The development of a 14-18 physical education curriculum in a community setting

This item was submitted to Loughborough University's Institutional Repository by the/an author.

Additional Information:

- A Masters Thesis. Submitted in partial fulfilment of the requirements for the award of Master of Philosophy of Loughborough University.

Metadata Record: [https://dspace.lboro.ac.uk/2134/17181](https://dspace.lboro.ac.uk/2134/17181)

Publisher: © Peter George Facey

Rights: This work is made available according to the conditions of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) licence. Full details of this licence are available at: [https://creativecommons.org/licenses/by-nc-nd/4.0/](https://creativecommons.org/licenses/by-nc-nd/4.0/)

Please cite the published version.
THE DEVELOPMENT OF A 14-18 PHYSICAL EDUCATION CURRICULUM IN A COMMUNITY SETTING.

by

Peter George Facey

A Master of Philosophy Thesis submitted in partial fulfilment of the requirements for the award of Master of Philosophy of the Loughborough University of Technology.

June 1989

© Peter George Facey 1989.
THE DEVELOPMENT OF A 14-18 PHYSICAL EDUCATION CURRICULUM IN A COMMUNITY SETTING

This study set out to produce a working document for teachers and head-teachers in Coventry schools. This working document was written to offer guidelines for physical education departments in the design and implementation of their own curriculum, and to raise their awareness of the role that physical education can perform in schools.

It details recent trends and issues in the community and describes in particular the philosophy of Coventry Education Authority. This philosophy is reflected in the L.E.A. document 'Comprehensive Education for Life' (Coventry 1982), and the working document responds to this publication, in particular, to its commitment to life-long education and the pursuit of active-learning styles. The implications these local and national trends have for physical education departments were examined and detailed in the working document.

Twenty-five interviews were recorded on tape and provided a data base for analysis. Themes were drawn from these interviews and it was possible to articulate major lines of development that key people in the profession were identifying. Drawing upon the evolutionary development of the document, interviews and seminars with key people in the field, it was possible to identify major aspects of work that ought to be developed in physical education if the profession was going to translate important aspirations into a guide for action.

The study helped to evolve a framework which describes a direction for the physical education curriculum and also what it can sample and focus upon. By recording this development in the working document, physical education departments were then encouraged to explore this framework and from using examples of current practice described in the document, developed their own programmes.

Finally the working document presents a collection of teaching and learning processes in current practice which help the teaching of physical education focus upon the individual's personal development. Throughout the document, suggestions for evaluating the curriculum, teaching and learning are proposed, and physical education departments are challenged to review their curriculum.
CONTENTS

ABSTRACT

TABLES AND DIAGRAMS

ABBREVIATIONS

PUBLICATIONS

ACKNOWLEDGEMENTS

1. INTRODUCTION

1.2 This Study
1.3 What is proposed
1.4 Outline of Thesis
1.5 Summary

2. RESEARCH PROCEDURES

2.1 Introduction
2.2 Review of Literature
2.3 Interview
2.3.1 Interview Procedures
2.3.2 Final Interview Procedure
2.3.3 Validation Procedures
2.3.4 Analytical Procedures
2.3.5 Problems and Difficulties
2.4 Seminars
2.5 Lectures

3. THE DOCUMENT

3.1 Introduction
3.2 The Educational Background
3.2.1 National Trends and Issues
3.2.2 Educational Trends and Issues
3.2.3 Sociological/Demographic Trends
3.2.4 The Implications for Physical Education
3.2.5 Comprehensive Education for Life
3.3 A Framework for Developing the Physical Education Curriculum
3.3.1 Introductory Statement
3.3.2 Background
3.3.3 Framework
3.3.4 Implementing the Framework
3.4 Implications arising from the Framework
3.4.1 The 11-14 Curriculum
3.4.2 The 14-16 Curriculum and Extended Studies
3.4.3 Integration
3.4.4 Personal Activity
3.4.5 Integrated Modular Courses
3.4 (Continued)

3.4.6 Health-Related Fitness
3.4.7 Leisure Studies
3.4.8 Learning Away from School
3.4.9 Extended Studies
3.4.10 Profiling
3.4.11 The Role of the Teacher
3.4.12 Monitoring and Evaluating the Curriculum

3.5 Teaching and Learning Processes

3.5.1 Context
3.5.2 Interpersonal Competences
3.5.3 Learning Should be a Sharing Process
3.5.4 Basic Strategies
3.5.5 Other Strategies and Learning/Teaching Processes
3.5.6 Staff Development
3.5.7 Evaluating Teaching and Learning

4. ANALYSIS OF RESULTS

4.0 Introduction
4.1 Case Studies
4.2 Commentary
  4.2.1 Curriculum Review/Curriculum Development
  4.2.2 Process of Education
  4.2.3 Needs of Youngsters
  4.2.4 Balanced Curriculum
  4.2.5 Features of Interest
  4.2.6 The Future

4.3 Seminars
  4.3.1 Commentary
  4.3.2 The Framework
  4.3.3 Curriculum Development

4.4 Lectures
  4.4.1 Commentary

4.5 Summary

5. REFLECTIONS AND SPECULATIONS

5.1 The Study and the Working Document
  5.1.1 Projects and Ideas
  5.1.2 Successful Practices
  5.1.3 Personal Autonomy
  5.1.4 Personal and Social Development
  5.1.5 Educative Process
  5.1.6 Important Requirements

5.2 Opinions

5.3 New Courses to be Developed and Future Research
  5.3.1 Organisation and Learning
  5.3.2 Courses
  5.3.3 Assessment; evaluation; accreditation
  5.3.4 Definitive Statement
5.4 The Role of the Teacher
5.5 The Professional Development of the Researcher
5.6 Conclusion

5.6.1 Reaction to the evolving study and working document
5.6.2 The Study
5.6.3 The Working Document
5.6.4 The Way Ahead

APPENDICES

I Case Study Backgrounds
II Interview Schedule
   A Letters
   B Newsletter
   C Timetable
   D Interview Questions
III Seminar and Study Groups
IV Lectures
V Responses to:
   A Problems facing teachers today
   B "What do you hope a school leaver takes into Life from P.E?"

REFERENCES
<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Games Classification</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>Interpersonal Competences</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>Learning Processes</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Questionnaire</td>
<td>167</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diagram No.</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Direction</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>Entitlement Curriculum</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Focus</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Health Education</td>
<td>94</td>
</tr>
<tr>
<td>5</td>
<td>Leisure Education</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>Outdoor Education</td>
<td>94</td>
</tr>
<tr>
<td>7</td>
<td>Running Module</td>
<td>96</td>
</tr>
<tr>
<td>8</td>
<td>Gymnastic Module</td>
<td>97</td>
</tr>
<tr>
<td>9</td>
<td>Statements</td>
<td>142</td>
</tr>
<tr>
<td>10</td>
<td>Implementation of Innovations</td>
<td>273</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

A.P.U.        Assessment Performance Unit
B.A.A.L.P.E.  British Association of Advisers and Lecturers in Physical Education
B-TEC        Business - Technology
C.C.P.R.      Central Council of Physical Recreation
COND         Conditioning
C.S.E.        Certificate of Secondary Education
C.P.V.E.      Certificate of Pre-Vocational Education
D.E.S.        Department of Education and Science
E.S.L.        English as a Second Language
E.S.N.        Educationally Sub-Normal
F.E.          Further Education
F.E.U.        Further Education Unit
G.C.S.E.      General Certificate of Secondary Education
H.E.          Higher Education
H.M.I.        Her Majesty's Inspectorate
H.M.S.O.      Her Majesty's Stationery Office
H.R.F.        Health-Related Fitness
I.L.E.A.      Inner London Education Authority
L.A.P.        Low Achievers' Project
M.S.C.        Manpower Services Commission
No.           Number
'O' Level     'O' Level General Certification of Education
O.C.E.A.      Oxfordshire Certificate of Educational Achievement
P.A.S.D.      Personal and Social Development
P.D.          Personal Development
P.E.; p.e.    Physical Education
P.E.A.        Physical Education Association
R.S.A.        Royal Society of Arts
T.E.S.        Times Educational Supplement
ABBREVIATIONS (Continued)

T.V.             Television
T.V.E.I.         Technical and Vocational Education Initiative
Vol             Volume
W.I.C.           Works Introduction Course
Y.T.S.           Youth Training Scheme
PUBLICATIONS OUT OF THE STUDY


1984 'Physical Education for Life: A Framework for developing the Physical Education Curriculum' Coventry L.E.A.


1985 'A Curriculum to Meet Young People's Needs' In Education for an Active Life. Sports Council/Coventry L.E.A.

ACKNOWLEDGEMENTS

This research project would not have been possible without the help and guidance and co-operation of many people. I would therefore like to acknowledge the following as contributing to its development.

The Director of Education of Coventry, Mr. Robert Aitken, for offering my secondment and access to all educational establishments in Coventry.

Headteacher of Alderman Callow School and Community College, Mr. G. N. Way, for allowing my secondment and for organising the school accordingly.

Adviser for Physical Education in Coventry, Mrs. Shirley Jeffray, for both suggesting the study and providing support and guidance in its development.

All colleagues in education who agreed to be interviewed and those members of the profession up and down the country who entered the critical dialogue.

The Department of Sport Science and Physical Education of Loughborough University, especially Professor Thomason for permission to work in the department, and Len Almond, Research Supervisor, who provided imagination, guidance and encouragement through the period of study.

And finally, special thanks to my wife Wendy, who never gave up hope that I could finish this study and quietly, but firmly, encouraged me to do so.
INTRODUCTION

1.1. Context for Secondment

In April 1981, Coventry Education Committee set up a Working Party to examine post-primary education in Coventry. The background to this review was a significant decline in the birth rate and changing needs of the community in response to unemployment and new technology. A consultative document, "The Education of 11-19 Year Olds: Dimensions for Change" was widely circulated for comment, and the Working Party examined this and other evidence made available to it from national, regional and local sources.

The general conclusions and proposals, together with supporting documentation, were put to a seminar of the Education Committee in May 1982 and published as "Comprehensive Education for Life: A Consultative Document". Amongst the findings and recommendations expressed in this document was the principle of full or part-time education and training for all up to the age of 18, and the concept of continuing education through life. This meant that new approaches to courses for 14-18 year olds needed to be developed and teachers
from subject areas were invited to plan a sequence of educational experience for every individual through to the age of 18. They were also challenged to redefine aims and content of educational programmes for 14-18 year olds and to develop post 18 education.

"Comprehensive Education for Life" was instrumental in getting teachers working together and stimulated debate amongst the teaching profession of Coventry. The whole of the Authority was in a state of flux and had begun to reflect and rethink the curriculum.

At the same time, a number of changes were evolving throughout the general education scene. The Department of Education and Science (D.E.S.) was publishing numerous documents, addressing educational thinking more to what was termed 'curriculum relevance'. Publications such as "The Framework for the School Curriculum", "The School Curriculum", "A View of the Curriculum" and "Aspects of Secondary Education" looked in particular at the relevance of traditional curricular approaches to the lower half of the ability range. Across the curriculum, a more practical approach was being advocated, with greater emphasis on 'learning by doing' and 'experiential learning'. Other bodies such as the Schools Council and Health Education Council, in their publications, asked for more opportunities for young people to become more involved in their own learning. Avon Education Authority, through their document "Implementing the 14-18 Curriculum: New Approaches", were amongst other regional groups who, like Coventry, were re-examining the curriculum, teaching methods and school organisation. Authors such as D. Hargreaves, R. Pring,
J. White, L. Birt, amongst others, were also considering the framework of the curriculum, curriculum responses, staff development and institutional changes.

Under the direction of the Physical Education Advisor, physical education teachers in Coventry had already begun to examine areas of the curriculum. One group was examining physical education in a multi-cultural society, and from this group other study groups emerged. The role of personal and social development in physical education was a key area and another group was examining the teaching of games, in particular the approach being pioneered by Loughborough University under the direction of L. Almond. Different courses in health and fitness had been implemented and various methods of course presentation were being explored. Many schools had begun to develop school-based initiatives, and schools which had been designated community colleges were involved in community sport and recreation programmes. These areas of development were brought together in the D.E.S. Course "The Role of Physical Education in the Whole Curriculum - 1982". Other regional and national D.E.S. courses were concerned with reviewing the curriculum, and many other interested parties such as universities, colleges of higher education and further education, and the Physical Education Association were involved in the national debate.

This background stimulated Coventry Education Authority into sending a number of teachers who would spend a year reflecting and developing ideas which would then be presented to head teachers and their physical education staff in the following year. This study was a result of such a secondment
to Loughborough University and seen as part of the Authority's project of initiating and responding to change.

1.2. **This Study**

This study was intended to draw together the threads of projects and ideas that were developing within education, and specifically physical education. The threads were to be drawn together in such a way that a written document could be produced which would provide a starting point for teachers in physical education departments, within their schools, to reflect and consider the role of physical education.

Secondly, evidence derived from interviewing and analysing documents was produced to support the working document being produced.

