

Physical Education for Learning

A Guide for Secondary Schools

Edited by
Richard Bailey



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Physical Education for Learning

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Foreword

The main criteria used by the afPE (Association for Physical Education) for quality physical education are a focus on learning, and inclusion, that is, that programmes of delivery meet the needs of every child, whatever their learning needs or interests. It is therefore heartening to be writing a Foreword to a physical education book, whose focus is squarely on physical education for learning. The recurrent themes of differentiation and progression as keys to quality learning are welcome, as is the expectation that readers of the book are themselves being expected to become active and reflective learners. The range and quality of contributions are impressive, from leaders in the profession with genuine experience and informed reflection. They may use different lenses, but the focus is always on the processes and outcomes of learning. The contributors also reflect and celebrate the history and culture of physical education's development, as well as highlighting the need for practice and research to inform each other.

I enjoy Richard Bailey's challenge in the Preface, about the outcomes of teaching, too often taken for granted as effective learning. Of course, it is not easy to demonstrate that learning has taken place: it cannot be seen or touched, and evidence of learning has to be inferred from observed behaviour. But it is all too easy to identify when learning has been less than accurate or effective. I well remember leading a course of study on the early years of national leisure surveys, during which I tried very hard to expose the limitations and flaws of national surveys, especially for identifying or understanding causal relationships. I must have tried too hard, as I learned when I read one of my students' view – 'the largely useless national recreation surveys'!

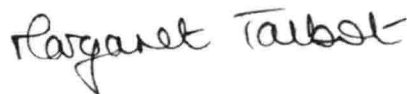
Learning is problematic, and in physical education, success and failure are very public. The various contributors to this reader have recognized this, and provided outlines of issues and challenges which, used well, should support physical education teachers' pride in their endeavours to help children and young people learn and enjoy the skills, knowledge and understanding which characterize physical education.

It is good to see questioned, the dominance of the sport model, and its influence on physical education, especially in secondary schools and specialist sports colleges. This emphasizes that physical education, as all other 'subjects' is socially constructed and subject to change through influence and political direction. There are several insightful glances at the limitations of infrastructure, strategies and government rhetoric and expectation, redirecting attention to the everyday, ever-increasing demands on secondary specialist teachers of physical education.

Hence, the various contributors illuminate the notions of professionalism and professional communities in teaching, and the fact that teachers matter. Their experience and skills,

X Foreword

interacting with learners' voices and encounters, constitute the basis of the challenge and review which is essential for effective learning. They also show the breadth and wealth of physical education's learning experiences and contexts, providing a rich variety of ways of knowing and developing. The coverage of issues is itself a framework for the integrity and distinctive nature of physical education, and the joys and challenges of leading and guiding learners, within this unmatched environment of movement, physical engagement and endeavour, individual and group efforts and achievements.

A handwritten signature in black ink, reading "Margaret Talbot". The script is fluid and cursive, with the first name and last name clearly distinguishable.

Professor Margaret Talbot, PhD OBE FRSA
Chief Executive, Association for Physical Education

Preface

The one-time English Secretary of State for Education Kenneth Clarke is reported to have said ‘having any ideas about how children learn, or develop, or feel, should be seen as a subversive activity’. Apparently, his statement was prompted by his frustration with teachers who wilfully discussed questions like ‘how do children learn?’ and ‘how can we support this learning?’ Implicit in Clarke’s statement is a common view that learning is a simple matter. In many cases, the assumption is that teaching *becomes* learning: I teach, you learn; if I teach and you don’t learn, it must be your fault! A moment’s reflection will show that this is utter nonsense.

Have you ever been taught a subject that made no sense to you? Or have you managed to recall just enough to say the right words in response to a question, but that you recognized you really did not understand, and certainly wouldn’t be able to apply? Have you ever sat patiently while someone tried to teach you something that was of no interest to you? Have you ever cursed your inability to make some skill or knowledge ‘stick’? Have you ever thought you had learned something, but you immediately forgot it a moment later? Of course you have. We have all had these sorts of experiences, which can be frustrating for the learner, and disappointing for the teacher. It happens all of the time, because learning is complex. This is one reason why secondary physical education needs to be taught by qualified professionals rather than the ‘keen mums and dads’ occasionally promoted by simple-minded politicians. It is not difficult to set up a game of football among a small group of enthusiastic children. It is more difficult to motivate and engage a large and diverse group of young people so that each leaves the session not just having been occupied, but also having learned something valuable, inspired for future physical activity.

