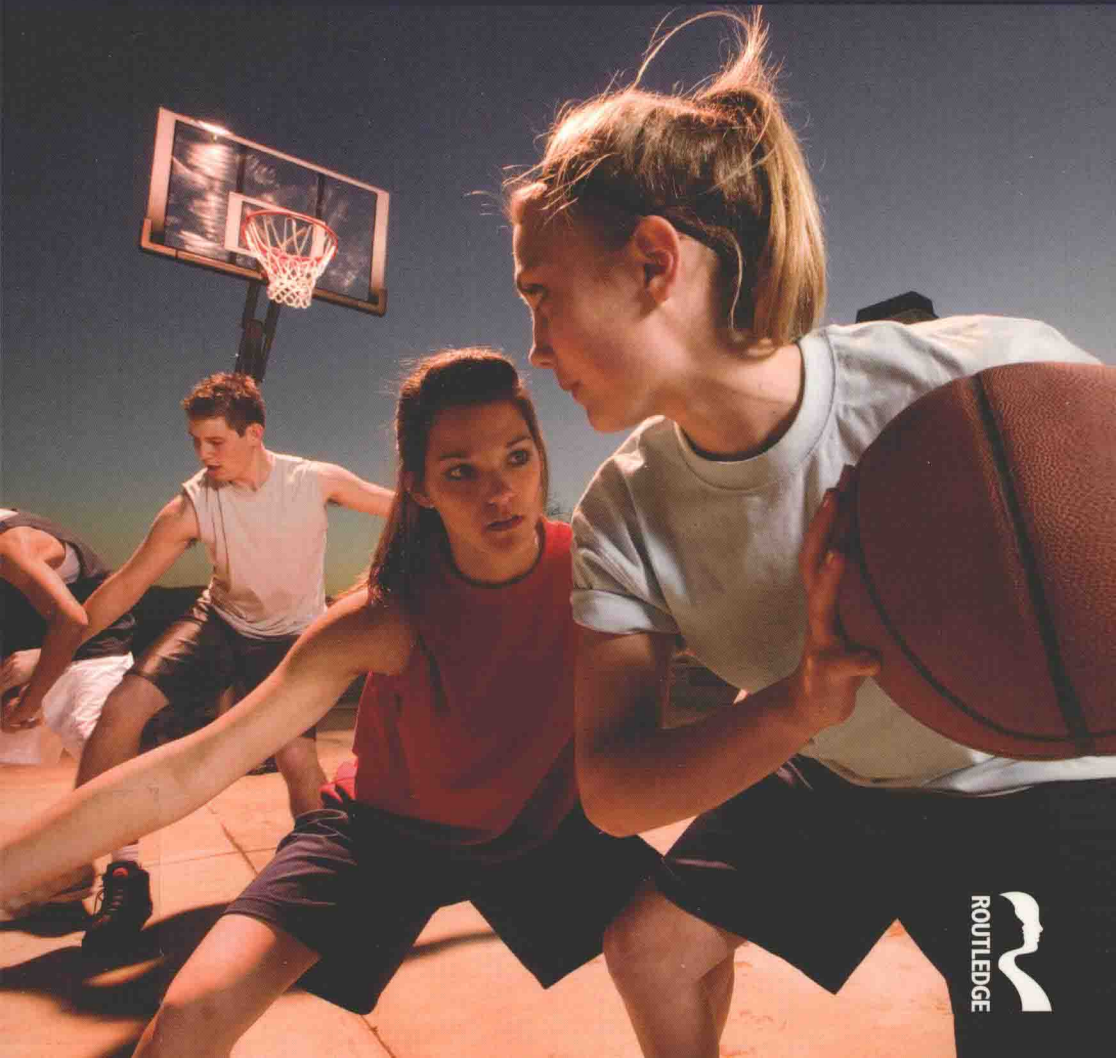


Routledge Studies in Physical Education and Youth Sport

Edited by Peter Hastie

# Sport Education

international perspectives



ROUTLEDGE

# SPORT EDUCATION

International perspectives

*Edited by Peter Hastie*



First published 2012  
by Routledge  
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Simultaneously published in the USA and Canada  
by Routledge  
711 Third Avenue, New York, NY 10017

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

© 2012 Peter Hastie selection and editorial material; individual chapters,  
the contributors

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*British Library Cataloguing in Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging-in-Publication Data*

Sport Education: International Perspectives/edited by Peter Hastie.  
p. cm.—(Routledge studies in physical education and youth sport)  
Includes bibliographical references and index.