The working document was to propose guidelines for developing the physical education curriculum and offers strategies for reviewing the curriculum and implementing curriculum change. It indicates a way forward based on current educational thinking both locally and nationally. The ideas expressed were to give a direction and a focus for future work in physical education in Coventry, and reflect the total concept of community education and respond to the current trends and issues facing society.

The evidence needed, amongst other issues, to examine the needs of young people in schools and the needs of their teachers in terms of support and in-service training. It
was important to investigate what was being taught and with what resources, and also how schools develop strategies of presenting physical education.

1.3. **What is proposed**

Firstly, a number of key people needed to be identified for interview. These interviews would help to identify the major themes in the profession's thinking at the time.

Secondly, all the written documents that were being produced needed to be examined and the lines of development identified.

Thirdly, it was proposed to attend conferences, national and local, D.E.S. courses, L.E.A. courses and higher education conferences in different parts of the country. This continuous dialogue with all areas of education involved in re-thinking the curriculum would bring together the different and differing threads of ideas that were emerging.

Fourthly, seminars with 'critical friends' would provide a platform from which to test professional reaction to ideas about the framework as it evolved and to evaluate its impact in schools.

It is intended to do this in two ways. Firstly, to produce the working document as outlined in 1.2, and, secondly, to identify the evidence from which this document has been produced.
1.4. **Outline of Thesis**

In Chapter Two, it is intended to identify the research procedures which were used to undertake this study and to identify the problems and difficulties encountered in doing work of this kind.

Chapter Three is the working document, a framework for developing the Physical Education curriculum.

Chapter Four will summarise the interviews and analyse their content and provide a commentary on the seminars attended.

Reflections and Speculations will form the last chapter, and this will bring together the working document and research, and also subsequent responses, and future development.

1.5. **Summary**

Changes in society will eventually shape the curriculum in schools, and proposals for this framework for development are made against a realistic appraisal of the issues affecting society today. In addition to providing an educational starting point, there are suggestions for translating theory into practice in both the content and the context of the physical education programme. In producing this working document, it was necessary to undertake research and to:

- reiterate and document the trends and issues affecting education today, and to examine their implications for
physical education;

- describe the principles and proposals of a curriculum model and its implications;

- offer guidance for planning and evaluating this curriculum;

- encourage physical education departments to examine their work in schools in relation to the proposals outlined in the document.
CHAPTER 2.

RESEARCH PROCEDURES

2.1 Introduction

The purpose of this chapter is to describe the processes used to devise the method of collecting information for this study and to examine the theoretical principles underpinning their development.

A review of literature was undertaken together with a critical dialogue. This dialogue was attempted with a number of "critical friends" and thoughts and ideas expressed during this dialogue were documented and later developed. As well as the literature review, interviews, seminars and lectures were held which were critical to the development of the working document. This meant that a stringent timetable was required to be mapped out, and in collaboration with Loughborough University and Coventry L.E.A., a plan of action was formulated.

The initial preparation for the study identified four key areas to be considered whilst collecting the information:
(i) The purpose of Physical Education.
(ii) The role of Physical Education in the whole curriculum.
(iii) How the purpose and its role is to be achieved.
(iv) How these can be evaluated.

These areas were also to be examined in terms of their content, the context of teaching and learning and the teaching and learning processes involved.

2.2. Review of Literature

The initial purpose of this study was to draw together the threads of projects and ideas that were developing within education, and specifically physical education. To identify current practice and ideas, a comprehensive library search and review of literature was undertaken. This involved examining both the education literature in the form of D.E.S. surveys, reports, journals, books and papers from 1976, and also physical education literature in similar form over the same period of time. From this initial review of all the literature available, major trends were identified and from these trends particular themes began to emerge. This background provided a starting point for the critical dialogue which was to follow and also contributed to the second intention of the study by providing support to the working document being produced.

2.3 Interview

It was important that a different perspective from both outside of Coventry and outside of physical education was sought and so
the interviews conducted attempted to sample differences in age, and geographical and educational backgrounds. (Appendix I)

2.3.1 Interview Procedures

There are basically three kinds of face-to-face interview. There are structured, unstructured and semi-structured. A structured interview is based on a carefully worded interview schedule and frequently requires just short answers. An unstructured interview requires a great deal of skill and experience on the part of the interviewer to probe in depth the answers of the interviewee.

Because it was the aim of the study to encourage a critical dialogue, questions would be directed at obtaining attitudes and personal philosophies and so a semi-structured interview was felt to be the most suitable. This would follow an established outline and also allow for probing questions in the form of prompt questions. The semi-structured interview would allow both parties to participate in the generation of an agenda. This flexibility and negotiability enables the interviewer to enter the process armed with a number of interests, problems and issues, take a view of the information available and adjust the line of questioning accordingly. (Appendix II(D))

A number of sections were identified which would examine five main phases:

(i) Background: - of the interviewee;
    of their work.

(ii) Where they were going: - aspirations;
    intentions;
    expectations.
(iii) How they will get there: - planning;
    content and context;
    strategies and implementation.

(iv) How they will know when they have got there:
    - assessment and evaluation;
    method and consistency.

(v) Future: - area of development;
    five year plan.

The questions designed to examine these phases were tried out on
a variety of different teachers, advisers, lecturers and other
interested in education and their comments were invaluable in
re-phrasing or re-directing some of the questions. Whilst the
questions were being designed, an opportunity was also established
for practising interview procedures. The interviews would take
place at the interviewee's place of work or chosen venue and an
informal conversation was initiated to create a relaxed atmosphere.
A small, unobtrusive tape-recorder was used. Interviews were
timed and comments were collected as to how long the interview should
run. As well as re-phrasing the questions, trials were made of
how the questions could be phrased in terms of intonation and
gesture, and feelings were sought about use of the tape-recorder.

When writing about the strengths and weaknesses of using tape-
recorders or note-taking, (McDonald and Souger 1982), it was
suggested in the case for using a tape-recorder,

"At one level it rests upon the conception of the interview
as a creative process that demands of the interviewer full
(authors underlining) commitment to the generation of data."

Processing and reporting is delayed when a recorder is used and
thus the interviewer can concentrate on the generation of data. Data can be generated in a conversational, continuous discourse, presenting the interviewer as a listener. A prolific amount of confidential 'on-the-record' data is controlled by the interviewee in a relaxed, natural atmosphere. A following section (2.3.2) on validation, explains how the interviewer can effect changes on the script.

2.3.2 The Final Interview Procedure

The procedure had been thoroughly tried over a long period of time and many consultations had been held with colleagues and amongst other researchers. A vital feature in the schedule was the development of appropriate technique and routine for conducting the interview. This too was developed after considerable practice and advice had been received from colleagues. People very close to the author were extremely honest and open in their advice and made a significant contribution to the final interviewing stage.

The routine that was developed ensured that each interview was held in the place of the interviewee's choosing and the small, unobtrusive tape-recorder was placed aside of the interview. As the interviewer already had made contact with the interviewee, the introduction was of a fairly relaxed, welcoming conversation. The interviewee was then asked about their own particular background or the background to the innovations they were concerned in - "Would you tell me briefly how you became involved in Community Education?" or, - "What is the title of your Course?" followed by - "How was it developed?" In the case of the Special School Head, she was asked, - "What is the background of your pupils?"
This phase gave the interviewees an opportunity to talk about "safe" and "known" areas and helped them to relax and feel they were making the major contribution to the interview. After this introduction, the interviewees, if they hadn't already mentioned it and if it was appropriate, were asked - "Where do you see P.E. fit in?" or - "What do you see as the role of P.E.?" Many of the interviewees were involved in curriculum development and they were at this stage asked for their aspirations, - "What are your hopes for .........?" Again, throughout this second phase, interviewees were made to feel safe and not feel threatened or challenged.

The third phase of questioning was aimed at extracting more practical statements and with a view to consolidating what the interviewee had already said. They were asked, "How will these hopes be implemented?" or, - "How will these innovations be achieved?" In the case of non-physical education specialists, they were asked, - "How would you envisage P.E. working in this set-up?" These questions set out to discover actual practice and to gather information about planning, content, the context and strategies used to implement innovations or philosophies. If the original question "How .........?" didn't extract this information, then prompt questions were available to the interviewer to probe the interviewee a little more. All the trial interviews and consultations worked well at eliciting these prompt questions and were invaluable during this phase. No two interviewees required the same prompting but the experience of the interviewer at developing prompt questions ensured that the information continued to flow. In particular, information about areas of curriculum development already known to the interviewer as part of the interviewee's expertise was developed, and questions phrased accordingly, - "Tell me about your work in ........."
The penultimate phrase of the interview concentrated on assessment and evaluation of the previous section of the interview. Interviewees were asked, - "How will you assess whether you have reached your objectives?" and in more general terms a selection of questions were asked from, -

"What has struck you as being significant in your work?"
"What constraints have there been/do you see in development?"
"How have pupils reacted?"
"How have other teachers reacted?"
"Has anyone else reacted?"

Other questions were couched in words appropriate to the interviewee but again extracting some kind of evaluation. The original question on assessment many interviewees found difficult and appeared uneasy and so the more pointed questions on feedback proved invaluable in regaining the interviewee's confidence. This was first recognised in the trials and proved to be excellent preparation for the interview schedule.

The final phase provided the interviewee with an opportunity to express their future expectations and aspirations. They were asked, - "What lines of development do you envisage?" and finally - "Where do you see .......... in say five years time?" These were non-threatening, open-ended questions which left the interviewee feeling that they had made a positive contribution, not only to the interview, but also perhaps in consolidating their own ideas. This it was felt gave the interview the status of a dialogue and not a cross-examination.
2.3.3 Validation Procedures

The interviewee was contacted usually a month prior to the proposed interview date. In the case of Coventry teachers, an initial contact was made by the Coventry L.E.A. to the Headteacher, (Appendix II A(a)). Other interviewees were contacted by letter sent by the interviewer. They were all in possession of an outline of the study and the importance of their contribution to the research was reinforced. The interview procedure was explained thoroughly to the interviewees informing them briefly of the areas to be covered and roughly how long the interview would last. They were asked to recommend a venue for the interview and a date and time were set. The interviewee was also asked for permission to have the discussion tape-recorded, and the confidentiality of this recording and the ensuing transcript were underlined. Indeed, the anonymity of both the interviewee and their establishment were guaranteed. Also, the proper formalities concerning the transcript were explained. A complete transcript of the whole interview was to be made and this would be sent to the interviewee who, by further consultation with other professionals or experts, if they wished, could add, subtract, amend, develop, query any aspect or indeed leave entirely alone. It was found in the trials, that establishing this kind of protocol helped the interviewees to feel relaxed and able to contribute to an open dialogue without fear of either being misquoted or making an error in speech. The data can be processed through the transcript procedure when the interviewee can, line by line, effect changes on the script, but generally, other than altered grammar, it was found the script retained most of its original form. Having possession of the transcript protects the interviewee from possible future abuse and so there is likely to be a more truthful transfer of information. Thus the interviews were seen as effective, fair and validated.
2.3.4 Analytical Procedures

Twenty-five interviews were conducted, with the average time for each interview about twenty-five minutes. Each interview was given a code number so that sex, educational background and geographical area could be identified. After the interviewee had finally accepted or altered the transcript, a line by line analysis was undertaken. From this procedure, on a first reading, major threads that were emerging from the interviews were identified and by recording page number and line number under each person's code a preliminary analysis was established. Each script was analysed three or four times to ensure that they were major trends and also as a double check that the first reading was accurate and that nothing had been omitted.

Having written down these major trends it was then possible to highlight significant features coming out of each theme and these too were recorded. This recording of major themes and features provided an analytical tool as it gave each interview a basis for comparison.

2.3.5 Problems and Difficulties

The instrument of interviewing in this research has been subject to a rigorous developmental procedure based on a sound theoretical grounding. This statement is further substantiated by the fact that it produced the information for which it was intended, namely, to support the working document. However, problems and difficulties did arise.

The major problem was that there were major demands on time and
resources, made more difficult by the network of interviewees which was set up. For example, at any one time, a recording could be taking place whilst others were being typed, being altered or 'in the post'. It was not possible to analyse the themes recurring in the interviews until they were all available. Even then it was a slow, laborious task coping with the "data overload". One particular problem arose from one interviewee changing the transcript four times until it said what he would rather it said. This also raised the problem of possibly losing valuable data in the negotiated transcript. However, this did not frequently happen. Another interviewee could not think and talk and so had to have the exact questions available to him prior to the interview perhaps indicating a "tape-phobia". One letter accompanying a returned transcript admitted, -

"Reading over what I had said I think I need lots more practice at answering questions on interview."

This highlights the charge that tape-recordings are biased in favour of the articulate and can lower the self-esteem of the interviewee.

Apart from the time taken to record and transcribe all interviews, the analysis procedure was extremely difficult and time-consuming. It was also very boring reading and re-reading manuscripts which indeed recorded up to thirty minutes dialogue. The secretarial resources required to transcribe and re-type scripts was also very demanding, expensive in both time and finance.

