

LEARNING TO TEACH
**PHYSICAL
EDUCATION**
IN THE SECONDARY SCHOOL

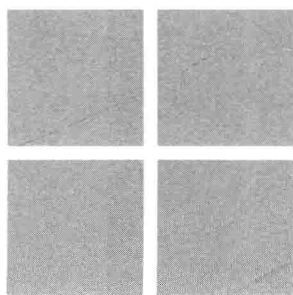
3RD
EDITION



A COMPANION TO SCHOOL EXPERIENCE

EDITED BY
SUSAN CAPEL AND MARGARET WHITEHEAD





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Margaret Whitehead



This third edition published 2010
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Simultaneously published in the USA and Canada
by Routledge
270 Madison Avenue, New York, NY 10016

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

© 2010 selection and editorial material, Susan Capel and Margaret Whitehead; individual chapters,
the contributors

Typeset in Times and Helvetica by FiSH Books, Enfield
Printed and bound in Great Britain by TJ International Ltd, Padstow, Cornwall

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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

Learning to teach physical education in the secondary school: a companion to school experience /
edited by Susan Capel and Margaret Whitehead. — 3rd ed.

p. cm.

1. Physical education and training—Study and teaching (Secondary)—Great Britain. 2. Physical
education teachers—Training of—Great Britain. I. Capel, Susan Anne, 1953- II. Whitehead,
Margaret, 1940-

GV365.5.G7L43 2010

613.7'071'241—dc22

2010004303

ISBN10: 0-415-56165-5 (hbk)
ISBN10: 0-415-56164-7 (pbk)
ISBN10: 0-203-84852-7 (ebk)

ISBN13: 978-0-415-56165-5 (hbk)
ISBN13: 978-0-415-56164-8 (pbk)
ISBN13: 978-0-203-84852-4 (ebk)

LEARNING TO TEACH PHYSICAL EDUCATION IN THE SECONDARY SCHOOL

What skills are required of secondary student physical education teachers?

What are the key areas that these student teachers need to understand?

How can current challenges be addressed by these student teachers?

Learning to Teach Physical Education in the Secondary School combines underpinning theory and knowledge with suggestions for practical application to support student physical education teachers in learning to teach.

Based on research evidence, theory and knowledge relating to teaching and learning and written specifically with the student teacher in mind, the authors examine physical education in context. The book offers tasks and case studies designed to support student teachers in their school-based experiences and encourages reflection on practice and development. Masters level tasks and suggestions for further reading have been included throughout to support researching and writing about topics in more depth.

This fully updated third edition has been thoroughly revised to take into account changes in policy and practice within both initial teacher education and the National Curriculum for Physical Education. The book also contains a brand new chapter on the role of reflective teaching in developing expertise and improving the quality of pupil learning. Other key topics covered include:

- lesson planning, organisation and management;
- observation in physical education;
- developing and maintaining an effective learning environment;
- inclusive physical education;
- assessment;
- developing wider community links;
- using ICT to support teaching and learning in physical education.

Learning to Teach Physical Education in the Secondary School is an invaluable resource for student physical education teachers.

Susan Capel is Professor and Head of the School of Sport and Education at Brunel University, UK.

Margaret Whitehead works as a Physical Education Consultant.

LEARNING TO TEACH SUBJECTS IN THE SECONDARY SCHOOL SERIES

Series Editors: Susan Capel, Marilyn Leask and Tony Turner

Designed for all student teachers learning to teach in secondary schools, and particularly those on school-based initial teacher education courses, the books in this series complement *Learning to Teach in the Secondary School* and its companion, *Starting to Teach in the Secondary School*. Each book in the series applies underpinning theory and addresses practical issues to support student teachers in school and in the higher education institution in learning how to teach a particular subject.

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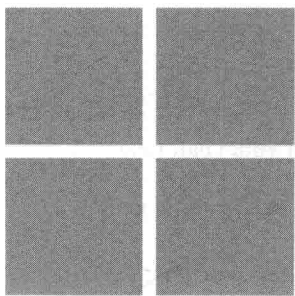
Edited by Marilyn Leask and Norbert Pachler

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Edited by Susan Capel, Marilyn Leask and Tony Turner

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Edited by Susan Capel, Ruth Heilbronn, Marilyn Leask and Tony Turner



ILLUSTRATIONS

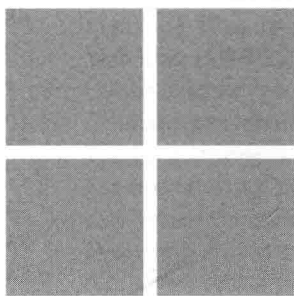
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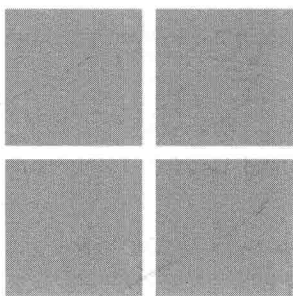
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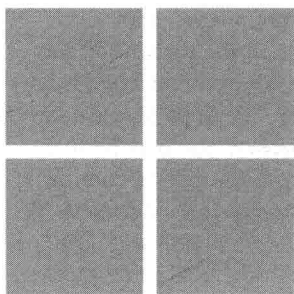
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INTRODUCTION TO THE SERIES

