner results in the breakdown of the learning process.* It is well known that learning is about assimilating new knowledge, skill and understanding into previously accommodated learning. If there is too much difference between what has already been accommodated and what is next to be assimilated then the dissonance is too great for the process to move on smoothly.

For example, between Levels 5 and 6 pupils must learn to ‘discriminate between the demands of different activities’. For this transition in learning from the Level 4 expectation of ‘showing a deeper understanding of tactics and compositional ideas’ pupils, first, need help to understand the criteria that are to be used to describe the deeper understanding of tactics and compositional ideas. These same criteria can then form the basis for the process of discrimination between the demands of different activities and allow for a smooth transition into making discriminatory comparisons (e.g. a deeper understanding of the need for change of pace in outwitting an opponent leads to pupils being able to appreciate that different activities demand different patterns of change of speed to be in a position to outwit an opponent).

Progression means ‘a gradual movement or development towards an improved or more advanced state’. The significant words in this definition are ‘gradual’, ‘improved’ and ‘advanced’:

- gradual – ‘taking place in stages over an extended period’;
- improve – ‘make better’, ‘empower’;
- advanced – ‘far on in progress’, ‘complex’, ‘not elementary’.

The concept is that learning should take place over an extended period in steady stages that empower the learner to achieve more complex, better things.

Before reading on, consider what sources of information or material you would use to help you to plan for accurate and effective progression in pupils’ learning in the PoS.

It is important for both learner and teacher to appreciate the logical and appropriate stages of learning within any specific context. The learning challenges that arise from this, and that are presented to the pupils, must relate to each other and show a gradual increase in complexity towards a more advanced state. This effectively empowers the learner to attempt even more complex knowledge, skills and understanding. For example, to progress towards making a successful throw from the outfield in cricket, pupils may need to experience the following progressions across two strands. *Within the first strand:*

- 1 Understand that there are different patterns of throwing that are used in different contexts (i.e. underarm for accuracy; overarm for distance and power).

- 2 Practice of the overarm throwing pattern to achieve both distance and power.
- 3 Further practice of the throw to achieve accuracy.
- 4 Develop the ability to pick up the 'loose' ball on the run and convert to an accurate and powerful fielding throw in one smooth, continuous movement.

And within the second strand:

- 5 Appreciation of where to aim the ball in the game so that the throw is tactically successful.

Pupils in a typical class will all be at different stages in this progression.

Attention to continuity and progression in planning for learning avoids a random approach to a pupil's learning that can only result in the pupil learning isolated and rather low-level skills.

The eight levels are written to encourage continuity and progression in the four strands for all pupils across all activities. The levels must be read in such a way that this is recognised and understood. What follows shows that the essence of tracing progression from one level to another lies in the use of selected words that focus on critical aspects of learning (e.g. *acquiring* skills progresses to *improving* skills). As a teacher you should know what the difference is between these two, in terms of what you ask the pupils to do and expect of them. You can find some of this detail in the material that relates to progression within each activity (i.e. the increasing difficulty of more advanced skills and why this is so). (See also Chapter 3 regarding planning for precise use of language in intended learning outcomes.)

What is the essence of progression from one level to the next?

Progression from one level to the next focuses on processes of learning that pupils employ as they progress in that learning. For example:

- 'acquiring skills' (L1) progresses towards 'improving skills' (L2);
- 'make relevant comment' (L1) progresses to 'compare performances' (L2);
- 'being able to say why' (L3) progresses to 'can explain basic principles' (L4).

Level 1 is about pupils both *acquiring* and *linking together* simple skills with some *control and coordination*. They should be aware of the interrelationship of these skills and abilities in their own performance, be *able to observe* them in others and *make some relevant comment* about the skills, about what their performance feels like and about being safe.

Progression to Level 2 is about pupils *improving their skills* in terms of control, coordination, *varying* and linking such that they can *employ simple tactics* and *show some compositional ideas*. They now should *compare performances* and be able to *suggest appropriate improvements*.

Progression to Level 3 is about pupils *selecting and varying* appropriate skills and compositional ideas from their established repertoire. They now begin to *understand*

the reason behind preparing for and concluding exercise and *be able to say* why physical activity is good for their health.

Progression to Level 4 is about pupils *linking skills*, techniques and ideas with *precision and fluency* while continuing to show control and coordination and *deeper understanding of tactics and composition*. They can *explain basic principles* of safe exercise, and its effects and value to fitness and health.

Progression to Level 5 is about pupils showing a *greater degree of consistency* in what they have achieved at Level 4. They are *involved in planning* their own and others' work and are able to *refine performances*. They have *more discrimination* about the effects and values of exercise.

Progression to Level 6 is about pupils being able to *discriminate among the demands of different activities*, and *showing consistency* in what was achieved at Level 5. They are more *aware of individual strengths and weaknesses* of both self and others and are able to *be more analytical about performances* in terms of the appropriate use of skills, techniques and ideas. They begin to *take responsibility for planning* a personal fitness/activity programme.

Progression to Level 7 is about *moving to an advanced level* of skills, techniques and ideas that they can apply successfully in a *range of different circumstances* with *originality*. They can now *explain and use principles* in relation to practice and analyse the relationships among skill level, tactical knowledge and fitness in order to achieve *quality of performance*. (For a discussion on what may constitute 'advanced' skills, see below.)

Progression to Level 8 is about pupils being able to *apply consistently advanced skills* with *high standards of precision, control, fluency, flair and originality*. Pupils are now able to *evaluate their own and others' work*, appreciating the impact of skills, strategy, tactics, composition and fitness on quality of performance. They can suggest ways of improving and how to *monitor this improvement*.

Task 17.1 Checking your understanding of progression through the levels

So that you can check your understanding of progression through the levels, select one of the first three strands and write out all the words that are used in relation to this strand in each of the eight levels.

Consider if this list is comprehensive and gives a good picture of progression that would aid the pupils in their learning.

Add to this description of progression in the strand so that you provide a more comprehensive and definitive set of words from which you can evaluate progression. For example, is the progression from *acquire* to *improve* detailed enough to assist in deep learning? Can you add more descriptive steps in between to make the change smoother and more effective? For example, would 'being able to repeat a skill accurately' be appropriate in this progression?

Repeat this for each of the other strands.

Record your responses in your professional development portfolio to refer to when you start assessing pupils.

How is continuity and progression of pupils between levels encouraged by good teaching?

The following are examples of focusing not on the detail of all level statements *per se* but on what challenges and supports the pupils in moving up from one level to the next. The examples are of progression from Level 5 to 6 and 6 to 7. These have been selected as they are significant in the development of strands 2 and 3 and demand of pupils higher order skills and abilities. Pupils need much prompting and guidance from you to progress satisfactorily.

What are the major differences between Levels 5 and 6?

Strand 1: acquiring and developing skills

In this strand there is very little specific progression expected between Levels 5 and 6, other than normal change through practice, maturation and experience. The main teaching focus should be on giving pupils plenty of opportunity to repeat and practise and, while this is happening, to consolidate pupils' learning by careful comment on the critical aspects of their performance.

Strand 2: selecting and applying skills, tactics and compositional ideas

The major change expected at this level is that pupils are able to apply skills, tactics and ideas 'in ways to suit the activity'. This entails pupils being able to analyse, and know more about, each individual activity. The teaching approach that helps pupils here is for them to consider the criteria and skills that are involved in analysing an activity and to question how these relate across activities (e.g. is it possible to apply the technique of 'creating space' in both football and table tennis? Is the idea appropriate to, and equally effectively in, both games? What happens about this in each of the other activities?).

Strand 3: evaluating and improving performance

There is a clear change of emphasis between the levels from being able to analyse and improve one's own performance to that of being able to do it for others as well. This demands of pupils that they know how to observe what others are doing, describe what they see and analyse and pinpoint where improvement could happen. They also need to know how to give appropriate feedback and have the appropriate language to do so.

Observation is a complex, skilled activity. Good observation is dependent on the pupils having clear criteria and it involves a number of skills that require practice. The process involves the observer in a sequence of:

- looking
- seeing
- describing
- evaluating
- recording

The skills required are:

- looking – knowing what to look for – criteria;
- seeing – being able to ‘image’ what you expect to see and comparing what is presented;
- describing – having the appropriate language to describe what is seen;
- evaluating – knowing that the task has been met, being able to say if it is good, average or needing more work and being able to give detailed feedback about the performance;
- recording – making some record of what is seen, verbal or written.

(See Chapter 4 on observation which can be applied to teaching pupils how to observe.)

Being a good observer does not come without having the appropriate skills and practising them. Pupils need to be helped by being given the opportunity to observe against clear criteria and to learn the language of description in specific contexts (see also reciprocal teaching style in Mosston and Ashworth, 2002).