Interviews then do have their problems and difficulties. However, for the purpose of this study, they have been subject to careful, considered development and rigorous testing in the field and have produced an invaluable critical dialogue. They have drawn together major trends developing within education and physical education.
from which a basis could be made for producing a working document and provided evidence for that document. They have also indicated future areas of development in some of those trends they helped to identify.

2.4. Seminars

A number of seminars were organised (Appendix III). Some of these were held at Coventry in order to draw upon the practical experiences and practical perspectives of teachers and professionals involved in education. This was to provide the grounding for thoughts based on the practical realities of the teachers. It was felt to be very important to hold these seminars in order to understand how teachers especially were thinking of their subject and of education at that time.

Also, at Loughborough University, different seminars were held, drawing together people from different parts of the country. This provided a different perspective over a whole range of different professionals.

Both these groups of seminars with "critical friends" were uniquely instrumental to the development and direction of the study and were critical to the focus of the working document. As a tool for assimilating people's thoughts; for testing one's own hypothesis; and for developing ideas; the use of the seminar can be seen to have great value in this study.
2.5 Lectures

Following on from the review of literature, the interviews sought to highlight areas of "good" practice and reinforce ideas already formulated. By inviting others into the debate through seminars, critiques or personal interviews, the critical argument was widened and encouraged reflection on previously developed ideas. The final area of research from which the working document ultimately emerged were the responses to lectures made by the author.

The author was asked to make a number of lectures and presentations to a range of audiences throughout England and Wales. (Appendix IV). It was possible to gauge the reaction of these audiences to various ideas and record feedback. As part of the learning process at these lectures, various active-learning techniques were employed which produced new ideas and developed current thinking. It was therefore possible both to try out new ideas on critical audiences and also to obtain new ideas from them. By employing active-learning techniques, a record was kept of their responses, (Appendix V). This provided the opportunity to gain a counter image of the ideas through the eyes of other teacher groups and this provided yet another way of feeding information into the whole study whilst giving the working document a realistic perspective on teachers' thinking.
Chapter 3.

3.0. THE DOCUMENT

"PHYSICAL EDUCATION FOR LIFE"

Physical Education for Life is the result of the sharing process undertaken during the research as outlined in Chapter 2. The physical education curriculum, particularly in the 14-18 year age group, was reviewed and then questioned in terms of its relevance in a changing society and also its ability to match its aspirations with practice. Ideas were shared with a variety of people and different perceptions were modified and then evaluated by other groups of practising teachers. The results of that consultation were again reflected upon until Physical Education for Life finally emerged.

This document will in its time require reviewing, modifying and updating but in the meantime it serves, as it was always intended, as a working document for Coventry teachers and headteachers, to start planning and designing their programmes in the light of Comprehensive Education for Life.
3.1. INTRODUCTION

During the academic year 1983/84, Coventry Education Committee seconded a senior teacher to examine curriculum development in physical education with particular reference to those aged 14+. This commitment arose from the Committee's review of post-primary education in Coventry which recognised changes within the community, such as less time spent in employment through unemployment or new technology, and the need for a re-examination of all client groups who will look to the education service for support, opportunity, and fulfilment in their lives. The findings of the Working Party appointed to conduct this review were published in the document "Comprehensive Education for Life", (1982). Amongst the findings and recommendations expressed in that document was the principle of full or part-time education and training for all up to the age of 18, and the concept of continuing education through life. This meant that new approaches to courses between 14-18 would be developed and teachers from subject areas have been asked to plan a sequence of educational experience for each individual through to 18, to redefine aims and content of educational programmes between 14-18, and to increase post 18 education.

The examination of physical education in this context has
involved interviews with teachers, advisory teachers, head-teachers and advisers in Coventry as well as many authorities throughout England. Using this evidence and the literature of current research, the Authority has been involved in the evolution of a curriculum model for physical education, and has closely examined many of the issues highlighted by "Comprehensive Education for Life", such as the role of personal and social education and life skills, leisure opportunities, modular-based courses and health and fitness programmes.

The purpose of this document is:

- to reiterate and document the trends and issues affecting education today, and to examine their implications for physical education;

- to describe the principles and proposals of a curriculum model and its implications;

- to offer guidance for planning and evaluating this curriculum;

- to encourage physical education departments to examine their work in schools in relation to the proposals outlined in this document.

It is intended that this document will act as a flexible framework within which physical education departments can respond to the proposals and recommendations of the Education Committee and recognise the role of physical education within the whole
curriculum. It is also hoped that within such a framework, departments of physical education will be able to match their aspirations with their practice.
3.2. **THE EDUCATIONAL BACKGROUND**

3.2.1. **National Trends and Issues**

Over the last ten years a number of trends and issues can be identified which have either reflected or enforced a dramatic change in the nature of our society. They can be listed under several headings, educational, sociological, demographic, but in reality, they are inter-related, and our work in schools needs to respond to these changes.

3.2.2. **Educational Trends and Issues**

a) **Accountability**

In 1976, Callaghan's speech at Ruskin College, Oxford, opened the national debate on education, and set the trend of accountability which continues today. He proposed education as a partnership between Secretary of State, the D.E.S., Local Education Authorities, Governors, parents, headteachers and teachers with everyone ultimately accountable to the child.

Following the Ruskin Speech in 1976 came:

1977 - Circular 14/77; outlining L.E.A's curriculum requirements
1977 - The Taylor Report; more involvement of school governors

1980 - The Education Act; principle of parental choice


b) Curriculum Statements

These are closely linked with accountability:-

1976 - Ruskin Speech; partly in response to H.M.I's Secondary Survey "Educating our Children"
1980 - "A Framework for the School Curriculum"; D.E.S.
- "A View of the Curriculum"; H.M.I.
1981 - "The School Curriculum"; D.E.S.
- "The Practical Curriculum"; Schools Council
1981 - "Curriculum 11-16": a review of progress (since 1977 Joint Study by H.M.I. and 5 L.E.A.'s)
1983 - "A Statement of Entitlement": Joint Study by H.M.I. and 5 L.E.A.'s

A.P.U. Publications:

- mathematics, language, science, personal and social development, physical development and aesthetic experience.


White Papers:

- "Special Needs in Education": 1980, following the Warnock Committee Report.
- "Teaching Quality" 1983
- "Training for Jobs" 1984


c) The Core Curriculum

From the "Curriculum 11-16 Review", H.M.I. have recommended an increase in the size of the 'common core'. They have identified a number of cross-curricular experiences which they feel all pupils are entitled to have whilst in school, hence the development of the Entitlement Curriculum.
d) **Focus on the 14-18 Curriculum**

This has been brought about through the school leaver unemployment problem. For industrial, economic and technological reasons, the traditional goals of education and training, namely to provide the means for an independent livelihood and a socially useful life, have had to be examined. Today, there are few opportunities for the majority of young people to obtain work simply on the basis of having completed their schooling. At the same time, apprenticeships and other traditional forms of skill-training are diminishing and changing as industry and technology respond to new circumstances.

Any debate about 16+ education and training must of necessity examine education during the 14-16 years, hence the 14-18 focus.

Some of the outcomes include:-

- the examination review
- Technical Vocational Education Initiative projects (14-16) and (16-18)
- N.S.C. schemes: Youth Training Scheme and New Training Initiative
- F.E.U. work into the way we learn and the skills to be learned
- Certificate of Pre-Vocational Education and B. Tec.

e) **The Demand for "Relevance"**

Relevance for what?

- for work? : movement towards a more VOCATIONAL PROGRAMS such as T.V.E.I., C.P.V.E. and the "Training for Jobs" proposal.
- for life? : should there be a VOCATIONAL focus for that period of life not involved in employment?

"Social" and "Life" Skills to increase the chances of
getting and keeping a job are often given greater emphasis. R.S.A. and "education for capability"
F.E.U. publications - "A Basis for Choice"
  "Beyond Coping"
  "How do I Learn?"
  "Active Learning"

f) Linked with above, "The Process of Learning".

The Secondary Heads Association says of teaching styles (T.E.S. 27.1.84) that they

"tend to promote passive dependency and resourcelessness rather than autonomy, independence, inter-
dependence and resourcefulness. Youngsters are given too little opportunity to manage their own
learning.

Content, not process, takes priority in lessons which tend to over-emphasise intellectual skills and pay
too little attention to a child's physical, social and emotional development."

Employers and people in Higher Education have expressed a
certain disenchantment with "the product" and this has led
to a search not only for new products but also for new
"active" ways of arriving at the product. These processes
will be examined in some detail in following chapters.

g) Examinations

On 20 June 1984, the Secretary of State announced the
implementation of a new examination structure for 1986,
the examinations to be held in 1988, to be known as the
It is hoped that this 16+ exam, which replaces the present
G.C.E. and C.S.E., will stretch the 'O' level range and
more especially, improve the outlook for the 'C.S.3.'
range of pupils.

The 17+ debate will continue, as indeed will the whole
relevance of the examination system.
h) Profiles and Records of Personal Achievement

If these are to be preferred to examinations, how will the areas of personal achievement be identified and in what order of priority?

If criterion-referencing is to be preferred to norm-referencing, then criteria will need to be defined which will assess attitudes and behaviour as well as knowledge and understanding. How will time be managed to accomplish the record-keeping?

i) Special Needs

The Warnock Report has encouraged a greater integration of the handicapped into 'mainstream' schooling. The term "special needs" is used more frequently than "handicapped", as there are indeed many categories of special needs, and schools need to concentrate more on pupils' needs and abilities rather than their disability.

j) Initial Teacher Training

Ways of selecting potential teachers are being sought to help meet the demands of a profession which is becoming increasingly demanding in terms of curriculum knowledge and in teaching roles. There is a proposed accreditation scheme being examined for initial-training, together with a much longer period of induction in schools. To meet the demands of individual schools and subjects, in-service education will assume much greater importance for qualified teachers.

3.2.3. Sociological/Demographic Trends

a) The Birth Rate
Falling rolls in the secondary sector will continue to the end of the decade. The profession could be faced with frustration and low morale as redeployment, insecurity, lack of mobility and promotion take their toll.

Staffing the curriculum, especially in much smaller schools, will become increasingly difficult, and specialist areas may end up with insufficient specialist teaching in their areas. Accordingly, being able to justify the subject assumes much greater importance.

b) Unemployment
Paradoxically, the distressing results of economic and technological change, together with our diminishing resources, are the very pressures which have led us towards new curricular goals particularly in relation to personal and social development.

"The history of the growth of educational ideals brings to serious notice the value of qualifications to the spirit. These, though not measurable by any test, may one day rank with those that can be examined ........." 
Elizabeth Lawrence (1970)

Society needs to change its attitude towards personal worth, and personal qualities will assume their rightful importance.

c) Longevity and the Quality of Living
Confucius once said:-

"If you have two-pence to spend, you should spend one penny on bread and a penny on a flower, the bread to make life possible, the flower to make it worthwhile."

To live long is not enough: living must have some quality and some purpose. For people to live fulfilling and satisfying lives, and longer lives, they will need to learn life-long skills, attributes and interests at school.
as well as the so-called 'basic skills'.

d) **Health and Fitness**
The increased interest and awareness in health and fitness is due to many factors:—
- medical research;
- increased communications through the media of 'fashionable' movements, e.g. jogging, aerobics;
- reaction to modern sedentary life;
- increased prosperity leading to a greater choice of diet and leisure opportunities;
- more time for leisure;
- good promotion and education through agencies such as Sports Council, Health Education Council, well-known personalities; fashion contribution through sporty look casual wear.

e) **Focus on the Community**
The implications of the short and long-term unemployed, of ethnic minorities, of the elderly and others with special needs, have highlighted the concept of community, both in terms of manpower and the physical facilities and expertise available within the community.

f) **Multi-cultural Education**
To some schools, this will be more obvious than to others, but recognition of the implications is important wherever we live and work.

Educationally, the needs of all pupils and of all members of the community are to be met as far as possible. At the same time, there is a need to educate against racism and discrimination of any form.

c) **Equal Opportunities for both sexes**
Similarly, inequalities and stereotyping need to be avoided
when reappraising the role of the sexes. Publications:

1981 - I.L.E.A. "Providing equal opportunities for Girls and Women in Physical Education"

1984 - Schools Council "Sit on the sidelines and watch the boys play": sex discrimination in physical education

Do the sexes have equal educational opportunities?

3.2.4 The Implications for Physical Education

These major trends and issues have some far-reaching implications for physical education, some perhaps more obvious than others. The chain of responsibility for the development of each individual child lies ultimately with the teacher, and consequently physical education should be child-centred. To enable others to be aware of the value of physical education, an account of what is being done and how it is achieved needs to be given. This will focus the thinking on ways that the curriculum can be presented for each individual, and so there is a need to express quite clearly:

- what the department is trying to achieve;
- what content will be employed to achieve that;
- how the content will be presented;
- how the department will know it has achieved its aspirations.

As physical education is a process of education, the work must be seen as part of the 'whole education' of young people. Each school will have its own aims to work towards this concept and physical education needs to reflect those aims.