The fundamental responsibility of teachers is to promote learning. All other roles – management, administration, policing, pastoral care – are secondary to learning. Indeed, these additional roles are mainly justified in terms of their ability to support learning. This is all too easy to forget in physical education where the observer might consider a lesson a success when the pupils are ‘busy, happy and good’, irrespective of whether or not they are learning anything. As superficially attractive as this conception of ‘good PE’ might at first seem, it needs to be rejected as it barely qualifies for a physical *education* at all. Rather, it is an expensively supervised break time. Physical education, if that term is to have any meaning, requires a focus on pupils’ learning.

With this in mind, the book that you are holding in your hands has a clear and explicit focus – PHYSICAL EDUCATION FOR LEARNING. The chapters – written by some of the leading writers and teachers of physical education – discuss ways in which physical activities can be planned, presented, organized and assessed in support of learning.

Each chapter introduces and develops the central ideas and principles of effective practice. You will find numerous opportunities to reflect on your own experiences. Please take these directed tasks seriously and invest time in working through the activities as they will contribute enormously to your own learning. You will also find suggestions for further reading and study, labelled 'Learning More'. These books are important and will more than repay your investment in coming to terms with the ideas they explore.

Physical education can and does have a transformational effect on young people. It is the only subject of the timetable specifically concerned with physical skills and bodies. As such, it is intimately connected with young people's conceptions about themselves as learners and as human beings. Physical education teachers matter. We sincerely hope that this book helps you to become a teacher who really makes a difference to young people's lives. It is well worth the effort!

The Editor

Richard Bailey is a writer and theorist on physical education, sport and education. A former teacher, he has been a Professor at Canterbury, Roehampton and most recently Birmingham Universities. He has studied Physical Education, Philosophy and Anthropology, and continues to work in these areas, especially with regard to their relevance for learning and the development of expertise. Dr Bailey has undertaken funded research in every continent of the world. He works with UNESCO as Expert Adviser, the World Health Organisation, the European Union, and many similar agencies. He has carried out work on behalf of the English, Scottish and Welsh governments, numerous educational and sports agencies. Dr Bailey was Director of the most comprehensive review ever published on the Benefits of Physical Education and Sport (2007–2008), Co-director of the UK's independent review of player development in sport (2008–2009), and advisor for the Agency for Cooperation in Secondary Education in post-conflict societies (2006–2008). In 2004 he was selected by delegates from more than 200 countries to act as Rapporteur for UNESCO's Athens Declaration. He is the author of more than 100 research papers, articles and reports, and has written or co-written 15 books on educational topics. His recent books include *Handbook of Philosophy of Education* (Sage, with Robin Barrow, David Carr and McCarthy, 2009), *Long-term Engagement in Sport* (ICSSPE, with Nicholas Holt, 2009), *The Routledge Physical Education Reader* (with David Kirk, 2009), *Meeting the Needs of Your Most Able Pupils* (David Fulton, with David Morley, 2008). His website is www.richardbailey.net; and weblog is Talking Education and Sport (<http://talkingeducationandsport.blogspot.com/>).

The Contributors

Kathleen Armour is Professor of Physical Education and Sport Pedagogy, and Director of Research, in the School of Sport, Exercise and Health Sciences at Loughborough University, UK. Her research interests centre on professional development for teachers and coaches. In particular, Professor Armour is interested in effective, career-long professional development for teachers and coaches, and in PE teachers' learning needs in the areas of health and vulnerable children.

Lorraine Cale is a senior lecturer in the School of Sport and Exercise Sciences at Loughborough University and is Director of the PGCE Physical Education Teacher Education (PETE) programme. Her teaching and research lie in the areas of Physical Education, PETE, and physical activity promotion in young people, both within and beyond the curriculum. Lorraine has been involved in training teachers and designing and delivering continuing professional development courses for teachers for many years. She has also presented at numerous national and international conferences and published her work in academic and professional journals.