Task 17.2 Developing pupils’ observation skills

Consider how you might assist pupils to become better observers. They need help with and time to practise:

- understanding and setting criteria;
- how to ‘image’ what the other pupil might present as a response – what do they expect to see;
- using appropriate words and finding new ones to make imaginative and motivating descriptions of what they see and what it might be like;
- making comparisons between the first response and the second – is it better and if so why;
- how to look at a group and how to look at an individual.

In one of your lessons identify a specific learning outcome to develop pupils’ observation. Evaluate its effectiveness after the lesson and identify any changes to improve the way you present this in future lessons.

Pupils at this level are expected to be able to plan for their own and others’ work through recognising strengths and weaknesses. Pupils need help with recognising their strengths and weaknesses against what is expected of them both in terms of the NCPE and its implementation within the department. Having achieved this they then need help to understand how they can plan for their learning by balancing

opportunity for support from direct teaching with independent study and after-school participation.

Strand 4: knowledge and understanding of fitness and health

Knowledge at Level 6 focuses on the pupil being able to show more discrimination about how fitness and health contribute to different activities. This demands a greater depth of analysis of individual activities as outlined above, with experience of a range of activities – in particular, the components of fitness that are critical to good performance in each of the activities.

Greater intelligence about how to become involved in exercise is expected. Pupils benefit from being made aware of the opportunities that are available to them to take part in exercise and activity both within the school and outside it. Assistance with making connections with outside provision helps them to take more advantage of these opportunities.

General areas on which to focus in order to take pupils from Level 5 to Level 6

- assist pupils to increase their knowledge of, and appreciate in more detail, individual activities (i.e. skills, tactics and strategies that are appropriate to each activity);
- ensure that pupils are aware in more detail of the physical/health demands of different activities;
- develop in pupils the ability to observe others and give appropriate feedback to improve performance using appropriate language.

What are the major differences between Levels 6 and 7?

Strand 1: acquiring and developing skills

The major change is the introduction of the concept of ‘advanced’ skills, techniques and ideas. The interpretation of ‘advanced’ in relation to skills can be through generic principles such as:

- increase in number and complexity of stimuli to be taken account of;
- increase in degrees of freedom within skills, with greater demand for coordination and control;
- reduction in extent of stable support with greater threat to equilibrium;

Alternatively, the concept of advanced can be interpreted through the accepted, conventional development of the more difficult skills which underpin advanced participation in an activity (e.g. the use of tumble turns in swimming).

Think about what you can do as the teacher to assist pupils to make the transition in this strand from Level 6 to Level 7.

Strand 2: selecting and applying skills, tactics and compositional ideas

The consistent application of precision, fluency and control in Level 6 is extended in Level 7 to include originality. This means that pupils need to find less conventional ways of responding to tasks. The finding of original answers may in turn offer greater opportunity to increase control and fluency resulting in an improved performance by finding a more efficient or effective way of completing the task. Originality may well result in the challenge to involve more advanced skills, tactics and ideas and to be able to modify these in relation to more complex circumstances.

Advanced tactics and compositional ideas are also expected at this level. This entails pupils challenging themselves with more sophisticated stimuli and ideas that have more complex meanings. Responses therefore show much more subtlety in terms of interactions, rhythm, use of space, design etc.

Think about what you can do as the teacher to assist pupils to make the transition in this strand from Level 6 to Level 7.

Strand 3: evaluation and improving

Evaluation at this level should show an understanding of the appropriate use of skills, tactics, strategies etc. in a clear effort to raise the quality of the overall performance (e.g. this worked because . . . !). Understanding of what is meant by ‘quality of performance’ is necessary here with the ability to engage in some discussion about how it is achieved. Quality of performance is described within the levels by the words control, coordination, accuracy, precision, fluency and originality, which involve, for example, degrees of body tension, clarity of the body in space, elevation, expression, changes of pace and direction.

Within this strand, pupils should also show a greater ability to make longer-term plans to bring about improvement in both their own and others’ performances.

Think about what you can do as the teacher to assist pupils to make the transition in this strand from Level 6 to Level 7.

Strand 4: knowledge and understanding of fitness and health

Evidence of work at this level includes increasing the ability to engage in long-term planning and evaluation of exercise and activity programmes. Think about what you can do as the teacher to assist pupils to make the transition in this strand from Level 6 to Level 7.

General areas on which to focus in order to take pupils from Level 6 to Level 7

- deepen pupils’ understanding of the concepts and principles of ‘advanced’ performance and planning;
- assist pupils to produce work of greater originality;
- increase the capacity of pupils to be adaptable to changing circumstances in the performing of skills, tactics and compositional ideas.

Task 17.3 Progression from one level to the next in NCPE assessment

Using the process as detailed above, consider the progression expected of pupils, in each of the four strands, from:

- Level 1 to Level 2
- Level 2 to Level 3
- Level 3 to Level 4
- Level 4 to Level 5
- Level 7 to Level 8

This should assist you to help pupils to move steadily from level to level when they are ready. Discuss this with your tutor or plan it together with another student teacher.

ASSESSING AND MAKING GOOD JUDGEMENTS

Judgements, especially those you make of pupils as they are learning, must be sensitive and therefore need to arise from well founded data that can be substantiated through valid and reliable evidence. These data arise from different levels of learning within the four strands that make up PE.

The elegance of the assessment procedure in the NCPE 2000 is the result of a blending of the four strands, which describe the experience of PE for everyone, with levels of progression that relate to the process of learning for each individual. The integration of these two critical features results in a detailed and informative statement about each pupil with regard to the stage they have reached, at different points in time, in all the critical elements of PE. The process is fully grounded in the assessment of *learning* and is not primarily focused on performance in individual activities but on each individual as a learner across the range of activities (Chapter 11 includes more information about assessment for learning and assessment of learning).

Figure 17.5 is a template for you to use as another way of linking the levels and the strands so that you are very familiar with the words you are using at any specific time.

*The integration of both aspects of this matrix in relation to Strand 3 at Level 4 should result in statements about pupils (John and Anne) that could read as follows:

John has participated in five areas of activity and is able to comment on the skills that he has acquired. His experience in OAA is yet to come in next year's curriculum. He is more comfortable describing his skill level in games, gymnastics and swimming but still struggles with the

Figure 17.5 Verbal summary of integration of strands and levels

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Strand 1	<i>Copy Explore</i>		<i>Select</i>	<i>Link</i>				
Strand 2						<i>Plan Modify</i>		
Strand 3				*				
Strand 4			<i>Reasons</i>					<i>Evaluate activity programme</i>

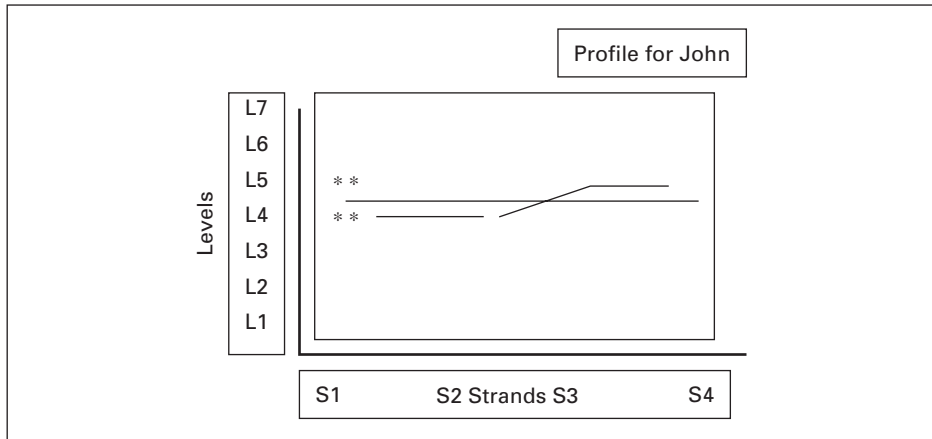
concepts of dance and the technical language of athletics. He is able to make reasonable comparisons in the performance of his peers and is beginning to be able to make helpful and appropriate suggestions as to what they could do to improve. Again this is stronger in games, gymnastics and swimming than in the other two activities that he has studied.

Anne is very interested in gymnastics and spends much time on it as an after-school activity. She is very competent in the skills and techniques and is in a strong position to assist others in her class in the development of their skills. She is less strong however in producing innovative compositional ideas and needs much prompting in this. The other activities of the curriculum pose some problems for Anne in that she does not have the motivation to analyse and improve her performance to the same level as she does in gymnastics. Where she can develop closed skills she is much more effective but she has difficulty in meeting the challenge to use imagination and creativity in her responses and in what she is able to observe and comment on.