DOES THE P.E. DEPARTMENT CLEARLY STATE ITS RATIONALE AND ILLUSTRATE WHAT IT IS TRYING TO ACHIEVE IN THE CONTEXT OF THE WHOLE CURRICULUM?
The curriculum statements which have followed the Ruskin Speech reflect the response from agencies such as the D.E.S., H.M.I., L.E.A.'s and so on. These in turn have initiated various curriculum developments throughout education. It is the responsibility of every P.E. teacher to become involved in this process, as it is inevitably the teacher who puts the theory into practice. Thus, it is important for departments and other local colleagues to review and reflect on their work and to share ideas and question current practice. Although this does not always necessitate change, there may be need to modify some aspects of work and this will need to be evaluated and eventually reviewed again. This does require time, and if curriculum development is seen to have the priority it deserves, then time can be found by pruning existing commitments.

Physical education teachers need to be aware of current trends and issues in education and be able to articulate the role of physical education within the whole curriculum and thus be able to negotiate more favourable commitment from the school in terms of time, resources and staffing.

**HOW MUCH TIME DOES THE DEPARTMENT GIVE EACH YEAR TO CURRICULUM DEVELOPMENT?**

Under the present core curriculum arrangements, physical education would appear on the whole to have a favourable time commitment. However, if the core curriculum is expanded, what will go? What part will P.E. play in the core? The physical education department needs to show through educationally sound arguments, the importance of physical education in the development of every child, and to develop all-through 11-16 schemes
which demonstrate the value of physical education, especially to the personal development of the older age group, in order to maintain its position in the core curriculum.

DOES THE 14-16 CURRICULUM DIFFER FROM THE 11-14 OR IS IT A REPEAT?

The focus on the 14-18 age group has come about as mentioned earlier, because of the serious unemployment amongst school leavers. The various programmes and schemes which have arisen out of this situation must have their roots in the education of the 14-16 year olds. So physical education must prepare young people for these projects and at the same time perhaps be part of those projects.

DOES PHYSICAL EDUCATION HAVE A ROLE TO PLAY IN T.V.E.I.?

In the demand for relevance, physical education needs to expound its place in the whole education of the child, and that traditional notions of its role in leisure need to be planned and structured rather than assumed.

IF PREPARING YOUNG PEOPLE FOR LEISURE IS AN ASPIRATION OF P.E., HOW IS THE CONCEPT OF LEISURE TRANSMITTED? INFORMALLY? STRUCTURED? FOR WHOM?

If there is a genuine concern that physical education should be offering every child truly educational experiences, then decisions about the content of the curriculum must be seen as secondary, since they must be made in the light of the educational development of the pupil. The concern must be to help
pupils in their learning through physical education rather than merely the learning of physical education. Too often there is too great a concern with the product—skills, skilful performers, winning teams and so on. To focus on the learning process does not just mean examining method, but also what situations can be provided to help with the process of learning.

WHAT KINDS OF LEARNING APPROACHES ARE USED IN PHYSICAL EDUCATION?

In the light of the recent announcement by the Secretary of State, that there will be a single examination from 1986, schools which have examinations in physical education need to look at the whole question of exams in P.E., and their relevance to the current examination debate.

Physical education needs to identify what it can contribute to the total profile of young people. If aspects of personal and social development are to assume greater importance, then ways of assessing and record-keeping need to be established which will help both the teacher and pupil to gain from the enrichment that profiling can offer the learning process.

CAN PROFILES OR RECORDS OF ACHIEVEMENT BE OF ANY VALUE TO THE PUPIL?

By examining schemes of work and the way teachers work with children, departments can recognise whether or not they are catering for the needs of pupils with different abilities. For those children with special needs, departments must learn how to provide content for them, and develop ways of working with them so that their needs are catered for, and their ability
allowed to develop.

HOW DOES THE P.E. DEPARTMENT CATER FOR CHILDREN WITH 'TEMPORARY SPECIAL NEEDS' - INJURY: ILLNESS: STRESS?

Work with probationary teachers is essential to the future of the physical education profession, for it will be these people who will take the subject forward over the next decade or two. Teachers must be aware, (and indeed Higher Education must make information available), of what kind of training has gone on at degree level. Are graduates education graduates or postgraduate certificate of education teachers? How much time has been spent on what, and to what depth? With this information, school-based in-service training done by all the department can supplement the trainee teacher's course and indeed complement the experience of the whole department as well.

WHAT KIND OF IN-SERVICE PROGRAMMES ARE PROVIDED IN SCHOOLS?

Falling rolls will alter the deployment of P.E. staff in terms of time spent in the department. Some schools may provide more time for P.E., others less and in some schools 'second-subject' teaching will be affected. A well-thought out, documented physical education department rationale and programme will be needed to protect the subject in the school curriculum. Lack of opportunities for promotion and demands for a greater work load can deflate the morale of a department as the profession contracts. Involvement in curriculum development and professional courses may provide the stimulus needed to ward off the frustration and give a purpose to staff development.
Are there opportunities for staff to exchange roles with other P.E. teachers?

Personal and social development, (as will be documented later), has been put forward as the central purpose of education in 'Aspects of Secondary Education' - D.E.S. (1979). It should be the raison d'être for our work, not a spin off or part of the hidden curriculum. Alongside other subject areas, physical education can provide activities, experiences and challenges which will enable this aim to be achieved. The following chapters will examine in some detail, what implications this has on the content, context, methodology, teaching and learning processes and methods of evaluation in physical education, and will focus on personal qualities.

Do P.E. departments plan and structure experiences and opportunities for personal qualities to develop?

If a young person feels valued, has self-esteem and enjoys an active life style (aspects of personal and social development) then personal and social development will enhance their quality of life. So too will a relevant education providing teaching and learning processes which attempts to help the young person come to terms with unemployment.

Being aware of health and fitness can also enhance people's quality of life, and departments need to develop coherent, structured programmes of health and fitness, and P.E. teachers need to become knowledgeable about the total contribution that physical education can make in the health education programmes in schools.
HOW DO SCHOOL PROGRAMMES SENSITISE ALL CHILDREN TO AN AWARENESS OF THE VALUE OF AN ACTIVE LIFE-STYLE?

Physical education needs to spend more energy and time on 'educating' the community to the wider perspectives which physical education can offer all members of the community. At the same time, departments need to identify what the community has to offer them, the programme, the pupils, and the school, in terms of expertise, resources and facilities. The involvement of the community could be fostered through festivals of sport, taster evenings, daytime involvement of unemployed or other community members with time to commit, and so on.

ARE THERE PROGRAMMES FOR INVOLVING THE COMMUNITY WRITTEN INTO THE P.E. DEPARTMENT'S PROSPECTUS?

Physical education, particularly in the Asian community, is not always recognised as a worthwhile experience in schools, and often, in a multi-cultural society, values and attitudes are not always uniformly accepted. Policies regarding participation, dress, showering and so on may need to be adjusted in areas where there are a variety of religious and cultural customs, and indeed 'national' activities may need re-appraising. Thus, the department needs to be able to articulate the value of physical education to a variety of cultures and be sympathetic to the kinds of experience and influence and culture all young people are exposed to outside of school.

DOES THE P.E. DEPARTMENT EXAMINE THE NEEDS OF ALL YOUNG PEOPLE?

Separating boys and girls on traditional grounds such as
strength, aggression and competitiveness needs to be challenged. Many girls are 'stronger' than weaker boys and would therefore be able to 'compete' on equal terms - heavyweight boxers do not fight flyweights! So again, departments need to examine the needs and abilities of all their pupils and then offer equal opportunities, and so a whole departmental approach to the work is required.

ARE THE ASPIRATIONS FOR PHYSICAL EDUCATION DIFFERENT IN SCHOOL FOR BOYS AND GIRLS?

3.2.5. COMPREHENSIVE EDUCATION FOR LIFE

Aware of these national trends and issues, Coventry Education Committee appointed a Working Party to examine the future of post primary education in Education and the Working Party presented their findings in May 1982 and published the consultative document 'Comprehensive Education for Life'.

The document offers an evolutionary approach and the background to the review had two significant threads to it. Firstly, a significant decline in birth rate in Coventry which was beginning to affect the secondary schools and which would reduce the secondary population in the city by one-third over the next ten years. Secondly, there were changing needs within the community. They were caused by unemployment, changes in technology, changes in industrial training and opportunities and so there was a growing need for the education service to supply support and provide opportunities for personal fulfilment.

The purpose of the document was to describe the issues and set
out the principles and then offer proposals and invite comment. The Working Party firstly reviewed the existing provision of accommodation, the client groups, content of programmes and examined developments over the last ten years which education had initiated and responded to change. The Working Party surmised that the needs of the children and the community are changing and that already there have been imaginative responses. They recognised that the service was more flexible, and that institutions were co-operating and there was good liaison with employers. There was a new emphasis on a practical curriculum, learning by experience, and the development of personal qualities with new methods of assessing performance developing. It was also felt by the Working Party that education in the City was more accessible and fluid. There were many opportunities for mixed age groups, including adults in learning situations, and this was felt to make a significant contribution to future needs.

The Working Party then attempted to predict the future educational needs of the City into the next century. They examined the demographic, economic and technological, social and educational trends.

It was recognised that numbers could be predicted up to 1995, and the Working Party decided to use this data as a planning base.

There was a continuing shift away from employment in primary industries and low technology manufacture to high technology, professional and service employment. The skill content of jobs is increasing, requiring higher qualifications and needing longer periods of study. It is unlikely that initial training
for school leavers will last for life, and so periods of retraining will be needed. The outcome of this is that in Coventry, former levels of employment in the engineering industry will not return, and so a diversification is therefore needed in the local economy. There will be an experienced adult workforce available for retraining/training. This all implies that the school leaver will continue to find entry into permanent employment very difficult.

Reducing the length of the working day, week, year, life, will make more time available. Work is less likely to dominate people’s lives but work has traditionally accorded status and fulfilment to individuals. A substitute is needed to provide these and so opportunities to pursue other interests are needed. More tension and unrest accompanied by a breakdown within communities and families, and also changes in values and cultures have made the youth of today even more vulnerable. The Working Party suggests that education institutions can contribute to the development and positive self-image of local communities and individuals.

The roles of institutions and teachers were thought by the Working Party to be changing subtly, but it was felt that these changes would accelerate through the rest of the century. Three reasons supported this postulation. Firstly, communications technology will move the teacher’s role towards specialising in learning processes and away from a didactic exposition of knowledge. Secondly, an increased knowledge of human functioning, particularly that of the brain will facilitate learning. Finally, involving students in society and in their own learning. Students should know where they are, and should
be able to contribute to where they are going. This would
give students status and imply a movement away from formal
exams towards personal profiles.

As a result, the Working Party felt, there is a movement to
open-learning systems where the teacher needs to deal with the
whole student as an individual, and also a movement towards
self-learning, self-esteem and the acceptance of education as
a life-long process. These imply that teachers are to be:
"learning counsellors and therapists - not judges".

The Working Party put forward two policy principles. Firstly,
"that education should be a life-long process". Those who are
well-motivated will seek out opportunities, but those who are
not will need help to find the stimulation of new interests.
Continuing education will demand a system of "add on credits"
so that as people's working lives change, they can be trained/
retrained for the changing needs of society. This open access
to education throughout life will require:

- the development of existing provision for higher education,
  further education and community education;
- a system of inter-changeable modules/credits;
- distance learning and support systems;
- cultural and community groups provision;
- mixed age-group learning.

To support the concept of continuing education throughout life,
the Working Party proposed that all secondary schools should be
developed as Community Colleges, thus providing an informal
learning centre, and that F.E. Colleges should concentrate on
post-18 provision which would need to be expanded.
Secondly, "education should be provided for all to age 18". This presents a number of issues as this implies a raising of the school-leaving age, full or part time. The Working Party recognised the need to:

- plan a sequence of educational experience for each individual through to the age of 18;
- re-define aims and objectives and content of educational programmes between 14-18;
- increase post-18 education for the likely increase in demand;
- discontinue the inappropriate process of 'schooling' available at present for 16+.

In conclusion, the Working Party recommended that provision up to 18 should concentrate on:

"Preparing the young for independent living in an increasingly complex adult society. Programmes should include life, social and personal skills as well as vocational skills. Direct experience through personal and group activity is needed as well as book learning - starting at 14."

Young people at 14 should be assured to be "adults with L-plates", and a system of modular based courses or credits be developed from 14 which can be extended and built upon to the age of 18.

3.2.5.1 MODEL FOR DEVELOPMENT

The Working Party then put forward a Model for discussion which would implement the proposals. The Model recognised the need for an evolutionary process, maturing gradually with 1995 as the target. There was also the need to establish a framework on which opportunities and needs dictated progress. This progress is to be monitored and resources and priorities identified each year.
The Model was based on 11-18 Comprehensives for its organisation and fundamental changes in educational programmes were implied. These included learning processes, courses, delivery of programmes, patterns of attendance, certification and the atmosphere and ethos of the institutions. In addition to aims put forward, the programmes for adults should:

... supplement and support acquisition of work-related skills and
... competence in practice and enjoyment of leisure time.