1. Sports for children—Study and teaching. 2. Physical education and  
training—Study and teaching. I. Hastie, Peter A., 1959—

GV709.2.S662 2011

613.7'042—dc22

2011011390

ISBN: 978-0-415-78159-6 (hbk)

ISBN: 978-0-415-78160-2 (pbk)

ISBN: 978-0-203-80715-6 (ebk)

Typeset in Bembo  
by Book Now Ltd



Printed and bound in Great Britain by  
TJ International Ltd, Padstow, Cornwall

# SPORT EDUCATION

*Sport Education: international perspectives* presents a series of studies of the innovative pedagogical model that has taken the physical education (PE) world by storm. Since the emergence of the Sport Education (SE) model in the mid-1990s, it has been adopted and adapted in PE programs around the world and a new research literature has followed in its wake. This book offers a review of international SE schemes and projects, and documents what it takes to run a successful SE program.

Exploring SE across all levels of education, from the elementary school to the university, the book provides answers to key questions such as:

- What models have been developed to teach SE?
- What do successful SE programs look like?
- What do teachers think about SE and how to make it work?
- What are the implications for professional development across the range of human movement studies?

With contributions from leading international scholars and practitioners from the United States, Europe, and Asia, this book offers a more thoughtful and critical set of perspectives on SE than any other. It is essential reading for any student, pre-service teacher, classroom teacher or university instructor working in SE, PE, youth sport, sports coaching or related disciplines.

**Peter Hastie** is a Professor in the Department of Kinesiology at Auburn University, USA. His research interests focus on examining various aspects of Sport Education in the attempt to find ways in which the model can be most effective in school and sports settings.

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**This text is dedicated to Daryl Siedentop, whose vision for an alternate physical education has provided thousands of teachers and students throughout the world with a renewed vigor and level of excitement for their engagement in a subject we all value.**

# CONTRIBUTORS

**Swee Chong Ang** is Head of the Physical Education and Co-Curricular Activities Department at Elias Park Primary School, Singapore. His research interests include physical education curriculum development, affective aspects of physical education, and physical education and sport pedagogy.

**Matthew Atencio** is an Assistant Professor in the Department of Curriculum, Teaching and Learning at the National Institute of Education, Singapore. His research focuses on physical education curriculum development, pedagogy, and continuing professional development, as well as the sociology of sport, health, physical activity, and education.

**Sean Bulger** is an Assistant Professor in the School of Physical Education at West Virginia University, USA. His research focuses on children's physical activity promotion in school, family, and community-based settings.

**Antonio Calderón Luquin** is a Professor in the Department of Physical Activity and Sport at the Universidad Católica San Antonio de Murcia, Spain. His research interests include teaching effectiveness, task organization, teaching models including Sport Education, and student achievement in secondary physical education.

**Nicola Carse** is a doctoral student in the Institute for Sport, Physical Education & Health Sciences at the University of Edinburgh, Scotland. Her thesis is investigating the complex process of curriculum change within Scottish primary physical education.

**Ashley Casey** is a Senior Lecturer/Course Leader in Sport and Physical Education in the Faculty of Education, Sport and Tourism at the University of Bedfordshire, England. He undertook his PhD as a full-time teacher and his research is informed by his dual role of teacher-as-researcher. He is predominantly interested in how teachers learn about and implement pedagogical models (such as Sport Education) in their classrooms, under the unique milieux that exist within these spaces.

**Matthew D. Curtner-Smith** is Professor and Department Head of Kinesiology in the Department of Kinesiology at the University of Alabama, USA. His research interests include physical education teaching, teacher education, teachers, and curriculum.

**Peter Hastie** is a Professor in the Department of Kinesiology at Auburn University, USA. His research focuses on all dimensions of Sport Education, and is now focusing on the introduction and development of the model in new settings and countries.