John would be at a point well through Level 4 and would be moving quickly towards Level 5. Anne is only just in Level 4. She can achieve the processes of observation and comment, although this is over a very restricted profile of activities. To begin to consolidate her Level 4 standard and before she could be considered for Level 5, she would need to show the same competences across more areas of activity.

The overall level awarded to these pupils depends on their profile across all four strands (see Figure 17.6).

Figure 17.6 Profile of attainment showing the possible unevenness in John's progression



Task 17.4 Integration of strands

To help you to understand in more detail the integration of strands with levels, return to Figure 17.5 and complete the grid. To do this, select the appropriate words from the description of the appropriate strand at each specific level and insert them in the table. Compare this with the table in Doherty (2003).

It is possible that attempting to achieve such data on each pupil may lead you to design a very complex assessment design and structure. The most important issue is that whatever policy you devise it should be as simple and uncomplicated as possible. This ensures that you can implement the policy and its procedures naturally as part of the learning process and not have it become a 'tail that wags the dog'.

The next section helps you to consider what a good assessment policy should be and what it should do.

What are the critical features of a good assessment policy?

A good assessment policy should be one that:

- is integral to the learning process and arises naturally from it;
- is sensitive to individual differences;
- focuses on pupils' learning and not on individual aspects of their performance;

- shares relevant criteria for assessment with the pupils and involves pupils in their own and others' assessment where appropriate;
- uses appropriate language so that judgements and feedback are easily understood by the pupils;
- is completely in line with the structure of the National Curriculum;
- is monitored and standardised to allow for fairness of judgement across the department and within a national context;
- is well planned to allow for different modes of assessment to be used where they are most effective (i.e. formative or summative; ipsative or normative etc. – see Chapter 11);
- is workable in terms of the complexity and detail and the demand for excessive paperwork and records;
- does not assess more than is necessary to conform to the National Curriculum statutes;
- provides a meaningful report for parents so that they can encourage pupils to progress.

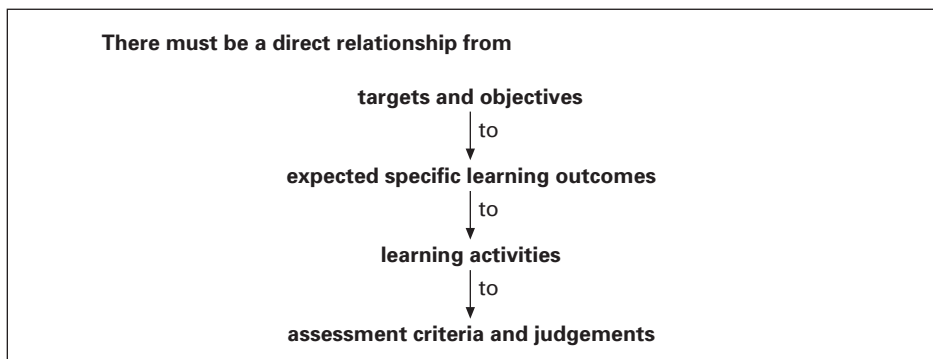
What are the potential pitfalls in designing an assessment policy for the PE department?

There are a few very important issues that can undermine the building of a good assessment policy and seeing it through to effective practice.

It is critical that pupils are assessed in what they are attempting to learn. This may seem very obvious but it is a more prevalent problem than would be expected. You will have *targets and objectives* related to what you wish the pupils to learn. You will then translate these into more specific *learning outcomes* and will set appropriate *learning activities* to help the pupils realise these outcomes. Finally and most importantly you will design *assessment criteria* from these outcomes so that you will base your *judgements* on what the pupils actually learn (see Figure 17.7).

This process must be logical. If it is not possible to trace the *essence* of what is to be learned through the planned learning activities and in judging how effective the learning

Figure 17.7 The logical process of learning and its assessment



has been, then learning is severely affected and the pupils become confused. For example, the intention is that the pupils learn to ‘observe’ what their peers are doing; pupils are given a task to perform which focuses on the transition of one phrase to another in a dance sequence; pupils observing are then asked to make a judgement and report on the accuracy of the step pattern being performed. This is illogical. The pupils were asked to focus on the development of *transitions* not *accuracy of performance* and so the assessment is of no value to the learning which is of essence to the task. This is an all too frequent error and can be helped by there being a clear set of criteria, available in writing if possible, and then all can focus on the same priority.

A second possible pitfall is to plan an assessment procedure that attempts to assess too much. The National Curriculum gives clear statutory requirements about what is to be assessed and how. There are numerous examples of PE departments that are attempting to assess more than is necessary to meet these requirements. It is not necessary to grade every pupil in every activity every year. This is a very complex exercise which is time-consuming, yet a number of departments are implementing such a policy. It is important that you trust your professional judgement on the evidence that each pupil presents to you and that you can with confidence say that the various aspects of a pupil’s work are showing a specific level within each strand. It should not be necessary to level every strand within every activity for every pupil and then be faced with a complex aggregation exercise. As with all other professional competences this develops with practice to enable you to make these judgements with accuracy from your own direct observation.

CONCLUSION

‘Effective assessment in physical education is integral to teaching and learning’ (Ofsted, 2003b). A good assessment process leads to pupil achievement, interpretation of data to find out more about the nature and state of learning, school improvement and opportunity to maintain a good position in relation to national norms. If an assessment policy is going to be good then it is critical that you understand fully the concepts and processes that are discussed in this chapter. It is important that assessment is integral to your thinking from the beginning of your education as a teacher of PE.

A closing thought:

When we think of the School of the Future, we ought to look beyond the computers, the interactive white boards, the internet-connected mobile phones. We should also consider new ways of thinking, learning, working, sharing and creating ideas across the curriculum.

Let’s not resign ourselves to the dictates of new technologies in shaping our lives and learning. Why don’t we have a debate about what sorts of people we want to see coming out of the doors of our future schools, and how we want them to engage with the world. This conversation needs to start with a reflection on the nature and purpose of our assessment systems.

(Facer, 2003)

SUMMARY

This chapter has looked at what is meant by assessment in the NCPE 2000. It has focused particularly on the use of the language of assessment and the implications of using the words and phrases that make up an assessment process. It is intended that by reading and understanding this chapter you should be able to integrate your assessment process fully into your pupils' learning and design and implement an efficient and effective policy that is based on your informed professional judgement of pupils' learning and performance in PE. It is designed so that you start to think about the complexities of teaching from the start of your initial teacher education and not get into the habit of following departmental practice without question – which is hard for you to change later.

FURTHER READING

- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) *Assessment for Learning*, Buckingham: Open University Press. Assessment for learning is explained and the shift from more traditional aspects of assessment is discussed.
- Claxton, G. (2003) *Building Learning Power: Helping Young People to Become Better Learners*, www.buildinglearningpower.co. This text is related to the ELI (Effective Lifelong Learning Inventory) Project (Ruth.Deakin@bristol.ac.uk) and considers teachers becoming 'learning coaches' to guide young people into a life of learning. Assessment of 'learnability' features as a concept to assist in the tracking of pupils as effective learners.

18 Continuing Professional Development in PE

Will Katene

INTRODUCTION

Your professional development as a teacher should be viewed as a lifelong learning process. This process begins while you are a student teacher, extends into your first/induction year of teaching as a newly qualified teacher (NQT) and continues throughout your teaching career. This lifelong process of learning, commonly known as continuing professional development (CPD), is defined by the Department for Education and Employment (DfEE, 2001: 3) as ‘any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools’. Thus, ongoing CPD throughout your initial teacher education (ITE) course is integral to effective teaching and learning. However, Day (1999) argues that CPD is more than the development of teachers’ subject knowledge and teaching skills. He contends that it should embrace the personal, moral and political dimensions of teaching as a professional activity. Likewise, Hargreaves (2001: 493) says CPD is ‘about enriching the quality of the lives of teachers themselves and their intellectual and moral excellences’.

In England, the importance of CPD is reflected in its inclusion as one of the professional standards for teaching that you are expected to meet to qualify as a teacher at the end of your ITE course. Specifically, student teachers must understand and demonstrate that they ‘are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence . . . They are motivated and able to take increasing responsibility for their own professional development’ (TTA/DfES, 2003: 7).

The importance of CPD is also emphasised by a number of authors: including Cole (1999), Connolly and James (1998), Day (1999), Hargreaves (2001), Kay (2003), Kyriacou (1998), Leah and Watson (1997), Loughran and Gunstone (1997), Mawer

(1995a), Raymond (1998) and Turner-Bisset (2001). Capel and Taylor (2001b: 381) point out that: ‘CPD helps you continue to learn and develop professionally throughout your career in order to increase your effectiveness’. Day (1999) argues that teachers are a school’s greatest asset and continued support for their professional development and well-being is central to raising standards of teaching, learning and assessment. In sum, these authors acknowledge the important and influential role of the teacher in improving the standards of teaching and pupils’ learning in schools.