The educational framework for 11-18 would provide:

... Foundation Years 11-13 for the completion of learning skills in a general course based on a common core curriculum; and
... Apprenticeship to Adulthood 14-18 for the progressive development of particular skills and personal qualities through a balanced programme built up from a wide choice of modules.

During these foundation years a secure foundation of learning skills, knowledge, concepts, practical and personal capability needs to be laid down. The Working Party felt quite strongly that presenting a curriculum as a list of subjects can be misleading and has weaknesses, and these are made worse if the student has to make connections between the different subjects. Also there are aspects of education which are woven into the fabric of the whole curriculum and often dubbed "the hidden curriculum" which deal with personal standards, morals and values. Because they are "hidden" these aspects often lack consistency and this can destroy confidence. For these and other reasons, teachers are beginning to recognise the need for:
- wider definitions of learning objectives other than subject terms;
- use of key concepts which may be supported from many areas;
- value of experimental and practical learning situations;
- importance of group-learning processes, including problem-solving and residential experience;
- need for explicit programmes which develop expression of personal values and human relationships.

The 11-13 programme is vital, and should comprise an agreed framework of aims; a range of studies common to all pupils in all schools; an element of programmes which are at the discretion of individual schools.

The apprenticeship to adulthood, 14-18 is a crucial period of growth. The Working Party envisages a modular framework similar to that used in the North American High Schools. Involved in the programme should be an involvement by the students in the assessment of their own competence and achievement; and to take responsibility for their own learning, thus giving them status.

The aims of active tutorial work should pervade all school programmes and involve the whole staff.

- to promote a sense of security and establish a feeling of belonging;
- to lay the foundations for personal growth in skills of social interaction and for the development of a positive self-concept;
- to establish a caring community within the tutor group wherein the members display trust, concern and support for one another;
- to lay the foundations for study skills and for academic work and develop personal interests for leisure;
- to develop the autonomy of each individual as a member of a variety of groups, in considering his own level of skills and setting personal short and long-term goals.
The Working Party feels there is considerable potential for community and voluntary effort in support of this work. The costs of the Model, which was felt to be the most educationally desirable, will not require immediate significant expenditure.

The Model has been adopted by the City Council as a basis for future development. Although not being prescriptive, the Model will provide a framework for development. Its implementation is seen as a major contribution to the future development of a healthy community, and the views of parents and other interested groups will be sought.

The scene is set. Coventry Education Committee has responded to the national trends and issues and identified some of its own local issues. In its response to examining the "Educational Needs of 14-19 Year Olds" (1973), Coventry has evolved a Model for future development. Axiomatic of the needs of the individual are:

- educational opportunity for all to 18 and throughout life;
- a more adult status conferred from the age of 14, with the students involved in their own learning and assessment of their own development;
- post-primary education based in a flexible setting using resources of the local community with support and expertise from the community college.

The following chapters interpret the national trends and issues and respond to Comprehensive Education for Life's statement of policy principles.
3.3. A FRAMEWORK FOR DEVELOPING THE PHYSICAL EDUCATION CURRICULUM

"We grow as human beings if we know how to explore where we are, understand where we want to be, and act upon how to get there. And to facilitate the exploration, understanding and action of others. Unable to do so, we are left only as life's observers and not as life's participants."

Carkhuff (1976)

3.3.1. Introductory Statement

Of all the stages of life, adolescence is the most changeable - full of promise and energy but also potential danger. It is the time of life when we begin to find out who we are and what we are good at, and what and whom we like. What happens in these years profoundly affects what follows.

It has been a tradition of education in this country that schools should be concerned with the all-round development of young people. Indeed, the D.E.S. revealed in 1972, in 'Aspects of Secondary Education in England',

- the personal and social development of the pupil in one way of describing the central purpose of education; a purpose in which the school does not work alone -
If physical education is a process of education, then it, too, must have personal and social development (P.A.S.D.) as its central purpose.

However, this concern for personal and social development has been implicit rather than explicit in the school programmes, and there are very few explicit statements about the role of physical education in the personal and social development of young people. Often P.A.S.D. is left to an intuitive, uncoordinated approach described sometimes mistakenly as the 'ethos' of the school, the 'hidden curriculum' or the 'pastoral curriculum'. In some schools special courses have been created - P.A.S.D; social education; life-skills, for example - which attempt to make up for what has apparently been left out, namely, the central purpose of education!

Physical education has a major role in providing opportunities for the personal and social development of young people and should be part of the school's concern for P.A.S.D. Physical education programmes should be designed to help young people in their personal development, in maintaining relationships, in their social skills, and in their ability to help one another and other people around them. (Button 1982). Quite naturally, physical education teachers recognise the role that physical education has to play in supporting physical, or psycho-motor aspects of development in young people. Indeed, physical education is unique with its emphasis on movement and is to do with bodily activity, and for many, it has an intrinsic appeal. But this bodily activity also involves emotional, cognitive and social development as well as the more obvious physical development. "Knowledge" and "understanding" is
required in performance, and feelings of "well-being", of "satisfaction" and "pleasure" can be derived from a performance. Also, since the performance takes place in a social context, other forms of learning take place, and attitudes and values are developed. So, it is as important and valid to manage emotions and relationships as it is to cope intellectually and acquire physical skills, and indeed, through the work of the A.P.U. and F.E.U., there is a growing understanding of the learning processes which has led to a recognition of the interdependence of each aspect of development.

"To many people, the most important aspects of their lives are the conceptions they have of themselves as persons and the relationships they make or fail to make with others. People develop in the knowledge and understanding they have of themselves as persons and of their possible relationships with others. They also develop in their attitudes, skill and behaviour in personal relationships."

A.P.U. (1981)

In the rest of this chapter it will be shown that physical education can help young people to develop the necessary skills to lead useful, satisfying lives, and to provide them with accurate information about themselves so that they can make rational, informed decisions. It will also be seen that physical education can also provide young people with opportunities to develop attitudes and values, as well as knowledge and physical skill, which will help them to take care of themselves, and of others in a caring community.

A Framework for the Physical Education Curriculum in Schools will be described which takes P.A.S.D. as its central purpose, and will incorporate within its framework a recognition and an interpretation of the national and local trends and issues in
education as outlined in the preceding chapter.

3.3.2. Background

The Framework has evolved from discussions with teachers, head-teachers, advisers, lecturers, H.M.I. and the public at large. Interviews have been held to identify good practice, and these interviews, together with responses given at regional and national courses have been used to analyse and develop aspirations and expectations in physical education. The Framework also responds to current trends and issues and in particular it responds to the Coventry document "Comprehensive Education for Life". Among the proposals outlined in the preceding chapter (3.2.5.) the document particularly recognised the need to:

- plan a sequence of educational experience for each individual through to the age of 18;
- redefine aims and objectives and content of educational programmes between 14-18.

This implies changes in courses, accreditation, delivery of programmes and learning processes, and the ethos or atmosphere of a department and school.

Using evidence assimilated in the interviews and discussions, together with evidence from recent curriculum surveys, (Hill, 1983), (Branford, 1984), the Framework answers the need for a balanced and coherent physical education curriculum as prescribed in the D.E.S. 11-16: Towards a Statement of Entitlement.

In this document it is argued that:
1. pupils have a common need to develop, with maximum enjoyment, skills, knowledge and attitudes necessary for independent living, now and in the future, for work and for political and social participation in the democratic society in which they belong;

2. they face a common experience of living in a world increasingly international, multi-ethnic and interdependent both economically and politically;

3. curricula should be based on a common framework which provides coherence and, while taking account of individual needs and abilities, still ensures the provision of a broadly-based common experience.

Accordingly, it seemed essential to H.M.I. that all pupils are guaranteed a curriculum, to which they are entitled, irrespective of type of school, level of ability or social circumstances. Failure to provide such a curriculum is unacceptable. So, the Entitlement Curriculum argues that up to age 16, all pupils are entitled to a curriculum which teaches a range of skills, attitudes, concepts and knowledge relevant to the eight areas of experience which H.M.I. had identified. And that this involves a selection of teaching and learning methods, continuous assessment of what pupils achieve, and evaluation and amendment of the component courses to ensure that pupils make progress.

The document presented a number of aims, or as they defined them 'a general statement of intentions'.

(i) to enable all children to develop, as fully as possible, their abilities, interests and aptitudes, and to make additional provision if necessary for those who are in any way disadvantaged;

(ii) to develop inquiring minds and independent thought and experience enjoyment in learning to encourage them to take advantage of educational opportunities in later life;

(iii) to take responsibility for themselves and their activities in order to build self-respect and confidence;

(iv) to provide the skills necessary to respond to social, political and economical changes and changing patterns of work;

(v) to provide social skills to work successfully with others;

(vi) to promote "citizenship";

(vii) to sensitize an environmental concern in young people;

(viii) to develop interests and skills which will continue to give personal satisfaction in the use of leisure time.

Those aims are quite easy to write, but hard to live up to!

The enquiry attempts to answer two fundamental questions.
Firstly, what is it that pupils have a reasonable right to expect from secondary education? And secondly, can these expectations be fulfilled by a curriculum identified only in terms of activities, or must account also be taken of the area of experience, personal skill, attitudes, concepts and knowledge to which pupils could be exposed in secondary education?

The findings come in three broad categories. Firstly, there have been changes in the curriculum content both by the addition of new courses and by the modification of existing syllabuses. Secondly, changes in classroom practice were recognised to be as important as content if there was to be an increasing concern with attitudes, the understanding of concepts and personal skills. This would require active participation in learning, (not just doing), and class and group discussions became a more obvious part of the lesson. And finally, a sharpening of criteria by which teachers evaluate both their own provision and pupils' response. This would require a wider base of criteria for assessment and formulation of pupils' responses in the form of a profile.

Significant conclusions of the enquiry showed numerous benefits for teachers. These included teachers seeing the role of their subjects in the whole curriculum; a focus on the skills, attitudes and ideas which pupils are likely to need in adult life and better schemes of work. As a result of new learning approaches, pupils who had previously expressed boredom in their work showed interest and enthusiasm.

How children learn should influence how teachers teach:
"We can play at learning - without retaining much save the temporary pleasure of the play.

We can act at teaching - strutting expectable stuff in front of blackboards.

Real learning and real teaching require more.

Successful learning gives us that rush of confidence which comes from competence".

Sizer (1964)

E.M.I. strongly believe that the traditional, pedagogic, quarter-master who has worked out all the answers and doles them out, has to go. A teacher needs to be a guide, a critic, a provider of resources; one who can persuade, encourage, judge and on occasions have the good sense to keep quiet and let things happen. Classrooms should be places where pupils can think personally, feel personally, and develop a strong self-identity, and where the formulation and solution of problems is not inhibited.

It is in the face of these statements, and those highlighted in 3.3.2. that this Framework has evolved, and is in response to the Coventry document Comprehensive Education for Life.

### 3.3.3. Framework

The Framework proposed firstly qualifies the inclusion of physical education in the school curriculum. The first argument is the cultural one. Sport and dance, and physical recreation play an important part in our culture. If it is accepted that educational institutions are about transmitting and enhancing culture, then there is justification for the inclusion of those activities in the curriculum. It is not just about transmitting the culture, and thus maintaining the status quo, but it is also about widening people's interests and their perspectives.
people know what is available, then if they wish they can extend their cultural activities to satisfy their own interests.

In numerous recent publications it is argued that education is about improving the quality of life (Pring, White, Hargreaves; 1982, 1982, 1982), it is about improving the life chances of young people. Sport and dance, and physical recreation can and do play an important part in people's lives. Many people would argue that without their squash or golf or running, the quality of their life would be diminished. So on educational grounds, through physical education, we can provide opportunities for young people to engage in activities which can bring about an improvement in their quality of life.

Very closely tied up with the notion of quality of life is the concept of the relationship between being fit and keeping healthy. This is an important argument for the inclusion of physical education in the curriculum because it is known from medical evidence (Fentam 1976) that degenerative diseases clinically manifest themselves some 20-40 years after they have started to attack the body. It would also appear from evidence (Medicine and Science in Sport 1978) that an active life-style is important if people want to delay the onset of these diseases. So perhaps the most important justification for the inclusion of physical education is that in schools we sensitize young people to being more conscious about active life-styles, and to help them become aware that many of the degenerative diseases are self-inflicted - often through lack of knowledge and understanding. So the concept of being both sensitive and rational about looking after themselves and understanding themselves, and at the same time being sensitive to
the notion of active life-styles, is an important one to take into the community at large.

But overriding all that we do in physical education is personal development, (3.3.1.). If a young person feels valued, has self-esteem, has status and enjoys an active life-style; then the quality of his life will also be enhanced.

An examination of current practice in physical education curriculum design will reveal a number of factors which are not based on educational principles. From the evidence of Hill (1983), and Branford (1984), it would appear that a large majority of secondary schools allocate between 60% and 80% of curricular time to games, 20% to 30% to body management, little or no time to outdoor pursuits and in boys' schools, no time to dance. How was this 'balance' arrived at?