**Andrew Hawkins** is a Professor in the College of Physical Activity and Sport Sciences at West Virginia University, USA. His research focuses on behavior analysis of teaching expertise and fluency in performance; epistemology and its bearing on research methods and professional fragmentation; and technology effects of social relationships and instructional effectiveness.

**Lynn Housner** is Associate Dean and Professor of Physical Education Teacher Education in the School of Physical Education at West Virginia University, USA. His research interests focus on teacher and coach cognition and teaching physical education.

**Mike Jess** is a Senior Lecturer in the Institute for Sport, Physical Education & Health Sciences at the University of Edinburgh, Scotland. His research interests include the antecedents underpinning young people's involvement in physical activity at participation and performance levels, as well as young people's motor development.

**Jinhee Kim** is an Assistant Professor in Physical Education in the School of Art and Physical Education at Andong National University, Korea. Her research focuses on the process of learning to teach, and she is also interested in reflective pedagogy, and self-study of teacher education and coach education practices.

**Gary D. Kinchin** is a Senior Lecturer in the School of Education at the University of Southampton, England. His research focuses on implementation of Sport Education within physical education and physical education teacher education.



**David Kirk** is the Alexander Chair in Physical Education and Sport at the University of Bedfordshire, England. He has published widely on physical education and curriculum change, and on youth sport. His interests lie in the social construction of physical education and sustainable curriculum renewal in physical education through models-based practice.

**Paul McMillan** is a teaching fellow in the Institute for Sport, Physical Education & Health Sciences at the University of Edinburgh, Scotland. His research interests include Sport Education as well as the influence of teachers' beliefs and values on practice. He has successfully passed his master's thesis entitled: "The influence of socialisation and physical education teachers' value orientation".

**Ann MacPhail** is a Senior Lecturer in the Department of Physical Education and Sport Sciences at the University of Limerick, Ireland. Her research interests include physical education teacher education, young people in sport, curriculum development in physical education, teaching, learning, and assessment issues within school physical education, and methodological issues in working with young people.

**Diego Martínez de Ojeda** is a teacher at Mediterranean High School in Cartagena, Spain. As a PhD student, he is interested in teaching models, Sport Education professional development, and Sport Education in elementary schools.

**Wesley Meeteer II** is an Assistant Professor in the Department of Human Performance at Concord University, USA. His research interests include the use of the Sport Education model in university and community settings, and the use of reflective practices in coaching education programs.

**Toni M. O'Donovan** is a Senior Lecturer with the University of Bedfordshire, England. Her research interests are in the area of pedagogy in physical education, focusing particularly on models-based instruction.

**Dawn Penney** is Professor of Physical Education and Sport Pedagogy in the Faculty of Education at the University of Waikato, New Zealand. Dawn's research focuses on policy, curriculum, and pedagogy in physical education.

**Oleg Sinelnikov** is an Assistant Professor in the Department of Kinesiology at the University of Alabama, USA. In addition to research interests in professional development and motivational climate in physical education, his research focuses on models-based instructions, specifically Sport Education and its efficacy and ecology.

**Karen Swabey** is the Academic Coordinator in the Faculty of Education at the University of Tasmania, Australia. Karen's research focuses on curriculum in health and physical education as well as aspects of social and emotional well-being.

**Deborah Tannehill** is a Senior Lecturer in the Department of Physical Education and Sport Sciences at the University of Limerick, Ireland. Her research interests focus on teaching and teacher education in physical education and sport, in particular those issues related to continuing professional development and communities of practice, as well as curricular initiatives, assessment, instructional strategies, and supervision and mentoring.

**Niki Tsangaridou** is an Associate Professor in the Department of Education at the University of Cyprus. Her research interests revolve around instructional and curriculum analysis, teachers' reflection, knowledge, and beliefs, and learning to teach.

**Tristan Wallhead** is an Associate Professor in the Department of Kinesiology and Health at the University of Wyoming, USA. His research interests include examining sport-based physical education curricular models and their influence on student learning and motivation to participate in physical activity.

**Robert Wiegand** is a Professor in the PETE Program at West Virginia University, USA. His research focuses on physical education and PETE curricula, as well as supervision.