However, there is criticism of the effectiveness of CPD. For example, Connolly and James (1998), Turner-Bisset (2001) and Gareth *et al.* (2001) share the view that CPD tends to take place at specific times, is often off-site, involves one-off attendance at training courses with minimal follow-up, entails limited dissemination of information to teachers in school, and provides limited opportunities and/or support to enable teachers to apply new learning ‘in the classroom’. Armour and Yelling (2002) found that this is exactly the kind of practice that has typified much of CPD within PE. However, some sound advice is offered, including that CPD needs to be substantial and sustained over time; connections need to be made between new learning and existing practice; it needs to be well resourced financially and staff-wise. Gareth *et al.* (2001), in particular, stress the importance of engaging teachers in active learning: actively engaging in meaningful planning, practice, discussion and debate (e.g. observing and being observed).

In seeking to develop your awareness and understanding of the importance of CPD as a professional responsibility and an entitlement for all teachers, this chapter discusses CPD in a PE context; beginning with your ITE PE course, extending into your first/induction year of teaching as an NQT and continuing throughout your teaching career.

OBJECTIVES

By the end of this chapter you should have an understanding of CPD during your:

- ITE PE course; particularly in relation to the professional development portfolio (PDP), subject knowledge development, applying for your first teaching post and the career entry and development profile (CEDP);
- first/induction year of teaching as an NQT;
- teaching career.

CPD DURING YOUR ITE PE COURSE

In this section, four interrelated and interconnected themes are discussed: the PDP; subject knowledge development; applying for your first teaching post; and the CEDP.

Professional development portfolio (PDP)

A PDP is an accumulative record of your progress and development during your ITE PE course. Benefits of building a PDP include enabling you (and others) to reflect upon, discuss and record both your achievements and professional development needs, thereby identifying and monitoring your progress and development; and it can form a strong platform from which to consider your professional development needs during your first few weeks as an NQT. Your higher education institution (HEI) is likely to provide you with a framework for building your PDP. If not, below is an example of what you might include:

- curriculum vitae (including relevant certificates/awards);
- needs analysis/audit (1 per term);
- action plans (2–3 per term);
- notes of weekly meetings with your school-based subject tutor;
- school-based subject tutor and HEI tutor observation notes and/or written reports from observations of your teaching;
- record of evidence of achieving the standards for qualified teacher status (QTS) (in England);
- PE and professional studies written assignments and related activities/tasks;
- CEDP.

Your PDP is a valuable document to take with you for interview for your first teaching post, and to assist with the completion of your CEDP. It is also useful to have throughout your teaching career (e.g. in preparation for your formal appraisal or performance management-related interview).

Task 18.1 Your PDP

If you are given a PDP on your ITE course, keep it up to date and organised. If you are not given a PDP, devise one yourself using the framework identified above along with any other information that you feel is appropriate. Regularly identify, monitor, record and reflect critically on your progress and development; particularly your achievements, professional development needs and action plans.

Subject knowledge development

Good subject knowledge for effective teaching is an important aspect of your development as a teacher. For example, TTA/DfES (2003: 8) states that student teachers must demonstrate that ‘They have a secure knowledge and understanding of the subject(s) they are trained to teach . . . For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level’.

Moreover, the importance of subject knowledge in facilitating effective teaching and learning is well documented (Bennett and Carre, 1993; Grossman *et al.*, 1989; McDiarmid *et al.*, 1989; McEwan and Bull, 1991; Shulman, 1986, 1987; Turner-Bisset, 2001; Wilson, 1975). Despite the identification of subject knowledge as one of the standards for QTS in England and the importance of subject knowledge in facilitating effective teaching and learning, it hardly needs stating that complex questions, such as what constitutes subject knowledge and how can subject knowledge be developed, need to be addressed.

It is important that you understand what subject knowledge for effective teaching and learning in PE means. It is more than knowing the skills, tactics and rules of the different activities you teach in the PE curriculum. Different models of subject knowledge have been identified (e.g. Bennett and Carre, 1993; Cochran and Jones, 1998; Dewey, 1933; Grossman, *et al.*, 1989; McDiarmid, *et al.*, 1989; Schwab, 1978; Shulman, 1986, 1987; Wilson, 1975). Shulman (1986, 1987) identifies seven categories of teachers' knowledge for effective teaching, which are referred to frequently by others. In-depth knowledge and clear understanding from the seven interrelated and interconnected knowledge bases is needed in order to decide which elements to use and fuse together in 'expert' teaching. Shulman (1987: 8) describes these knowledge bases as:

- 1 *Content knowledge* (sometimes called subject matter knowledge): the amount and organisation of knowledge in the mind of the teacher. This includes substantive structures (the factual information and explanatory frameworks that are used both to make sense of information and to guide inquiry in the subject) and syntactic structures (the variety of ways in which the basic concepts and principles of the discipline are organised, and the ways in which truth or falsehood, validity or invalidity, are established).
- 2 *General pedagogical knowledge*: those broad principles and strategies of classroom management and organisation that appear to transcend subject matter.
- 3 *Pedagogical content knowledge*: the combination of content and pedagogy that is the distinctive body of knowledge for teaching a particular subject and that makes the subject comprehensible to others. It includes, for any given subject area, the most useful forms of representation of ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations and how particular topics, problems, or issues are organised, represented and adapted to the diverse interests and abilities of learners.
- 4 *Knowledge of learners and their characteristics* includes empirical or social knowledge of learners (knowledge of children of a particular age range) and cognitive knowledge of learners (knowledge of child development and context-bound to a particular group of learners).
- 5 *Curriculum knowledge*: the text, materials and programmes that serve as 'tools of the trade' for the teacher.
- 6 *Knowledge of educational contexts*: factors which affect development and classroom performance, ranging from the workings of the group or classroom, the governance and financing of schools, to the character of communities and cultures.

- 7 *Knowledge of educational ends, purposes and values (and the philosophical and historical grounds for these):* the purposeful activity of teaching, both in the sense of short-term goals for a lesson or series of lessons and in the sense of the long-term purposes of education.

Shulman's (1986, 1987) model provides a framework of what counts as subject knowledge and how it might be conceptualised within a PE context. Others have identified different knowledge bases, although most are based on those of Shulman. However, there are some interesting points identified by others, therefore it is worth you reading about the different models. For example, Turner-Bissett (1999) identifies knowledge of self as important. Teaching demands a large investment of self, therefore the self is a crucial element in the way teachers themselves understand the nature of the job and is an important requisite for reflection at the higher levels, which has an impact on student teachers' development. Chapter 1 asks you to consider why you became a PE teacher.

In relation to your learning to teach, Turner-Bissett (1999) argues that student teachers use fewer knowledge bases than experienced teachers at any one time. She believes that student teachers tend to adopt wholesale lessons modelled for them by experienced teachers without adapting the lessons for a particular group of learners or educational context; or without the content knowledge or pedagogical content knowledge; or without a very clear understanding and knowledge of educational ends, purposes or values. Student teachers' perceived needs, she continues, are different; they often want an abundant repertoire of ideas for lessons to make a good impression on school staff and pupils and to have lessons which go well, without management or discipline problems. Chapter 3 looks at the importance of critical reflection in your planning – not just teaching something because it has always been taught that way.

Teaching should, therefore, be viewed as a knowledge-based profession, as opposed to a competence-based profession. High quality or expert teaching is not merely a matter of acquiring skills; it is based on a number of interacting knowledge bases. Thus, Shulman's (1986, 1987) model of knowledge bases for effective teaching is offered to you as a source of reflection and CPD. It should be useful to you in understanding what you need to know in order to become an effective or expert teacher and as a valuable framework for CPD.

You have arrived on your ITE course with different experiences and understandings of PE compared with others on the course. Your tutors can assume a similar starting point in terms of working with pupils, but they cannot take into account the range of strengths and professional development needs in terms of practical experience and content knowledge in a subject as complex as PE. In order to identify and address subject knowledge, strengths and professional development needs in the context of Shulman's knowledge bases for effective teaching, your HEI is likely to ask you to complete a needs analysis/audit. This audit is likely to include a system for identifying the action you need to take to enable you to consolidate, develop and monitor these knowledge bases during your ITE course, first/induction year of teaching and throughout your teaching career.