Without any available evidence as to how a school designs its physical education, (although Branford's study will eventually attempt to provide some evidence), conversations with colleagues and observations of physical education in practice can provide grounds for some speculative comment which may or may not be recognised as current practice.

Physical education programmes in schools can be based on tradition. They are handed down from the outgoing head of department and taken up by his successor and faithfully implemented from one year to the next, with or without a curriculum review. Often, in some schools, the programme is reinforced by the Headteacher's and parental expectations. Indeed as a study by Hardy (1983) revealed, advertisements for
some appointments specify the major components of the physical
education curriculum before the new head of department even
takes up his post, and so the status quo is enforced.

Initial teacher-training often governs how the curriculum is
planned. Some teacher-training establishments may be tradi-
tional and others may help to produce teachers who are innovative
and who challenge the status quo. Also the type of knowledge
and understanding developed in individual activities may have
a significant contribution to make to the programme.

Often teachers prefer to teach only certain activities, that is
to say, they follow their personal preference, and others are
only able to teach in certain activities, that is, personal
bias. Again, in the study by Hardy (1983) it was seen that
advertisements for many posts carried a "specialist" bias, and
that this expertise was often directly linked to extra-
curricular activities, and usually involved with running
school teams.

In their haste to keep up with the times, one or two departments
may join the "bandwagon" by embarking on recently published
innovations without considering all the implications or acquir-
ing sufficient knowledge and understanding through personal
experience, courses, discussion and support. This can often
result in inappropriate experiences for young people and can
‘desensitize’ them to physical education.

Finally, although facilities, staffing and time can be
constraints on timetabling, often the curriculum is determined
directly by them rather than a positive approach being taken
to overcome or adapt them. For example, if lack of expertise is a constraint, in-service training could overcome that problem as well as being an essential aspect of staff and departmental development.

The value of physical education in the school curriculum, is sometimes diminished, if the design of the programme is not in the interests of the children, nor demonstrating educational principles. The subject then may have a low status in the school.

The framework provides principles and guidelines which will provide the basis for selecting what goes into the physical curriculum and also principles to guide teaching.

3.3.3.1 DIRECTION

DIAGRAM 1.

The purpose of physical education has been described as transmitting and transforming aspects of our culture, through a number of ways, enhancing the quality of life of young people, and, the overriding concern, the personal development of each individual. There are two essential components which provide the direction of the work in physical education.
The first one is **PERSONAL MEANING**

In 1976, Almond conducted a survey of teachers, sportsmen, dancers, people in outdoor education and pupils in school. Many of them claimed that they took part in physical activities because those activities had a value and personal meaning for them. If for some reason they were denied access to these activities, they felt their life-styles were impaired, and so a deterioration in their quality of life was experienced. In physical education, opportunities should be provided for young people to experience what it has to offer and to widen their perspectives about the range of possibilities. As will be developed later, this notion has implications for the activities are offered and also the way in which teachers work with young people.

The second component is **HEALTH RELATED FITNESS**

This is an American term used in current educational publications in this country to describe activities which help young people to understand and have a concern for the relationship between being fit and keeping healthy. In the light of recent medical evidence it is an important direction in physical education teaching to improve the quality of life of young people for both the 'here and now' and also for the future. This does not mean that young people ought to be told, "exercise is good for you - if you don't exercise you will have health problems when you're older". It does mean producing the kind of programme that is going to sensitize young people to being active because they feel that it is a good experience. This insight will enable them to develop a positive and active attitude towards fitness which will affect their behaviour.
Personal meaning and health related fitness give the direction for physical education, and teachers ought to be providing a programme which reflects them. The next part of the Framework provides guidance for what to include in that programme. The guidance evolves from the belief that all children are entitled to have access to sample the "richness and potential of physical education", Almond (1984). The notion of entitlement, has given rise to the term described in the Framework as THE ENTITLEMENT CURRICULUM. There are a large variety of activities which express this richness and potential, and the Framework provides guidance, supported by principles of selection, to help physical education departments design their programmes.

There are a number of important principles of selection which need to be considered when designing the programme.

(i) The programme should be an integral part of the school aims.

(ii) It should be based on the needs, purposes and capacities of the clients.

(iii) There should be acknowledgement of level of maturity.

(iv) The school programme needs to be an integral part of the community.

(v) There needs to be a well-balanced sample of all experiences and challenges available in physical education.
The use of the term 'balance' in the Framework does not mean equal in terms of time, but equal in terms of status to the extent that every individual is able to grow and develop in all aspects of their personal development.

The Framework recognises that sampling (v) is a most crucial principle in curriculum planning, but often the thinking behind the sampling is not based on any educational principle.

3.3.3.2 ENTITLEMENT CURRICULUM:

DIAGRAM 2.

There are four major concepts to the Entitlement Curriculum, and the first is CORE EXPERIENCES. By identifying experiences and then using a sample of activities to give young people opportunities in these experiences the Framework allows
individual schools to select activities to provide these experiences based on their own local considerations. This is NOT the same as deciding what activities, (rugby, hockey, basketball, gymnastics and so on), young people should have.

The first area of experience, which is a central part of physical education is BODY MANAGEMENT, and there are two distinct aspects.

(i) Moving with poise, control and confidence; being able to manage your own body.

(ii) Practical and theoretical knowledge of how to take care of yourself, in terms of health and fitness.

These aspects can be achieved in challenging and varied environments as an individual, or as a partner or member of a group. The material used to develop these aspects would be athletics, swimming and gymnastics, and indeed, physical conditioning would be a pre-requisite to competent performance in these activities.

Body Management fulfills three important functions.

(a) As a support in terms of physical bodily skill for other specific areas which require poise and balance and co-ordination.

(b) As a major contribution to the concept of health-related fitness.
(c) Development of understanding and skills in conditioning as well as specific development of the activities themselves.

GAMES as activities are an important part of our culture, and games education is the second experience identified in the Framework. When the wealth and variety of games is considered, it becomes apparent that there is a need for a process of selection which will allow young people to sample from the types of games available. Examples of games classification in Table 1 below shows the problems teachers would have in including all games available (Ellis 1983).

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>HALL/HALL</th>
<th>FIELD/ RUN-SCORING</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>soccer</td>
<td>badminton</td>
<td>cricket</td>
<td>golf</td>
</tr>
<tr>
<td>rugby</td>
<td>tennis</td>
<td>rounders</td>
<td>bowls</td>
</tr>
<tr>
<td>netball</td>
<td>squash</td>
<td>softball</td>
<td>archery</td>
</tr>
<tr>
<td>hockey</td>
<td>table-tennis</td>
<td>baseball</td>
<td>shooting</td>
</tr>
<tr>
<td>basketball</td>
<td>volleyball</td>
<td>stoolball</td>
<td></td>
</tr>
<tr>
<td>handball</td>
<td>fives</td>
<td>Danish longball</td>
<td></td>
</tr>
<tr>
<td>American football</td>
<td>racquets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is extremely difficult for children to experience all games and become competent in them all, so there is a need to provide a games curriculum which leads to a games education. That means not only providing soccer, netball and so on, but helping all children to discover what games are and what games have to offer, particularly as a problem-solving activity, and also to teach them how to become intelligent performers.

There are three components to a games curriculum:
The first component, "games-centred" games, evolved from the "teaching for understanding" approach which was developed to show children what games are about. Spackman (1983), has reviewed recent literature on games teaching and has supported this approach which focuses on understanding the underlying principles of games and their tactics rather than teaching directly through techniques. The aim of the approach is to involve young people in the learning process and to provide them with understanding and attitudes towards learning which will allow the performer to achieve and recognize improvement. Some of the objectives of a course would include:

(a) to acquire competence in games playing related to the principles of play and game tactics;

(b) to provide a course in which every child can find personal fulfilment and satisfying activity;

(c) to provide opportunities for pupils to solve problems in a game situation (Jackson 1982).

Groups can be involved in their own learning through discussion and making their own decisions about their own game.

Teaching for understanding starts off at the child's level of
To teach children the game-forms illustrated in Table, and to help them learn what they are about, a games foundation course must present a variety of different games illustrating the important principles which need to be brought out and which sample each form of game. When the game cannot be played due to a breakdown in technique, then the appropriate technique can be taught and children will understand the need to become more skilful performers. From the games foundation courses, children can progress towards the full game of rugby, netball, etc.

Games-making gives children the opportunity to devise their own games and to learn the reasons for having rules. The reason may be for safety, or because the game breaks down, but they become involved in developing rules and then enforcing those rules on themselves and their fellow performers. It also gives them opportunities for making, inventing, or creating something that is theirs. They can make up games at their own level and develop them when they are ready, and being involved in this process helps them to understand what games are about. It teaches young people to be creative in their performance and be able to change patterns of play themselves without needing the coach to make all the decisions for them.

The third component, ball skills, supports "game-centred" games. Throwing and catching technique is the basis for the forms of games described. There are a number of ways in which the techniques of throwing and catching can be learned in a foundation course of ball skills. It allows children to experience and try out a whole variety of activities, and these will be examined in the next chapter.
There are other aspects of a games curriculum which need further study and clarification but which need to be mentioned here as reference, - individual programmes in mixed ability situation, - Private learning to accommodate people who feel exposed in a large group learning situation, - Imaginary matches for performers who like to play or run against world-class opposition when they practice or train. And so on .........

The three components make up the games curriculum and provide a games education. As long as the game is broken down and the enabling techniques required reduced, then children can learn any game. As they learn what the game is, more sophisticated situations can be slowly introduced. As this happens, technical requirements may begin to dominate, but prior to this stage, children have learned and understood what games are about.

OUTDOOR LIVING AND LEARNING, a title inspired by the E.M.I. report 'Learning out of doors' D.E.S. (1983), is the third experience identified in the Model of the Entitlement Curriculum. The title implies more than simply outdoor pursuits. It is concerned with living, moving and learning out of doors and such activities are designed to further knowledge of self, other people and the outdoor environment.

To many people, outdoor education has meant outdoor pursuits and conjures images of youngsters in anoraks and boots slogging over a mountain, or shinning up a rock face. It has meant young crash-hatted canoeists battling their way down white-water. Indeed during this century there has been a tremendous development in getting people out of the cities and into the countryside. Outward Bound and residential centres have
sprung up and awards like the Duke of Edinburgh Scheme have contrived to encourage people out into the "wild". There is a well deserved place for this, many of those who enjoy outdoor pursuits aspire to this natural setting. But this setting, for many youngsters, appears to be totally inappropriate. Collister (1984), Orgill (1984), and Loynes (1983) write of their experiences as specialists and record the "lack of wonder" expressed by many inner-city youngsters and recognise that for many, the experience is inappropriate. Also for many young people who are well-motivated towards these sports, the activities are not always accessible to them once they return home and leave school.

An adventure need not take place a long way from home. It need not require expensive equipment, it does not have to have risk nor does it have to have a high level of skill. Urban adventure activities can be developed using the school grounds and the local environment such as parks, open-spaces, old bridges, canals or a "night-trail" around the school. Young people recognise this local setting and already show some degree of confidence in it, and activities performed locally can be used as stepping stones to a long term view of going further afield. Karl Rohnke (1980) describes such adventure activities:

'As they dare to try, they begin to experience physical success and recognise that the seemingly difficult is often quite possible. The struggles are often the beginnings of maturity which we believe entails, in part, having a real experience with a wide range of natural human reactions - fear, joy, fatigue, compassion, laughter, pain and love.'

Outdoor living and learning is an education for:
(i) personal development and social understanding;

(ii) leisure;

(iii) the environment and its conservation;

(iv) academic understanding and enquiry.

How this will be incorporated into the programme will be examined later, but two important statements need to be made.

Firstly, there is the importance of direct learning, the experiential approach. Young people do not just talk about hypothetical situations, they are placed in them. They do not just talk about the environment or amenities, they visit them and use them. This is the essence of outdoor living and learning.

Secondly, physical education may not be the only area of a school providing such an experience and if it isn't, there is a need to develop a coherent, well-integrated school programme. If however the school does not possess such a programme, (many schools claim residential experience as one of their aims), then the physical education department needs to take the responsibility for providing such experiences for all young people in the school.

By the ARTISTIC, the Framework is referring to the range of activities which offers young people opportunities to compose, produce and perform their work through a physical experience. Dance obviously provides such an experience, and so, too, do
trampolining, diving, synchronised swimming and some forms of gymnastics. As with the outdoor living and learning experience, it is quite possible that other sections of the school are providing a strong element of this experience and the work of the physical education department may need to be restricted to a possible part of an integrated programme combining performing arts and physical education. On the other hand, if very little artistic experience is being provided for all pupils in the rest of the school then the contribution that physical education can make to the "whole" child in terms of artistic development needs to be examined closely.