The third edition of *Learning to Teach Physical Education in the Secondary School* is one of a series of books entitled *Learning to Teach (subject name) in the Secondary School: A Companion to School Experience* covering most subjects in the secondary school curriculum. The subject books support and complement the generic book *Learning to Teach in the Secondary School: A Companion to School Experience* (Capel, Leask and Turner, 5th edition, 2009) which deals with aspects of teaching and learning applicable to all subjects. This series is designed for student teachers on different types of initial teacher education programmes, but is proving equally useful to tutors and mentors in their work with student teachers.

The information in the subject books does not repeat that in *Learning to Teach*, but extends it to address the needs of student teachers learning to teach a specific subject. In each of the subject books, therefore, reference is made to the generic *Learning to Teach* text, 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, and recent research into teaching and learning is integral to the presentation. In both the generic and subject books tasks are provided to help you to identify key features of the topic or issue and apply them to your own practice. In addition, the requirement for material to be available to support student teachers' work at Master's level in PGCE courses in England has been met in the latest editions by the inclusion of advice about working at this level and by a selection of tasks labelled 'M'. The generic book referred to above also has a companion Reader (*Readings for Learning to Teach in the Secondary School*) containing articles and research papers in education suitable for 'M' level study.

Although the basic structure of all the subject books is similar, each book is designed to address the unique nature of the subject. The third edition of *Learning to Teach Physical Education in the Secondary School* retains the strengths of the second edition but has been revised to reflect changes and developments in: the standards for gaining qualified teacher status; governmental policy (e.g. the 2007 National Curriculum for Physical Education (NCPE) and the Every Child Matters agenda); health and safety legislation and requirements; information and communications technology resources;

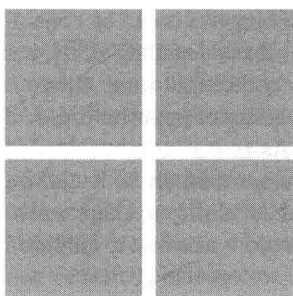


and ways of working with others, which is now a key aspect of physical education teachers' work. The practical application of guidance in the book has been reinforced and material has been included to support the requirement for Master's level study.

We as editors have been pleased with the reception given to the earlier editions of this book as well as to the *Learning to Teach* series as a whole. Many subject books have moved into their third editions 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 third edition of *Learning to Teach Physical Education* supports your development towards becoming an effective, reflective teacher of physical education. You should also find the companion practical book, *A Practical Guide to Teaching Physical Education in the Secondary School*, of value. Above all, we hope you enjoy teaching physical education.

When you move to being a newly qualified teacher we recommend the more advanced book *Starting to Teach in the Secondary School: A Companion for the Newly Qualified Teacher* 2nd edition (Capel, Heilbron, Leask and Turner, 2004), which supports newly qualified teachers in their first post and covers aspects of teaching which are likely to be of concern in the first year of teaching.

Susan Capel, Marilyn Leask and Tony Turner
March 2010



INTRODUCTION

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 performer's personality and a specific situation, 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, 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 planning of schemes of work, 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 a rewarding experience as a teacher.

In PE, physical 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, for example, 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, for example, 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, for example, 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

INTRODUCTION ■ ■ ■ ■

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 physical skills, teaching skills can be considered 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;
- the ability to apply these basic teaching skills to meet the needs of specific situations;
- knowledge and understanding of the wider context of PE;
- your professional judgement;
- your ability to reflect critically on what you are doing and on your values, attitudes and beliefs and begin to develop your own philosophy of teaching PE.

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 continued professional development as a teacher. You should also be able to look more critically and reflectively at aspects of teaching and to begin to articulate your own philosophy of teaching PE. This helps you to meet the requirements of working at Master's level – on your ITE course, where appropriate, and/or in CPD.

ABOUT THIS BOOK

This book contains 18 chapters which can be divided into five sections:

- Section 1 (Chapters 1 and 2) provides an introduction and background information about teaching and the aims of PE.
- Section 2 (Chapters 3 to 8) introduces some of the basic teaching skills in which you need to develop competence during your ITE course.
- Section 3 (Chapters 9 to 12) addresses aspects/areas of teaching/teaching situations in which you will be expected to apply the basic skills.
- Section 4 (Chapters 13 to 16) locates your work as a PE teacher in the wider educational context.
- Section 5 (Chapters 17 and 18) looks ahead to your continued development as a teacher.

In this book we look at general principles which can be applied to areas of activity/activities