Task 18.2 Assessing your subject knowledge for effective teaching in PE

Using the needs analysis/audit provided by your HEI, identify the seven knowledge bases identified by Shulman (1986, 1987). If you are learning to teach in England, link these to the QTS standards which you are required to meet in order to qualify as a teacher. Recognising that in order to be an effective teacher you need good knowledge across each of the bases – and cannot rely on good knowledge in some bases but have weaknesses in others – identify which knowledge bases you feel are strengths and which are areas of weakness in which you need to make an extra effort. Use this as the basis for your development during both your ITE course and induction year. Remember that on your ITE course you might not be able to develop all knowledge bases/aspects of your teaching at the same time; therefore, identify your priorities. To help you to decide about the focus or foci for development, refer to your PDP and consult your tutor.

Given Shulman's list of knowledge bases for effective teaching, there are numerous types of CPD activities which enable you to develop these knowledge bases (e.g. reading current research and inspection evidence; accredited and non-accredited courses; attending conferences; critical observation of peers and your teaching being observed; collaborative practices such as peer teaching; demonstrations with teachers as pupils; teacher appraisal; analysis of individual differences such as learning styles and preferences). Further learning opportunities and experiences which you may use on your ITE course are identified in Chapter 13.

Two CPD activities (analysis of learning styles and preferences, and the collaborative practice of peer teaching) are presented below to illustrate how they might contribute to the development of your subject knowledge during your ITE course (as well as during your first/induction year of teaching and throughout your teaching career).

Analysis of learning styles and preferences

'Just as each snowflake, tree, and star in the universe is different, so it is with children' (Oakland *et al.*, 1996: 1). The same could be said of student teachers. You are an individual in terms of abilities, styles and preferences. It is important that you recognise your own preferred learning styles – for example, extroverted, introverted, practical, imaginative, thinking, feeling, organised or flexible (Oakland *et al.*, 1996). People with different learning styles learn and develop best in different types of learning environments – whether it is in ITE, during their induction year or beyond. For example, if you prefer an 'organised' style, you feel and perform better when your environment is structured, rules are established and enforced, schedules are maintained and projects are completed. In contrast, if you prefer a 'flexible' style you generally feel and perform better when the environment is flexible, you are involved

in action-oriented, game-like activities, and are able to demonstrate endurance, cleverness and ability to adapt to changing situations. However, you are frequently in learning environments that are not best suited to your learning style. During your ITE course, induction year and beyond, you need to work with your tutor to select CPD activities that enable you to work within your learning style or, where this is not possible, do what you can to adapt the environment to your style or adapt your learning style to the environment. Likewise, pupils have preferred styles of learning; therefore, you need to find out pupils' individual preferences and create learning environments that enable them to learn and develop best (see Unit 5.1 in Capel *et al.*, 2001 or Riding and Rayner, 1998) for further information on learning styles).

Task 18.3 Your preferred learning style

Identify your preferred learning style using one of the many tests designed for this purpose. One such test which you might want to consider is Oakland *et al.* (1996). However, you and your tutor might be able to identify others. Discuss the findings with your tutor and consider appropriate CPD activities to facilitate subject knowledge development.

Peer teaching

Joyce and Showers (1981) introduced peer teaching (called peer coaching) for in-service education and training (INSET) to support practising teachers in transferring newly acquired teaching strategies and skills from the university to the class setting. Robbins (1995: 206) defines peer teaching as 'a confidential process through which two or more professional colleagues work together to reflect upon current practices; expand, refine, and build new skills; share ideas; conduct action research; teach one another; or problem solve within the workplace'. Similarly, Swafford (1998) views peer teaching as teachers supporting teachers as they apply and reflect on new knowledge and ways of teaching. A principal aim is to meet the diverse needs of learners. The concept of peer teaching is underpinned by Vygotsky's (1978) educational theory whereby learners are introduced to new patterns of thought and new understandings by engaging in dialogue with others. Vygotsky's theory is based on an asymmetrical relationship in which one learner is more knowledgeable and experienced than the other; and those who work within a peer teaching context with a more knowledgeable and expert partner improve more in competence and confidence than those who have an equally competent partner.

Thus, in an ITE context, peer teaching consists of an intensive, asymmetrical relationship and ongoing dialogue between a tutor/another experienced teacher and a less experienced or novice student teacher, to support the development of knowledge bases for effective teaching (Jenkins, 2002; Jenkins and Veal, 2002;

Katene and Faulkner, 2003; Swafford, 1998). Peer teaching, therefore, has a highly practical focus and depends on the development of strong and trusting collaborative, collegial relationships whereby the experienced teacher and less experienced student teacher become partners in a continuous and cyclical process of planning, teaching/experimentation, critical reflection, problem-solving and target-setting. Indeed, the process of peer teaching can promote a sense of collaborative collegiality (Hargreaves and Dawe, 1990) by creating a context for student teachers in which talking about their teaching becomes an acceptable practice (Jenkins and Veal, 2002).

Swafford (1998) identifies three types of support provided by peer teaching:

- *procedural (technical)*: highlighting strengths, suggesting alternative practices, emphasising important teaching points or facilitating problem solving;
- *affective (emotional)*: reassurance, social support, motivation, confirming teaching strengths and areas for improvement;
- *reflective*: self-reflection and assisted reflection to improve practice; engaging in problem solving, decision making and critical dialogue ‘on the spot’ and ‘once the teaching is over’ (through post-lesson discussions/conferences).

Jenkins *et al.* (2002), Katene and Faulkner (2003) and Williams (1996) have identified examples of peer teaching. For example, two student teachers and an experienced teacher plan a lesson together, beginning with clear and specific learning outcomes. The teacher explains the purpose of each part of the lesson and how she or he plans to introduce it. The success of such a process of collaborative learning depends on careful and thorough planning and specific role clarity (Williams, 1996). As Williams (1996) stresses, the importance of teacher and student teacher negotiating and clarifying the different roles must be agreed and communicated clearly, especially for the student teacher who needs to be aware of such things as authority shifts. For example, student teachers need to negotiate who will lead which parts of the lesson and what the other one needs to do when in a supporting role (e.g. observe, help a small group of gifted and talented pupils, help disruptive pupils, assess pupils’ performances/work, manage resources, maintain pupil control).

Although there are many benefits to peer teaching, there are a number of barriers to its implementation – which might explain why your tutor and other experienced teachers are reluctant to become engaged in peer teaching. First, peer teaching takes considerable time and energy in planning and organisation, and involves the coordination of several people, all of whom must be trained in the process (see e.g. Hargreaves and Dawe, 1990; Joyce and Showers, 1988; Swafford, 1998). For example, student teachers must have opportunities to model and practise peer teaching, develop effective observation and post-lesson discussion/review skills prior to school experience. In addition, there may be some resistance from teachers, where greater responsibility is transferred from the experienced teacher to the student teacher (Katene and Faulkner, 2003). A rationale or educational aim for the use of peer teaching must therefore be presented, discussed and debated, addressing any concerns and developing a shared ownership of the process of peer teaching between the tutor/experienced teacher and student teacher. As Kovic writes, peer teaching offers experienced and student teachers new opportunities ‘to investigate and explore instructional alternatives,

reflect on their effectiveness, make adjustments when necessary, and then investigate and explore again' (1996: 30).

Task 18.4 Engaging in peer teaching

Plan and implement collaborative peer teaching practices with your tutor to assist in the development of your subject knowledge. For example:

- You and your tutor jointly plan a lesson. Your tutor teaches the whole lesson and you observe specific aspects you want to develop. In the review of the lesson, you identify your learning on these aspects, followed by your tutor.
- You and your tutor jointly plan a lesson. The teaching of the lesson is jointly taught between you and your tutor, having agreed beforehand who is going to introduce it and develop each part of the lesson. You lead the lesson review, followed by your tutor.
- You and your tutor jointly plan a lesson. You teach the whole lesson and the tutor observes. Following the lesson, you lead the discussion/review, followed by your tutor.

In each case agree with your tutor a specific QTS standard as a focus of the lesson, whereby you can consistently demonstrate competence in meeting through a peer teaching context.

See Williams (1996) for further examples of collaborative peer teaching practices.

Applying for your first teaching post

One of many challenges facing you during your ITE course is securing your first teaching post. It is important that you give careful consideration and attention to this process. There is a wealth of information to guide and support you, much of which provides a common framework for obtaining your first teaching post. For example:

- deciding where you want to teach;
- looking for suitable vacancies (e.g. where and when teaching posts are advertised and whether a post is right for you);
- applying for a teaching post (e.g. sending for details; information about the post; how to use the person specification; writing successful job applications and covering letters; writing a CV; choosing referees; criminal records bureau clearance; criminal convictions);
- interviews (e.g. preparing for an interview; the interview itself; withdrawing from an interview; interview expenses);
- you are offered the post (e.g. deciding whether you want the post; starting salary; accepting the post);
- if you are not successful this time and supply teaching.