Fiona C. Chambers joined the Department of Education at University College Cork, Ireland, in 2006. Having taught Physical Education for 11 years at Secondary Level, Fiona currently lectures in the pedagogy of Sport and PE. Fiona's research interests centre on effective teacher professional learning across the career span, with a particular focus on Initial Teacher Education. Her PhD, awarded in 2008, focused on student teacher learning during teaching practice. Most recently, Fiona has been funded by the Teaching Council in Ireland to examine the role of mentoring in Teaching Practice as a PE student teacher learning tool.

Suzanne Everley graduated from the University of Warwick and taught in Japan prior to returning to university to complete an MA in Sport, Culture and Society. She taught in Further Education for five years before completing her PhD in 'Children's Experiences of Physical Education'. Suzanne became a senior lecturer in Initial Teacher Training in physical education at the University of Chichester in 2002. Her main role focuses on the teaching of sociological issues within physical education and sport at undergraduate and post-graduate levels. Suzanne has a continued research interest in the experiences of young people and physical education/physical activity.

Rebecca Duncombe has worked as a Research Associate in the Institute of Youth Sport at Loughborough University, UK, since March 2005. Her PhD focused on primary school teachers and their professional learning in physical education. Rebecca has been primarily

engaged in research on national projects that use sport and physical activity as a 'vehicle' that can re-engage disaffected young people in education (e.g. BSkyB/YST 'Living for Sport' and Deutsche Bank 'Moving Generations'). Prior to joining the university, Rebecca was employed as a primary school teacher with responsibility for co-ordinating PE.

Andrew Frapwell was a teacher for ten years, before taking up an appointment at the University of Worcester in Initial Teacher Training for eight years, where he was a principal lecturer and curriculum leader for physical education, also leading the PGCE Secondary Physical Education Course. Andrew now works as an Independent Education Consultant, and is currently the afPE and CfBT Education Trust National Subject Lead for physical education responsible for the dissemination and implementation support for the new secondary curriculum in England. He has nationally led work on Assessment for learning for afPE and QCA producing many resources and web-based materials for educators. This focus is linked to his research which has been presented in the UK, USA, Europe and New Zealand.

Enrique García Bengoechea is an assistant professor in the Department of Kinesiology and Physical Education at McGill University in Canada, where he teaches courses in health and lifestyle education and physical education curriculum development. Enrique is interested in the study of youth sport and physical education programs as developmental interventions and health promotion opportunities.

Jo Harris has 12 years experience of teaching physical education in schools and 20 years experience in higher education. She is a senior lecturer in physical education and Director of the Teacher Education Unit at Loughborough University. Her research focuses on the expression of health within school physical education. Jo has produced numerous teaching resources and delivered many professional development courses. She has presented at national and international conferences and has published in professional and academic journals. Jo was President of the Physical Education Association of the United Kingdom and is currently Deputy Chair of the Association for Physical Education.

Carmel Hinchion is a lecturer in Teaching, Learning and Assessment at the University of Limerick (UL). She works with initial teacher education undergraduate and post-graduate students and on the Counselling and Guidance programme for qualified teachers. Her research interests include the developing identities of student teachers, English pedagogy, the arts in education, reflective practice and counselling theory and practice.

Gary D. Kinchin is a senior lecturer in physical education at the University of Southampton, England. He has held a number of positions of responsibility within the School of Education, most recently serving as Deputy Head of School. Gary completed his MA and PhD at The Ohio State University and has held academic appointments at De Montfort University and Illinois State University. His research interests focus on Sport Education and on physical education teacher education. Gary is a member of the editorial board of *Physical Education and Sport Pedagogy* and PE ITTE Network Advisory Board.

David Kirk has published widely on physical education and youth sport. He was Dean of the Carnegie Faculty of Sport and Education at Leeds Metropolitan University between 2005–2008, and is currently the Alexander Chair of Sport and Physical Education at the University of Bedfordshire. He is founding editor of the Routledge journal *Physical Education and Sport Pedagogy*.

Matthew Light has 13 years experience of working in secondary schools and 5 years working in initial teacher education. He is a senior lecturer in physical education at Canterbury Christ Church University, England. His research interests include the use of ICT in physical education and psychological constructs in physical education. Matthew has worked with colleagues on national research projects and is involved with international teaching institutions in the delivery of teacher education in South East Asia.