Aesthetic experiences pervade all that is done in physical education. It is not just simply about beauty, but it is also about developing wonder and awe. Children in primary school frequently and clearly show this sense of wonder and awe about life, and are constantly demonstrating their curiosity. For many powerful reasons these sensitivities may drift away as they pass through secondary school and are only re-kindled, maybe, some years later. Teachers need to sensitive young people in all their teaching of these senses. Aesthetic development is about appreciation, appreciation of how, as young people, they feel about the activities that they do, of that feeling of well-being inside them. Secondly, there is appreciation of things which they can observe, be it a gymnastic performance, a game of hockey or an Alpine flower found on an expedition. So it can be seen that the final experience in the framework is an important part of young people's education - to learn to appraise and appreciate what is going on around them.

ENTITLEMENT CURRICULUM: CORE CHALLENGES
The second concept of the Entitlement Curriculum is that of CORE CHALLENGES

Competitive challenges are an essential part of physical education, but they should not dominate all activities, indeed, over-competitive lessons can create problems especially for the teachers in other subjects who have to receive children after physical education. There are a number of other challenges which children can sample and which teachers can also use to alter the pace of the lessons.

Physical education also obviously offers physical challenges:

- how far can you travel in twenty minutes?
- can you throw further than last week?

Children can be shown demonstrations, pictures and ideas or be given a description of some activity and then go away and practice. After a period of time in which they persevere with their practice, they return and show that they can match the model which they were given. So for example, pupils can be shown a forward roll and then endeavour to match it with their own performance.

To become competent, a performer needs to overcome personal challenges such as concentration, consistency, confidence and perseverence. These personal dispositions which support learning can be developed by both the content of lessons and the way in which teachers work with children. For example, simple activities can be performed which help children to concentrate such as throwing and catching off a wall but with
the focus on concentration and not necessarily the physical skill. Teachers can help children develop confidence by the way they talk to them and by the way they provide a progression of activities which provides success and thus confidence.

Physical education can provide many opportunities for young people to develop their own ideas. There are many examples where young people can be encouraged to solve problems. They can be involved in imaginative activities, and if they are given the chance to be responsible for their own learning, they can find things out for themselves and make their own decisions.

HEALTH RELATED FITNESS

In 3.3.3., it was argued that HEALTH-RELATED FITNESS (H.R.F.) enhances the quality of life of young people, and that it should be a direction for the physical education curriculum. The Framework also describes H.R.F. as the third concept of the Entitlement Curriculum. Current surveys show that it is a major area of innovation in physical education. Courses are being held throughout the country, and the Health Education Council is sponsoring seminars to sensitize people. At the time of writing, a substantial project has reached final authorisation stage and which is a partnership between the Health Education Council, two universities, the P.E.A. and a number of L.E.A.'s. If approved, the project will run for four years and is intended to:
(i) provide leadership;

(ii) develop supporting resources;

(iii) demonstrate how some aspects of health education can complement physical education;

(iv) make available in-service courses;

(v) generate a network of dissemination and co-ordination to develop a coherent framework of "Health Based Physical Education".

The project also recognises recent trends in health education, using ways of working with children in small groups and discussion-based learning, and it is important that the project develops these.

The key features which have emerged in this area so far are that the work needs to be planned and structured, and that teachers need to be knowledgeable.

There are two components. Firstly, young people should be positively encouraged to adopt an active life-style. This can be achieved by making activities in physical education satisfying and enjoyable experiences, and by incorporating physical activity into people's life-style. This becomes the "effective" physical education curriculum - what young people take into the life of the community - and is brought about by the way the subject of physical education is presented. Young people can be stimulated into further
participation but of course this implies that the way you teach is as important as what you teach. It means that the emphasis for teachers should be on making physical education experiences good ones and that work should be set at the individual's level to encourage participation.

The second component is called "Looking after yourself". When people leave school they are entitled to know how to look after themselves. There are two features to this component which can be considered in the physical education programme rather than in magazines or health studios!

The first feature is **conditioning** and this is important for young people in learning how to manage their own bodies. They will need to know how the components of strength, flexibility and endurance can be affected, how to warm-up and why. The concept of fitness needs to be discussed - what is fitness; fitness for what; how to get fit and stay fit. It is also very important that teachers provide informed practices.

The other feature is concerned with "taking care of your body", and has a number of elements of which young people need to have some knowledge in order to make their own decisions. They include:

(i) **Diet and Nutrition** - how they affect fitness and health.
(ii) **Relaxation and Rest** - important in a sporting context and as a way of life.
(iii) **Posture** - how to lift and carry safely, sit and move well and with confidence.
(iv) **Abuses** - how alcohol, tobacco and drugs affect fitness and health, and the effects of insufficient or excessive sleep and activity.

(v) **Depression, Stress and Anxiety** - how activity affects these.

(vi) **Well-being** - young people need to reflect upon physical and emotional well-being which can be gained through sport and dance and physical activity.

(vii) **Healthy Habits** - changing, showering and so on can be established as life-time habits.

**ENTITLEMENT CURRICULUM - INTERPERSONAL COMPETENCES**

The fourth and final concept of the Entitlement Curriculum is **INTERPERSONAL COMPETENCES**

**TABLE 2.**

This concept has its roots in the way that the teacher works with children and is linked with the next section of the Framework. Its contribution to the Entitlement Curriculum is in identifying the personal qualities and abilities which each young person is entitled to have the opportunity to develop, and this is a major contribution to the personal development of young people. Specific situations can be planned, and spontaneous situations can be sympathetically used which can develop the following interpersonal competences.
TABLE 2.

<table>
<thead>
<tr>
<th>SOCIAL SKILLS</th>
<th>PERSONAL CONDUCT</th>
<th>COPING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>mixing with others</td>
<td>consideration</td>
<td>frustration</td>
</tr>
<tr>
<td>co-operation</td>
<td>fairness</td>
<td>success</td>
</tr>
<tr>
<td>establishing relationships</td>
<td>tolerance</td>
<td>failure</td>
</tr>
<tr>
<td>sensitivity to others</td>
<td>unselfishness</td>
<td>tension</td>
</tr>
<tr>
<td></td>
<td>respect for others</td>
<td>pressure</td>
</tr>
<tr>
<td></td>
<td>accepting decisions</td>
<td>competition</td>
</tr>
<tr>
<td></td>
<td>modesty</td>
<td>fear</td>
</tr>
<tr>
<td></td>
<td>trust</td>
<td></td>
</tr>
<tr>
<td></td>
<td>caring</td>
<td></td>
</tr>
</tbody>
</table>

The strategies employed to develop these aspects of personal development are developed later in the Framework but a strong observation needs to be made at this stage. These are very personal and intimate areas of young people's emotional and social development, and the teacher needs to be very sensitive to these experiences. Unsympathetic handling of a sensitive, personal experience could have unpleasant repercussions and could affect future learning.

The four concepts which make up the Entitlement Curriculum seek to identify what young people are entitled to from a school's physical education programme. The Entitlement Curriculum provides a procedure for sampling which guides the selection of what is included in the curriculum and presents rational arguments for including an activity in the curriculum. Individual schools will decide which activities they will include to provide the core experiences and challenges, interpersonal competences and health-related fitness as a balanced, coherent programme of physical education. It is important to re-emphasise at this stage that the programme is meeting the needs of the Entitlement Curriculum, and NOT providing just a variety of unrelated physical activities.
Teaching for Personal Meaning and Health-Related Fitness have built-in principles which guide teaching and learning processes, and these are the Focus of the Framework.

The first principle which makes up the Focus and guides one's teaching is that of UNDERSTANDING. The role of understanding in the teaching of games has previously been discussed, i.e.

(i) learning what games are;

(ii) learning what games have to offer;

(iii) becoming an intelligent performer.

By providing understanding with knowledge and skill, young people will be able to alter their attitudes and thus their behaviour if they so wish. If Personal Meaning and H.R.F. are the direction of our teaching, understanding is an important focus for our teaching.
"LEARNING ABOUT ME" is also an important focus. The A.P.U. has identified the importance of "self" to young people (3.3.1.) and so activities which are directed towards Personal Meaning and H.R.F. need to focus on "me". How are things related to "me"?

The concept of Improvement is a critical focus. By the way activities are taught, young people should feel that they are becoming more experienced, successful and confident in their work. Targets should be set which are realistic and reachable. Even the weakest performer in terms of physical competence should experience feeling useful and wanted. This again has implications for the way teachers work with young people.

By valuing pupils' opinions, involving them in their own learning, and allowing them to accept responsibility for their own and others' learning, the focus of our teaching is reinforced.

The physical education department can create a learning community by using a variety of learning processes which will implement these strategies. Examples of how these can be used will be examined in 3.5. They include:

**TABLE 3: LEARNING PROCESSES.**

<table>
<thead>
<tr>
<th>negotiation</th>
<th>discussion - brainstorming</th>
<th>student as a source</th>
<th>self-report</th>
</tr>
</thead>
<tbody>
<tr>
<td>discussion</td>
<td>brainstorming</td>
<td>positive feedback</td>
<td>self-assessment</td>
</tr>
<tr>
<td>discussion</td>
<td>brainstorming</td>
<td>facilitating learning (non-directive)</td>
<td>reflective learning</td>
</tr>
<tr>
<td>counselling</td>
<td>contract learning</td>
<td>reciprocal learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>experiential learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>shared learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>imagery</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>private learning</td>
<td></td>
</tr>
</tbody>
</table>
That concludes the description of the Framework for Development and its constituent components. It is built on principles guiding the way teachers work with young people and principles which guide selection. These principles are critical, and are built-in to a commitment to Personal Meaning, Health Related Fitness, and the raison d'être in physical education, that is the Personal Development of all young people, in particular the areas of self-management, decision-making and responsibility for one's own actions.

3.3.4. IMPLEMENTING THE FRAMEWORK

In the proposed games curriculum, reference was made to a "games foundation course". The Entitlement Curriculum implies a case for FOUNDATION COURSES. These courses are to lay the base for future development, and should be initiated in primary education and continued through secondary schooling. They are courses which sample from the entire Entitlement Curriculum and which should be sequential and not merely "experts" of that has gone on before, and which examine the material of activities and their action possibilities. This will provide a balanced education and a solid platform from which young people can develop their own interests.

There is simply not enough time to initiate young people into all the possible activities in physical education and so it is crucial that foundation courses are a sample from each component of the Entitlement Curriculum so that children do truly have the opportunity to develop life-long interests. If, for example, through their school programme, a young person is only able to pursue one game, rugby say, a number of
difficulties can be envisaged. If the boy doesn't like rugby, he may feel that sport and recreation have nothing to offer him. He may also feel that he is unable to "switch" to other activities because he lacks knowledge and understanding as well as skill in those activities. So it is important that foundation courses widen young people's perspectives by looking at the range of possibilities.

Examples of Foundation Courses follow.

Emerging from these foundation courses are LINES OF DEVELOPMENT which are activities provided by the teacher to extend the young person's experience, create new interests and pursue and develop activities of their own choice. They may include specific areas of the physical education curriculum to which the department feels that all young people are entitled, such as a health-related fitness course, or they may be "sports" such as golf, soccer, or sub-aqua. These lines of development can take place during school time, twilight time or evenings or weekends as curricular, extra-curricular or community activities.

Lines of development are part of the NEGOTIATED CURRICULUM. They are an extension of foundation courses but the notion of Personal Meaning and a concern for Health Related Fitness can only be truly achieved by involving young people in making their own choices and involving them in the process of deciding what activities are appropriate for them. This does not imply "free-choice" but through counselling, young people can develop their own programme, fully aware of their own needs and the constraints imposed upon the department, school and community. There are a number of concepts which together create the
negotiated curriculum.

(i) Knowing what a student has already done and establishing links with foundation courses.

(ii) Knowing through counselling what a student is interested in and knowing that any choice made is a realistic one, and a need for the student.

(iii) Knowing what is available throughout the whole of the community.

(iv) Providing a curriculum which is in the interests of the students and which realistically challenges them.

(v) Providing a curriculum that widens their perspectives about new interests and which can offer realistic follow-up opportunities.

The negotiated curriculum is attempting to involve young people in the building of a curriculum that meets the needs of their existing interests and also creates new interests. Through the negotiation involved in counselling, it may become apparent that there has been an imbalance of what has already been experienced and so some activities may need to be provided which can rectify this. This involvement cannot be achieved if the teacher does not know his/her students nor if he/she does not know where to direct young people in order that they can pursue their chosen interests: school clubs, community clubs, local clubs, town associations, governing bodies and so on. So there is a need to build up trust in and knowledge about
young people otherwise true negotiation will not take place, and for many teachers, this is likely to be a new concept.