For further details of how and where to obtain information on applying for your first teaching post, refer to the various sources listed in the ‘Further reading’ section at the end of this chapter. You might also find Unit 8.1 in Capel *et al.* (2001) helpful.

Task 18.5 Mock interview

Set up a 30-minute mock interview with your tutor or another experienced teacher. If possible, arrange to have the mock interview videotaped and/or audiotaped so that you and others can critically analyse, discuss and debate the strengths of your interview (e.g. your content knowledge, general pedagogical knowledge, pedagogical content knowledge or understanding of the National Curriculum for PE) and your professional development needs (e.g. the need to look and sound relaxed and confident).

Career entry and development profile (CEDP)

A CEDP is to be completed by every student teacher in England. It is an official working document, is focused on you and designed to support and benefit you:

- in the continuous process of planning, teaching, reflection and review;
- by building on your achievements and identifying your professional development needs, making links between your ITE and induction year;
- by helping your ITE provider to prepare you to play an active role in your induction period;
- by helping your school to understand your strengths and experiences by the end of your ITE course, supporting your professional development needs, supporting constructive dialogue between you and your induction tutor and making links between your ITE, induction year as an NQT and performance management (TTA, 2003a).

Your CEDP should summarise the discussion undertaken with your HEI about your strengths and professional development needs – taken from your PDP, including your needs analysis/audit. As an NQT, you are then required to share your CEDP with your induction school tutor so that it can inform discussions about your professional development needs during your induction period and the support you need to achieve these needs.

Your HEI will provide details about the CEDP, or further information can be obtained on the CEDP (along with supplementary information on: recording reflections and discussions; writing induction action plans and reviewing progress; moving from one school to another during induction; and maintaining a PDP to support you in the process of professional development planning, action and review) from the DfES website (www.teachernet.gov.uk) or the TTA website (www.tta.gov.uk).

CPD DURING YOUR FIRST/INDUCTION YEAR OF TEACHING AS AN NQT

Your ITE PE course is the first stage of your CPD. Once you have qualified as a teacher and begun your teaching career, you will begin to consolidate what you have already learned and to build on your achievements. This next stage begins with your induction period. In England, statutory induction arrangements for NQTs were introduced in 1999. The aim of the induction period is to ensure that all NQTs are supported throughout the first/induction year of teaching after they have been awarded QTS. There are two key aspects of the induction period: first, an individual programme of professional development and monitoring; second, assessment against the induction standards. There are six standards listed under three main headings: 'Professional Values and Practice', 'Knowledge and Understanding', and 'Teaching' (see TTA, 2003b for further information on the induction standards).

The induction period lasts for three school terms and, while your progress during induction does not affect your QTS, you need to meet the standards to complete the induction period successfully and to be able to continue teaching in a maintained school or non-maintained special school in England (TTA, 2003b). During your induction period, the TTA (2003b) have indicated that you can expect:

- 1 *Ninety per cent teaching timetable*: this time is in addition to any non-contact time and can be used for activities that specifically contribute to your induction programme.
- 2 *An induction tutor* who is responsible for your academic and personal welfare and for making sure that you are provided with an effective, individualised induction programme.
- 3 *An individualised induction programme* of monitoring, support and assessment. This should be planned by you and your induction tutor and should reflect your strengths and professional development needs as identified in your CEPD (see above); the induction standards; and the demands of the specific post in which you are starting your teaching career.
- 4 *Observation of your teaching* by your induction tutor and/or by others as appropriate *with follow up review meetings* whereby you and your induction tutor review the lesson and your progress against your objectives and revise your objectives and action plan if necessary. The first observation should take place during the first four weeks of the first term and then occur at least once per half-term.
- 5 *A programme of professional development opportunities*: in collaboration with your induction tutor, you will need to plan other professional development opportunities, for example: peer teaching (see above); opportunities to observe the teaching of experienced teachers; planning with the department and school; visits to schools and settings beyond your own workplace; more formal training events and courses; meeting with your induction tutor to review your progress and consider your development.
- 6 *Termly formal assessment meetings* towards the end of each term, involving you, your induction tutor and/or headteacher for a formal assessment. The

main focus of these meetings is to review your current progress towards meeting the induction standards.

- 7 *Reports on your progress:* after each of the first two formal assessment meetings, the headteacher should make a report to the LEA or, where appropriate, the Independent Schools Council Teacher Induction Panel (ISCTIP) on your progress towards meeting the induction standards.
- 8 *Additional support in cases of difficulty:* if you are in danger of not meeting the induction standards by the end of the induction period, further support should be planned and arranged as soon as possible. The LEA/ISCTIP should be informed and should equally check that support is in place. Unsatisfactory progress at one stage of your induction programme does *not* mean that you will inevitably fail to complete the induction period successfully. It is important that all parties work positively to help you overcome any shortcomings.
- 9 *A named contact at the LEA/ISCTIP:* if you have any concerns about the content or administration of your induction programme, you must first use the school's procedures for raising professional concerns. If your concerns go beyond the school or are not addressed, you should contact the named induction contact in the LEA/ISCTIP, details of whom should have been given to you at the beginning of your induction period.
- 10 *A recommendation on completion of induction:* after the formal assessment meeting towards the end of the induction period, your headteacher will make a recommendation to the LEA/ISCTIP about whether you have met the induction standards. The LEA/ISCTIP will decide whether you have met the requirements of satisfactory completion of the induction period, and will write to you, your headteacher and the General Teaching Council for England to communicate this decision.

CPD THROUGHOUT YOUR TEACHING CAREER

Progression and continuity in teaching from your ITE PE course to the induction period signifies the first stage of your CPD. Similarly, satisfactory completion of the induction period should provide a strong base for taking on greater responsibilities for your own CPD throughout your teaching career. To help you in this process, two questions should be considered: First, what aspects of your teaching need to be developed in order to improve your future practice? Second, how can you best go about improving your practice in the area(s) that really need developing? In relation to the first question, you should be well acquainted with the continuous and cyclical process of planning, teaching and reflection/review to improve your teaching performance both intuitively and through a systematic self- and assisted appraisal as part of your induction period. In addition, both internal (teacher appraisal/performance management) and external (Office for Standards in Education (Ofsted) inspections) quality assurance mechanisms should be in place at your school to assess the quality of your teaching and the extent to which you are engaged in regular and systematic

reflection on your own practice. With reference to the second question, you need to devise a programme of CPD activities for individual improvement and development.

There are several routes you might wish to follow, once you have settled into your first teaching post, depending on your strengths, professional development needs, interests and possible career developments. Some CPD activities are discussed below to help you in the process: involvement with ITE as a subject tutor; award- and non-award bearing courses in education and PE and other CPD activities.

Involvement with ITE as a subject tutor

One of the features of a healthy teaching profession is the fact that its members are actively involved in recruiting and training the next generation of teachers. With a significant shift towards school-based ITE, in recent years, it is likely that you will be able to share your expertise with student teachers through the role of subject tutor. Many teachers report that this is a rewarding and satisfying, but demanding, CPD activity. However, although student teachers need quality academic and emotional/pastoral support as they learn how to teach, they are also a valuable resource in offering new insights, visions and ideas related to current practice in PE, encouraging the subject tutor to reflect critically on his/her own practice.

Award-bearing courses in education and PE

To continue your progress and development from your ITE course, particularly in relation to linking theory to practice and critical analysis and reflection, you might wish to undertake an award-bearing course, such as a masters degree in education or in PE. A possible rationale for undertaking a higher degree might well be to: support your development as an autonomous professional; support your ability to define and evaluate complex educational issues, drawing on national and international perspectives; deepen your knowledge and understanding of your specialist subject to enable you to analyse policy, theory and practice, and strive for excellence in teaching and learning; and equip you with the methodological knowledge needed to select appropriate methods to conduct research. It might also enhance your chances of promotion to middle and/or senior management positions, such as head of department, head of year or deputy headteacher.

Some HEIs enable you to enrol for an NQT module that helps you to develop your expertise and professional knowledge within the context of PE. In addition to providing CPD this also gives you the opportunity to return regularly to the HEI during your first year of teaching to discuss issues and to seek answers to specific questions from other NQTs or HEI tutors. You can subsequently take additional modules to pursue a masters degree which supports your development in an area which you have identified as part of your career development (e.g. specialist subject modules to become an advanced skills teacher, or expand into other areas such as leadership and management, special educational needs or other aspects of work). As far as a teaching career is concerned, it is highly desirable for you to

undertake modules as and when appropriate to your individual professional development needs.