# PREFACE

In 1994, Daryl Siedentop presented the first text formally outlining his vision of Sport Education, a pedagogical model aimed at promoting positive sport experiences for all students through simulating the key contextual features of authentic sport. Sport Education's rationale is that the presentation of sport units in physical education has been typically decontextualized, where skills are taught in isolation rather than as part of the natural context of executing strategy in game-like situations, and where the rituals, values, and traditions of a sport that give it meaning are seldom even mentioned. Furthermore, in typical sport units, students rarely experience the affiliation with a team or group that provides the context for personal growth and responsibility in sport. Consequently, Sport Education (with its philosophy of greater depth of coverage of content and an expanded set of content goals) was designed to integrate skills, strategies, and aspects of sport culture in a context in which students participate in an environment emphasizing fair play, equity, and inclusiveness.

Since the initial appearance of Sport Education, teachers and researchers have expanded the degree of sophistication of the model, and the creativity of its implementation, in ways even beyond the scope of its original intent. This book presents a number of stories that celebrate the expansion of Sport Education from one elementary school in the American mid-west to schools in the United Kingdom and Ireland, in east and west Europe, the Korean peninsula, and the island state of Tasmania in Australia. The authors who have contributed to this text are the pre-eminent writers on Sport Education, with a combination of over 40 academic papers and book chapters between them.

This book fits with the *Routledge Studies in Physical Education and Youth Sport* series in two ways. First, it provides a number of international perspectives on Sport Education implementation, but second, and perhaps more significant, the chapters

within the book demonstrate the diversity of contexts in which Sport Education seasons have been carried out. The book includes examples from as young as third grade through to university students, and reports on seasons conducted by classroom teachers, physical education specialists, and preservice teachers.

While readers can begin to read anywhere within the book, it is suggested that Chapter 1 is particularly foundational, and provides a new way of summarizing the research on Sport Education beyond those reviews currently in academic journals.

Following the first chapter, the book is then presented in three parts. The first examines various sites of adoption of Sport Education. The model is now used by classroom teachers, specialist physical educators in elementary and secondary schools, and in universities that offer physical education courses for students of all academic majors. Part II provides examples of students' and teachers' responses to Sport Education, culminating with an eloquent explanation for the attractiveness of the model. The third and final part of this book describes the various contexts in which preservice and practicing teachers have been introduced to and trained in the implementation of the model. Here we see that substantive and on-going interaction with the elements of Sport Education is the key to the most successful realization of the model's objectives.

*Sport Education: international perspectives* is therefore a text that will provide valuable reading for both students and researchers with a particular interest in providing quality sporting experiences in schools for instructors and pupils alike.

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# 1

## THE NATURE AND PURPOSE OF SPORT EDUCATION AS AN EDUCATIONAL EXPERIENCE

*Peter Hastie*

Sport Education is a pedagogical model designed to provide authentic, educationally rich sport experiences for girls and boys in the context of school physical education. Essentially, a pedagogical model provides a “design specification” which can lead to the development of a specific program in schools for their own local purposes. This design specification consists of the essential components that identify the model, which Metzler (2005) refers to as benchmarks. It is important to note Metzler’s key point that some aspects of a pedagogical model cannot be modified, for to do so would be to fail to implement the particular model. In other words, if the design specification is changed sufficiently that it does not remain true to the original intent of the model, then it becomes something else. Examples of models that have taken some aspects of Sport Education and changed them to create new models include *Sport for Peace* (Ennis *et al.*, 1999) and *Empowering Sport* (Hastie and Buchanan, 2000).

While it is true there are numerous ways in which Sport Education seasons can be configured, and many of the chapters in this book show creative iterations in many different contexts, there are five immutable aspects which cannot be compromised if one is to correctly describe a particular unit within physical education as Sport Education. These include (i) an extended period of time over which the unit takes place, (ii) that students remain on the same team for the duration of the unit, (iii) the inclusion of developmentally appropriate competition, (iv) the taking of various roles and responsibilities by students other than that of player, and (v) that the entire experience takes place in an atmosphere of festivity.

The genesis of Sport Education came in the 1980s when its founder Daryl Siedentop became disenchanted with the fact that many physical education programs, even when taught effectively, were not interesting or challenging enough to inspire students. To that end, Siedentop developed the format, features, and pedagogies of the model. This was followed by in-school application by teachers in Columbus, Ohio (USA), and the subsequent teacher and student responses