Rebecca J. Lloyd is an assistant professor in Faculty of Education at the University of Ottawa in Canada who promotes inter-disciplinarity in health and physical education by combining principles of pedagogy, sport psychology and curriculum understanding. In collaboration with Stephen Smith, she has developed a motion-sensitive phenomenological approach to research and has explored the experience of flow in exercise pedagogy and the presence of vitality in physical education. Currently, Stephen and Rebecca are developing a 'Physical Mindfulness Model' that fleshes out kinaesthetic pathways towards experiencing enhanced flow and vitality in physical education, physical activity and sport performance contexts.

Tony Macfadyen is Senior Lecturer in Education at the University of Reading where he is Head of Physical Education. He is also the Programme Leader for PGCE and GTP Secondary Physical Education courses and is the author of two influential Physical Education books (with Richard Bailey). His research interests focus upon teaching styles, lesson structure and student–mentor lesson observation discussions. Previously he taught physical education both in England and internationally and was Head of Physical Education at the Garden International School, Malaysia. Currently he is Vice Chair of AfPE (South East) and a member of the BERA Special Interest Group for Physical Education and Sport Pedagogy.

Ann MacPhail is Senior Lecturer in the Department of Physical Education and Sport Sciences at UL, Ireland. Prior to joining the faculty at UL Ann was a Research Associate at Loughborough University. Ann has a B.Ed (Honours) Physical Education Degree from Heriot Watt University, Edinburgh and a PhD from the University of Glasgow. Ann's main teaching and research interests revolve around physical education teacher education, young people in sport, curriculum development in physical education, teaching, learning and assessment issues within school physical education, methodological issues in working with young people and ethnography. Ann is Associate Editor for Physical Education and Sport Pedagogy and is co-editing a book on young people's voices in physical education and youth sport with Mary O'Sullivan.

Kyriaki Makopoulou was appointed as a lecturer in the School of Education at the University of Birmingham, UK, in September 2008. Kyriaki has an undergraduate degree from the University of Athens, and an MSc in Physical Education (with Distinction) from Loughborough University. Her PhD (awarded in 2009) focused on the nature of PE teachers' engagement in career-long professional learning and its impact upon practice, and this is her current research focus. Between 20005 and 2008 Kyriaki, together with Professor Armour, undertook an independent evaluation of the National Continuing Professional Development Programme for PE teachers in England.

David Morley has been involved in multi-skills development for the past six years. During his time at Leeds Metropolitan University, within his role as Director of the Research Unit in Talent Development in PE and Sport, he established Carnegie Multi-skills Talent Camps involving children from across Yorkshire. He continues to act as an advisor to the Youth Sport Trust and has been instrumental in the development of national talent development and multi-skills strategies. He has published extensively in these areas, developed resources, delivered CPD for coaches and teachers and presented his work at national and international conferences. His latest involvement in nurturing children's movement competencies is in developing multi-skills on the school playground, and he heads a national initiative with Education and Special Projects (ESP).

Mary O'Sullivan is currently Dean of the Faculty of Education and Health Sciences and Co-Director of the Physical Education, Physical Activity and Youth Sport (PE PAYS) Research Centre at UL. Her teaching and research interests focus on the preparation of new teachers, professional development for experienced teachers, and quality physical education and sport experiences for young people. She is keen to influence policy research and development in support of high quality teaching and access for all young people to fun and meaningful physical activity cultures.

Graham Parton is a principal lecturer in Professional Studies at Leeds Metropolitan University. Before starting this role in January 2009, he was a senior lecturer at Canterbury Christ Church University where he led the second year of the BA (Hons) in Primary Education. Graham's research interests include student learning in professional education and creativity in ICT education. Graham is currently completing his PhD in the area of student experience while engaging in a problem-based learning curriculum and has published and presented this research at a number of conferences.

Lesley Phillpots is a lecturer in the School of Education at the University of Birmingham. She is Programme Leader for a BA in Sport, Physical Education and Coaching Science and also delivers on post-graduate teacher education courses in secondary and primary physical education within the College of Social Sciences. Prior to joining the University of Birmingham, Lesley trained as a secondary PE teacher and taught in both secondary and primary schools

in the UK. Her research focuses on government policy for sport and school sport and in particular the work of specialist sports colleges, school sport partnerships and national governing bodies of sport in the UK.