Many HEIs also allow accreditation of prior experiential learning (APEL), e.g. those who have successfully completed a Postgraduate Certificate in Education (PGCE) PE course can submit, for example, a 4000-word portfolio to be assessed for 60 credits for a masters degree in education. As well as taught masters courses, there are research opportunities leading to a Doctor of Education (EdD), Master of Philosophy (MPhil) or Doctor of Philosophy (PhD). Contact your local HEI for further information.

Non-award bearing courses

You might be interested in extending aspects of your subject knowledge by undertaking national governing body (NGB) awards in your specialist sport/activity. This might lead to you working with gifted and talented pupils at your school or at county, regional and national level. Alternatively, you might wish to take courses in sports/activities in which your content knowledge is not as strong (see, for example, Coaching for Teachers' courses www.sportscoachuk.org).

The Professional Development Board (PDB) for PE exists to ensure that there is high quality CPD for all PE teachers, for the benefit of young people, and to raise standards in PE. A list of courses, which have been awarded a kite mark or licence, are available at the following websites: www.baalpe.org, www.pea.uk.com and www.youthsporttrust.org.

The Physical Education, School Sport and Club Links (PESSCL) national strategy is designed to support, enhance and transform PE and school sport with the aim to: 'increase the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum to 75% by 2006' (DfES/DCMS, 2003: 2). It comprises eight programmes (specialist sports colleges; school sport coordinators; gifted and talented; Qualifications and Curriculum Authority (QCA) PE and school sport investigation; step into sport; school/club links; swimming; and professional development). The professional development programme provides a number of modules which are available to PE teachers in maintained and special schools in England. You should familiarise yourself with this programme (see DfES/DCMS, 2003 and www.teachernet.gov.uk/pe).

Other CPD activities

The activities identified above only consider a sample of possible CPD activities. You might, for example, become involved with PE curriculum development projects such as assessment in PE (see Chapter 11) or 14–19 accredited qualifications in PE (see Chapter 12). A range of CPD opportunities are available in relation to each of these. For example, in the latter, if you are involved with teaching and/or examining PE at GCSE or GCE Advanced level, you may work as a marker or moderator for an awarding body, for which training is provided.

Other career development opportunities that you might want to pursue are those that are related to sports colleges and the School Sports Coordinator programme (e.g. school sport coordinator). See Chapter 15 for further detail about these programmes. Again, a range of training opportunities is available.

We also strongly advise that you keep up to date with educational issues. A good way to do this is to read regularly the *Times Educational Supplement (TES)*, which is available in many school staff rooms.

It is also crucial that you are aware of the importance of joining a professional association. This may be any one of the teachers' unions. As a PE teacher you have a particular need and responsibility to ensure that you have adequate insurance cover and ready access to professional advice. You will be aware of highly publicised incidents where tragedy has befallen pupils involved in PE or physical activities. In these instances, LEAs, schools and individual teachers have, on occasion, been taken to court. See Chapter 8 for information about teaching safely and safety in PE. The Physical Education Association of the United Kingdom (PEAUK) is an association for PE teachers and provides insurance for PE teachers should you wish to take out an extra premium which gives extra cover against personal liability for PE teachers (PEAUK, Ling House, Building L25, London Road, Reading, RG1 5AQ. Tel: 0118 378 6240; www.pea.uk.com).

SUMMARY

This chapter has discussed the importance of CPD and what it means. It has examined CPD during your ITE PE course, particularly: the PDP; subject knowledge development; applying for your first teaching post; and the CEDP. It looked at CPD during your first/induction year of teaching as an NQT, including the content and structure of the induction period. It concluded by looking briefly at CPD throughout your teaching career, highlighting key CPD activities such as involvement in ITE as a subject tutor, embarking on award and non-award bearing courses and other CPD activities.

In conclusion, three final points are offered for your consideration. First, in order to improve the effectiveness of both your teaching and pupils' learning experiences in PE, it is essential that you implement a continuous and cyclical process of planning, teaching and critical reflection/review. Second, it is a difficult task to develop the highly complex range of knowledge bases needed to be an effective teacher, and it is unlikely that you will develop these fully by the end of your ITE course. Thus, in order to support your continued development into an effective teacher, CPD activities need to be substantial and sustained over time; connections need to be made between new learning and existing practice; and you need to be engaged in active learning – actively engaging in meaningful planning, practice, discussion and debate (e.g. observing and being observed). Third, ongoing CPD activities will help you to recapture a thirst for learning (and encourage this in the pupils you teach); to maintain a love of your subject and passion for teaching; and give you enthusiasm, freshness and energy for teaching and learning – particularly when you find yourself burdened with paperwork, Ofsted inspections or pupil indiscipline and misbehaviour.

FURTHER READING

AGCAS (2003) *Getting a Teaching Post: A Guide to Finding Your First Teaching Appointment*, London: AGCAS. This guide is designed to help you find your first teaching appointment in a school. It includes information on application procedures and vacancy sources, together with suggestions on how to make effective written applications and how to prepare for selection interviews. While much of the information about procedures and processes focuses on England and Wales, the advice on applications, CVs and interview is also relevant to other locations.

Capel, S., Leask, M. and Turner, T. (eds) (2001) *Learning to Teach in the Secondary School: A Companion to School Experience*, London: RoutledgeFalmer. Unit 8.1 provides a comprehensive five-stage approach on how to obtain your first teaching post:

- deciding where you want to teach;
- looking for suitable vacancies;
- selecting a post which interests you and sending for further details;
- making an application;
- preparing for and attending an interview;
- accepting a post (pp. 363–80).

Unit 8.2 looks at CPD.

NAS/UWT (2003) *Preparing For Your First Teaching Post*, Birmingham: Renaultprint (Tel: 0121 4536150; Website: www.teachersunion.org.uk). This publication includes information and advice on job search and preparation, including job searching, application completion, CV drafting; interview techniques and contact details for every LEA in the UK.

NUT (2003) *First Post: NUT Guide to Obtaining Your First Teaching Post*, London: Kogan Page (Tel: 0845 3001 669; Website: www.teachers.org.net). This guide is published annually and is designed to answer many of your questions about finding the right post, applying for teaching posts, interviews, accepting a post, what to do if you are unsuccessful this time, and salary matters.

TES (Annual) *First Appointments*. This supplement is published annually, in January, and contains articles and features on processes and procedures to help you secure your first post and what to expect when you start. In addition, the TES provides weekly termtime advice for teachers and practical help with ICT, curriculum subjects and careers in education, as well as the largest selection of education job advertisements.

TES (2001) *Get Your First Job*, London: Kelsi Print (website: www.tes.co.uk). This booklet contains practical advice on how to get your first job. Written by a teacher, it covers the basics of job hunting, including where to find out about vacancies, what the pay scales mean, and how to write personal statements and CVs.

Appendix

Day Visits and Residential Field Work

Tim Hewett

INTRODUCTION

School visits take place beyond the classroom for a wide variety of reasons. Many such visits involve members of the PE department and they may even involve student teachers as temporary members of the department while on school experience. A visit to an international sporting event, an outdoor education residential or a sports exchange/tour can all take you outside the confines of the school grounds, perhaps to another part of the county or country, or maybe even abroad. As a student teacher or newly qualified teacher you are not expected to lead such a visit, but the experience that you may gain from assisting is widely recognised as being of substantial benefit. However, before committing to help to run a visit you should ensure that you feel confident that you can carry out the responsibility that is placed on you. In order to do this it is obviously important to clarify at the outset what exactly your role would be with whomever is organising the trip.

One further word of caution; you should carefully examine your own motives for wishing to involve yourself in the trip. If you are attracted solely by the chance to see a big match, or have always fancied a go at rock climbing or perhaps would like a 'free' ski trip, then you should probably think again! The level of commitment required on all such visits is high, as is the level of responsibility on the staff team. The amount of supervision that is required probably means that there is little opportunity to pursue the activities for yourself. Be under no illusion, such trips are hard work and demanding, but of course they can also be particularly rewarding. Many teachers have found that taking their pupils beyond the classroom enhances their working relationship with them a good deal. This is in turn of benefit to relationships on return to school, not only with those particular pupils who attended the trip, but also often with a wider spread of pupils.

Like so many other teaching situations it is neither feasible nor desirable to lay down prescriptive legislation to cover all eventualities in planning and delivering educational visits. What follows could be considered as a set of guidelines that should be of use during your school experience as well as later in your career. Your school has guidelines, as does the local education authority (LEA), and it is obviously important that you follow these procedures when planning and delivering such events.

WHY ARE WE GOING?

While a great deal of important planning needs to be undertaken, much of which focuses on the practical issues concerned with the health and safety of the pupils and the smooth running of the trip, it is very important to be clear at the outset of the aims of the event. Indeed the 'Why?' is of fundamental importance and informs almost every aspect of the organisation and delivery of the trip. It may be that the visit is part of a unit of work from the PE curriculum or forms part of some cross curricular element(s). It may be targeting a particular group of pupils with special needs or may be an element of a personal and social education (PSE) programme. Whatever the aims, everyone involved should be clear about what the trip is for. If the pupils think they have signed up for a holiday, they may get a rude awakening which in turn presents the staff with untold problems!

It is not uncommon to involve the pupils in the setting of learning outcomes for such events and indeed the planning also. Such involvement can increase the potential for achieving the learning outcomes.

WHAT NEXT?

Once the aims are clear some more decisions can be made: who is going, when and where are they going and what are they going to do when they get there. Some of these issues are obviously linked, but once agreed it is possible to move to the practical issues of how all this is to be organised.

In the limited space in this appendix not all issues can be addressed, but below are some points that you may wish to consider in relation to the identified aims:

Who is going?

- Year group?
- Tutor group?
- Target group?
- Open to any pupils?
- Pupils, and/or staff from other schools?
- Which staff will go?
- Will there be any other adult helpers?

When will you go?

- Term time?
- Holiday?
- Weekend?
- Early, middle or late in the programme?
- What is your work load at the proposed time?
- Do you have other commitments?

Where will you go?

- Is the venue suitable in order to achieve learning outcomes?
- Proximity – journey time/cost?
- Do you have previous experience of the area?
- Is there relevant information available regarding the area?
- If residential, what sort of accommodation?

What will you do when you get there?

- Are the planned activities suitable in order to achieve learning outcomes?
- Can you manage such activities?
- Possibility for differentiation?
- Environmental considerations?

Other factors

- All the above are influenced by the costs involved and your pupils' ability to meet them. What is the school's policy on charging?

HOW WILL YOU MAKE IT ALL HAPPEN?

Once decisions have been made on the above then the detailed planning can begin. Much of the practical organising of visits relies on the application of common sense. This is reflected in school and LEA guidelines, which you should follow. As a professional educator you are, or are becoming, an effective organiser, but it is worth remembering that the consequences of getting it wrong away from school are generally higher than when you deliver a poorly planned school-based lesson. You should not underestimate the level of responsibility that you are taking on. The next section, which makes no claim to be definitive, outlines a number of important things that need to be undertaken.

APPROVAL

Before signing up pupils for the 'big event' or sending off any deposits, approval needs to be sought from the headteacher, and in some cases the governing body and

the LEA. Who gives approval depends on the nature of the planned trip. Generally, if adventurous activities are involved the LEA needs to be involved as well. Refer to your school guidelines for the correct procedure.

PARENTAL CONSENT

Parents/guardians understandably want reassurance that the health and safety of their children is being given due consideration. Staff who undertake such a venture have a legal and moral responsibility to do so. However, everyone involved must be realistic – the world is not risk-free and neither can your trip be. The risks to pupils on such events can be managed and reduced but not eliminated. All concerned need to be satisfied that the educational benefit from the trip warrants the potential risks.

As an illustration of this risk/benefit analysis, it is clear that pupils are at more risk when cycling to school than when being driven there by a parent/guardian. However, the benefits to the pupils' health, independence and self reliance, not to mention traffic congestion, are seen by most as a reason not to ban cycles from schools.

Consent in writing needs to be sought from the pupils' parents/guardians for any visit or journey that is not part of the everyday routine of the school. In order for them to give their consent, they want to know what is planned. The information they require might include:

- dates and times of departure and return;
- destination, with address and contact telephone number if possible;
- the aims of the visit;
- details of activities to be undertaken;
- names of group leader and accompanying staff;
- method of travel;
- code of conduct, relating to expected standards of behaviour;
- financial arrangements, to include charges/voluntary contributions, methods of payment, cancellation arrangements and advice on pocket money;
- insurance cover arranged;
- clothing/footwear/equipment requirements and prohibited items.

The above list identifies a good deal of the practical planning that has to be completed. For some visits such planning can prove complex and time consuming. There is a need to be realistic in the time allowed for such planning. Some events need to be arranged over a year ahead of the date of departure!

PUPIL INFORMATION

Along with the parental/guardian consent form for the pupils, there is also a need to collect specific information about each member of the party, including staff. Such information might include:

- personal details, full name, address, date of birth etc.;
- next of kin contacts, work and home;
- medical details (e.g. current medication, allergies, potential ailments, doctor's name and address);
- special dietary needs on moral, health or religious grounds.

PRE-VISIT PREPARATION

There is always a need for some preparation with the pupils prior to departure, if only to establish where they need to be and what they need to bring. Codes of behaviour, group organisation, outcome setting, skill acquisition and menu planning are just some of the issues that also need addressing and may involve preparation sessions spread over some weeks or even months.

POST-VISIT REFLECTION

A review of the pupils' experiences of the visit is essential if the learning is to be maximised. The review starts by reflecting on what was done and goes on to look at what was learnt and finally to transfer the learning. Finding time for reflection is often difficult, so planning a review session into the programme is important. There is sometimes a temptation to set it aside for more pressing matters, however this undermines all the hard work of organising and delivering.

Some form of evaluation on the visit itself and the effectiveness of the planning is also clearly of benefit, particularly if there is an intention to repeat the visit.

PROVIDERS

Schools often make use of day and residential centres as part of their educational visits programme. Such contracting out may range from the employment of individual specialist staff on an ad hoc basis to the use of a large commercial activity centre or a tour company. Choosing the right provider is an issue that requires considerable enquiry, and one certainly has to go beyond the glossy brochure! Clearly the quality of the provision and the price are key issues, but as a starting point it should be clear that what is offered fits the aims of your programme. For example, do they offer an 'off the peg' package or are they prepared to work with you to tailor a package to suit your needs? Being able to talk to another teacher who has already made use of the provider could be particularly informative.

In 1996 it became a legal requirement under the Activity Centres (Young Persons' Safety) Act 1995 for providers of certain adventurous activities to undergo inspection of their safety management systems and become licensed. Schools offering adventure activities to their own pupils do not need to be licensed. This licensing scheme only applies to those who offer activities in a commercial manner. The Adventure Activities Licensing Authority (AALA) inspects activity centres and other activity providers on behalf of the Department of Education and Skills (DfES). In order to obtain a

licence all areas of their operation are inspected, including management systems, staff expertise, suitability of equipment, safety procedures and many other health and safety arrangements.

BEFORE YOU GO

Away from your normal teaching environment it may be appropriate to adopt a more relaxed style, but do not forget that you are still the teacher and your interactions with pupils and colleagues are watched and talked about. You should always remember the responsibilities that come with being a teacher!

It should be clear from this section that being involved in educational visits involves a high level of commitment and responsibility, as well as a good deal of hard work. Indeed, recent high profile tragedies are a powerful reminder of the responsibility that staff who venture away from the school grounds are undertaking. However, do not be daunted, the benefits for your pupils and your own professional development are many. Teaching beyond the classroom can be a most rewarding experience for all concerned.

Task A.1 School procedures for educational visits

Obtain a copy of both your school’s policy document, and the LEA guidelines (if appropriate) on educational visits and from them find out the following:

- What are the procedures for gaining approval for a visit that includes adventurous activities?
- What is the school’s policy on charging for educational visits? Is there any facility for offering assistance towards the cost of a visit in the case of hardship?
- What insurance cover does the school and/or LEA have in place for educational visits? Do either recommend additional cover for visits abroad or for visits concerned with adventurous activities?
- What are the insurance implications for staff of using their own cars to transport pupils on educational visits?

Task A.2 Choosing a provider

Obtain details of the LEA’s residential centres along with details of a commercial centre that offers courses suitable for your pupils. For a suitable hypothetical course of your own choosing, devise criteria to judge what is on offer and then evaluate the centres in the light of your criteria.

SUMMARY

This appendix has considered some of the issues you need to consider when planning a day visit or residential field work trip. If you are going on a school trip as a student teacher, think through these points so that you are clear about how the trip is planned and put in place. You can learn from the experience of others which should be useful when planning your own trip later.

FURTHER READING

- Hunt, J. and Hitchin, P. (1988) *The Residential Course Planner*, Kendal: Groundwork Group Development. In loose-leaf format, this book contains much detailed practical advice on undertaking residential visits. It also has photocopiable materials that can be used to involve the group in all aspects of the trip, from setting the learning outcomes to reviewing the event. Written from experience, it is a useful text to help novice and experienced planners alike.
- Smart, J. and Wilton, G. (1995) *Educational Visits*, Leamington Spa: Campion Communications Ltd. This is a readable and well presented summary of everything a teacher must do to put an educational visit together. Photocopiable materials include sheets to help with administrative tasks as well as pro formas. Thorough and accurate.

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