Stephen J. Smith is Associate Professor and Director of Professional Programs at Simon Fraser University. His scholarly work pertains to curricular and instructional practices in physical education, health education and teacher education. Illustrative publications are the 1997 book *Risk and Our Pedagogical Relation to Children: On the Playground and Beyond*, and the 2004 book *The Bearing of Inquiry in Teacher Education*. His recent work addresses vitality and physical mindfulness as overarching concepts of physical education and, more broadly speaking, of a somatic approach to teacher education. His scholarship draws inspiration from a range of traditional and alternative movement disciplines from swimming to circus and equestrian arts.

Jon Spence is Principal Lecturer, Subject Leader and Enterprise Manager for Physical Education at Roehampton University. He has had been involved in the teaching of physical education for more than 20 years, initially as a teacher and head of department and for the last 8 years as a teacher educator. Jon was involved in the original development of 'A' Level Physical Education, as a co-author of a key 'A' Level text, and as an examination paper scrutineer.

Deborah Tannehill is a senior lecturer in the Department of Physical Education and Sport Sciences at UL. She is Course Director for the Graduate Diploma in Education – Physical Education, Course Director of the MSc in Teaching Physical Education, and Co-Director of the Physical Education, Physical Activity and Youth Sport (PE PAYS) Research Centre. Deborah has conducted research on teaching and teacher education in physical education, and publishes frequently in both scholarly and applied journals. Currently her work is focused on curriculum development, assessment and instruction. Prior to joining the faculty at UL Deborah was Professor and Assistant Dean at Pacific Lutheran University (PLU) and Professor at the Ohio State University.

Philip Vickerman is Professor of Inclusive Education and Learning in the Faculty of Education, Community and Leisure at Liverpool John Moores University. Philip works nationally and internationally on aspects of inclusive physical education and has advised governments and professional associations. Philip is a National Teaching Fellow awarded by the Higher Education Academy in recognition of his contribution to the field of inclusive education. He has written extensively in journals and books on special educational needs and is also an external examiner on an Erasmus Mundus European Masters in Adapted Physical Activity.

Peter Whitlam is the project manager for health and safety and lead tutor for risk management courses with the Association for Physical Education and is an independent consultant.

He holds higher degrees in law and physical education; is the author of *Case Law in Physical Education: A Guide to Good Practice* (2004); a contributor and co-author to five editions of *Safe Practice in Physical Education and School Sport* (BAALPE, now afPE); has contributed to other publications on risk assessment in physical education and is a trained legal expert witness. He also tutors a university course on sports law at Oxford Brookes University.

Andy Wild has worked at the University of Chichester since 2007. Previously, he worked for the afPE and prior to that he was the Continuing Professional Development Manager for the Physical Education Association for the United Kingdom (PEA UK). Andy is an active (Honoured) member of the Association for Physical Education; in 2006/07 he edited the inaugural Members Yearbook. In 2005 Andy was awarded a *Fellowship of PEA UK* in recognition of his outstanding contribution to the aims and objectives of the Association. Between 1986 and 1999 he taught and managed physical education in a large secondary school in South-East England.

List of Abbreviations and Acronyms

afPE	Association for Physical Education
AfL	Assessment for Learning
ALT	Academic Learning Time
ALT-PE	Academic Learning Time in Physical Education
BAALPE	British Association of Advisors and Lecturers in Physical Education
CPD	Continuing Professional Development
CR	Conditioned response
CS	Conditioned stimulus
DCMS	Department for Culture, Media and Sport
DCFS	Department for Children, Schools and Families
DfES	Department for Education and Skills
DoH	Department of Health
ESP	Education and Special Projects
GPS	Global Positioning System
HRE	Health-related exercise
ICSSPE	International Council of Sport Science and Physical Education
ILO	Intended Learning Outcomes
IYS	Institute of Youth Sport
LEA	Local Education Authority
NASPE	National Association of Sport and Physical Education
NCPE	National Curriculum Physical Education
NICE	National Institute for Health and Clinical Excellence
PEA UK	Physical Education Association for the United Kingdom
PESSCL	Physical Education, School Sport and Club Links
PE PAYS	Physical Education, Physical Activity and Youth Sport
PESS	Physical Education and School Sport
PETE	Physical Education Teacher Education
PLC	Professional learning community
PLU	Pacific Lutheran University
PSA	Public service agreement
QCA	Qualifications and Curriculum Authority