The roots of the negotiated curriculum lie in the 11-13 Curriculum and in the foundation courses. If children have never been involved in choice, nor taken responsibility nor had their opinions valued, then for many fourteen year olds, the negotiated curriculum will have significantly lesser value, and could be traumatic for quite a few. The negotiated curriculum is attempting to answer education's need to help young people make decisions and to find personal meaning. Young people need to know where they are going and need to be involved in deciding how they are going to get there. It is not the job of teachers to tell young people what to do with their lives, but it is their duty, as caring adults to provide them with enough information for them to make their own decisions.
3.4. **IMPLICATIONS ARISING FROM THE FRAMEWORK**

There are several implications which physical education teachers need to consider if they are to translate the Framework into practice. Among them are:

(i) **The 11-14 Curriculum** - especially the development of foundation courses;

(ii) **The 14-16 Curriculum** - especially the development of a modular curriculum, a negotiated curriculum and an integrated course;

(iii) **The 16+ Extended Studies** - for 6th Form; P.V.E.I.; Pastoral Care; the Community;

(iv) **Students' Records** - account of achievement; profiling;

(v) **The Role of the Teacher**

(vi) **Monitoring and Evaluating the Curriculum**

3.4.1. **THE 11-14 CURRICULUM**

The Foundation Courses in the 11-14 Curriculum should be carefully designed so that children can sample from the Entitlement Curriculum. They should link with the 14-16 Curriculum and also provide personal meaning in activity, and
Demonstrate a value and concern for the understanding of health and fitness. The sum total of the units of work, or modules, should make up a "course". For example, three blocks of games should follow on from one another and not be repeats of each other, thereby constituting a games "course". To be able to produce foundation courses, teachers need to be knowledgeable about the **material** - the subject content, - and the **action** possibilities - what each activity has to offer.

A number of examples follow which suggest approaches to foundation courses and ways in which they can be developed.

**ATHLETICS**

A foundation course should sample what athletics is about and what it has to offer.

Children will need to examine the **material** of athletics - running, throwing and jumping. The material has a number of **action** possibilities. For instance, in throwing, they could be pushing, pulling, bowling, slinging or tossing, and children need to use a wide range of implements to explore these possibilities.

So in the foundation course, children should be presented with a variety of challenges which will demonstrate the fundamental principles of the material, and help children to understand their performances in relation to these principles. They should also be given ways of recognising what they have achieved and from these indicators, be able to feel a sense of improvement.
A foundation course in running, for example, may have a module consisting of four components.

(i) A variety of courses, or speeds or distances should be provided. Various indicators could be included to recognise achievement such as a "500" mile club, or a timed run, or the challenge of running/walking as far as possible in twelve minutes.

(ii) Knowledge and understanding of aspects of physical condition which support running, such as flexibility and endurance.

(iii) Knowledge and understanding of how to train, and what methods are available.

(iv) Keeping a personal record, a diary of running, to help children learn from their running.

GAMES

New approaches to teaching games have been well documented, for example, in the Bulletin of Physical Education:

Vol. 16, No. 1, Spring 1982
Vol. 16, No. 2, Summer 1982
Vol. 17, No. 1, Spring 1983,

and in Teaching Games for Understanding - Edited by Lynn Spackman 1983. Examples of courses in a variety of games are given which provide opportunities for children to learn what games are and what they have to offer.
courses should demonstrate the range of games which are traditional in our culture and help children to become 'intelligent performers', (Kirk 1983).

It has been recognised, (Almond 1984) that all games require basic skills in throwing, catching and striking, and it would seem appropriate that a foundation course in ball skills using this material needs to be developed as a basis for traditional games. Such a course would offer children a variety of challenges and again would develop their understanding of the principles involved, and provide opportunities for them to recognise improvement.

GYMNASTICS

As with all the other activities used in physical education to fulfil the Entitlement Curriculum, teachers need to know what gymnastics has to offer and the sorts of experiences every child should have.

Gymnastics can offer children experiences in body management which arise from learning to move with poise and control and with confidence. It is also about the practical and theoretical knowledge of fitness, the children being informed about their bodies, how to use them safely and to maintain them in good shape. Gymnastics also embraces aesthetic experiences and can offer a number of challenges which will help develop interpersonal competences.

A foundation course in gymnastics would be made up of a number of blocks, or modules, which together would make up a gymnastic
course. Children would examine the material of gymnastics - travelling, jumping, turning and balancing - and produce such activities as running, landing, rolling, climbing, stretching and so on. The foundation course should help children to become intelligent performers, by making explicit

(i) general principles - facilitating transfer;

(ii) systematic preparation - especially conditioning, a pre-requisite to performance;

(iii) design, composition;

(iv) performing - how to show;

(v) gymnastic environment - how to use apparatus;

(vi) safety;

(vii) informed practice - understanding principles

avoiding repetition of mistakes
analyzing and discussing with one another

With this knowledge and understanding, children can then develop their skill in a wide range of gymnastic actions. Precision is important, but a high order of skill does not necessarily mean doing really difficult things. Children can also develop skill in designing, creating and composing work, with or without others, and also learn how to observe each other's work critically. By offering this variety of challenges, children are placed in situations which will enhance their personal and
social development.

Residential courses can be introduced in the foundation courses. For groups of children in turn, the physical education timetable can be suspended for a couple of weeks to allow some basic campcraft to be done. Immediately following this block of work, the children ought to be given a night away from home. In the simplest of terms this could consist of camping on the school playing fields, or if tents are not available, inside one of the school buildings on some old gym mats. The children would only need to bring their own blankets and pillows, and their own breakfasts to cook - no cost! On the Friday evening the teachers, hopefully including the form tutor, would present fun activities to promote group and individual development, and on the Saturday morning, after a good night’s sleep (?) the children could cook their breakfast, perhaps do some more activities and then go home for lunch.

There is a need for physical education teachers to examine closely that each activity has to offer and produce foundation courses which reflect the focus of the Framework.

(i) Understanding
(ii) Improvement
(iii) Learning about us.

These courses should, at the same time, be a sample of the Entitlement Curriculum.
3.4.2. THE 14-16 CURRICULUM AND RELATED STUDIES

In 'A Comprehensive Education for Life', Coventry Education Committee encourages that:

"the aims and content of education programmes between 14-16 need to be redefined" (page 47)

The Framework attempts to re-define the aims of the physical education programme and provides principles for selecting that should go into such programmes, and how the teaching should be organised. 'A Comprehensive Education for Life' also proposes that:

- education should be a life long process (p. 45);
- post-primary education should be based on a flexible teenage/adult setting of local cultural and learning centres (p. 50);
- a more adult status should be conferred from the age of 14 (p. 70);
- the learner should be credited with greater responsibility for his/her own education and development (p. 70).

The following proposals for the 14-16 Curriculum emerge naturally from the Framework and respond to the Coventry document, in particular, to the above proposals.

There are a number of concepts which make up the 14-16 Curriculum. Firstly, as part of the negotiated curriculum (3.3.2.), the content of physical education needs to assume a role in a MODULAR CURRICULUM. This allows young people to become acquainted with ideas by following courses of variable length. It permits young people to find personal meaning in
activity by allowing them to develop in their chosen interests through extending their course of study. It widens their perspectives by enabling them to 'taste' new interests in a constructive, coherent manner. The modular curriculum encourages the establishment and assessment of short-term objectives which recognises the potential for increased motivation, thus allowing pupils to match their needs to courses available through the negotiated curriculum.

So each module should be a worthwhile course in itself as well as being an enabling component of a longer term course. Each module has its own aims, and a role in the overall aims of the department. Thus, if through the negotiated curriculum students have followed two modules of health-related fitness as part of a compulsory 'core', then at 16+ they could elect to follow additional modules in this area. This would be an extension of study and not a repeat, and each module could allow open access to opportunities offered in the community, perhaps through community education. This is an important concept, for if schools are truly educating for life, then all people in the community must have access to the education available through the school, and the modular curriculum is one way of allowing this to happen.

Some modules may have accreditation, and this can be built upon, throughout life, and used as a form of continuous assessment. This presents physical education departments with the opportunity to examine profiling, or keeping a portfolio in physical education. A modular curriculum will allow the opportunity to collect much more regular and up-dated information on pupils' progress as well as being supportive in the teaching/learning.
process. This will be examined in more detail later in this chapter.

3.4.3. The second concept to consider of the 14-16 Curriculum is that physical education should look more closely at INTEGRATION with other areas of the curriculum. This can add to young people's understanding, presenting education as a coherent experience. There are four major components which physical education can contribute to an integrated course in the 14-16 Curriculum which would develop areas of knowledge and understanding, and have a significant role in young people's personal and social development.

(i) Personal Activity
(ii) Health-Related Fitness
(iii) Leisure Studies
(iv) Learning Away from School.

3.4.4. PERSONAL ACTIVITY

This should take up about 50% of available physical education time, and alongside other subject areas, such as music and drama, be part of the negotiated curriculum in which young people choose activities which will:

(a) develop a chosen interest;
(b) widen their personal outlook by being exposed to a new interest;
(c) demonstrate that the school ethos encourages personal creativity.

The physical education department can put on activities which
will allow young people to develop existing interests, and also, through counselling, make them aware of what else is possible, thus widen their interests. Teachers can also use many activities to promote the community aspect of school life by showing how the social life of individuals, and the school and community, can benefit through co-operative participation and competition.

For each chosen activity, modules should be developed which help young people to learn:

(i) how to train;
(ii) how to practice;
(iii) where to continue developing the activity;
(iv) where they can watch top-class performances;
(v) where governing bodies exist and what they can offer.

Brochures should be provided which outline the content of each module and what they hope to achieve.

For example, a soccer module may be designed to look at "Methods of Training in Soccer". The brochure may describe the module as:

"a ten week module which will examine methods of training in soccer from professional levels to junior levels".
Week 1  Pre-season or preparation training
Week 2  Pre-season or preparation training taken by group
Week 3  Visit to local professional club
Week 4  Work with local club apprentices
Week 5  Continue work of Week 4 taken by group } homework!
Week 6  Continue work of Week 4 taken by group } preparation
Week 7  Match Analysis/Corrective training
Week 8  Match Analysis/Corrective training
Week 9  Local primary school training
          (preparation for or practice in) } ASSESSMENT
Week 10 Local primary school training
          (preparation for or practice in)

Some activities may involve work to be submitted for awards, such as swimming and badminton. New courses such as judo, sub-aqua diving or golf may involve introductory modules with follow-up modules prepared for young people who want to continue the work.

A golf module may be described as:-

"An introduction to golf which will explain the principles of golf and provide opportunities to develop the game".

Week 1 } Introduction to grip; swing; body position and
Week 2 } practice shots on school "range".
Week 3 } Introduction to short game of "chipping and putting".
Week 4 }
Week 5  Play on a short course designed on school site.
Week 6 }
Week 7 } Learning to play at targets; examine the "etiquette"
          of the game; use of medium and short irons.
Week 8 }
Week 9  Visit to local golf-range.
Week 10  Tournament on school "course".

All these activities can be supplemented by extra-curricular work and community provision. So the 'soccer group' could help with school or house teams at lunch time or after school, or perhaps become involved in local community junior teams. The golfers could seek practice opportunities in school and perhaps develop a school golf society, or visit local pitch and put courses. For these pupils who develop quickly, the teacher could arrange visits to local golf courses if and when appropriate.

3.4.5. The other three components health-related fitness, leisure studies and learning away from school, could be made into an integrated modular course which would make up the rest of the physical education time. This should be seen as a compulsory core in the negotiated curriculum for young people over the age of fourteen enabling them to make their own "life-choices" in a rational manner. This is not an easy aspiration to achieve when all the environmental influences are considered and when many young people appear to lack control over what happens to them in many areas of their lives. This course, in conjunction with other areas of the curriculum should promote the idea that each individual does have alternatives, can make choices and can develop the skills to implement their chosen life-style.

In physical education this means that we should expect that young people should know:-
how to look after themselves;
how to organise activities for themselves;
what activities and facilities are available after school;
how to develop an active life-style for their future.

To be part of a cross-curricular course, teachers need to collate all the contributing knowledge, understanding, attitudes and concepts, and then to identify how best to present these to young people so that their practical applications are founded on informed decisions. So in a school, three experiences to be included in the whole school curriculum, health education, leisure and outdoor education, for example, under the direction of a co-ordinator could be examined, and subject areas could decide what contribution, if any, they could make as part of a whole school concern. In the examples shown in diagrams (4), (5) and (6) a number of departments are providing modules in their subject time to cover certain areas, and it would be the role of the co-ordinator to ensure that all areas were covered in a sequential, coherent way.

Alternatively, physical education may be the only area of the curriculum considering these kinds of experience and so the department will have to decide to which areas physical education can make a contribution. The course could still be integrated if teachers from other subject areas could provide expertise for the course by offering advice and support in a school working party, and/or offering to "exchange" lessons with physical education staff in order to teach a specific aspect and to pass on specialised knowledge or skill.
### HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Components</th>
<th>PHYSICAL ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Developments</td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Abuses</td>
<td>ECONOMICS</td>
</tr>
<tr>
<td>Sexuality</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>CURR. (a.t.u.)</td>
</tr>
<tr>
<td>Community</td>
<td>'SPECIAL COURSES'</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
</tr>
<tr>
<td></td>
<td>Sex Ed.</td>
</tr>
<tr>
<td></td>
<td>Social Ed.</td>
</tr>
<tr>
<td>Etc.</td>
<td>Etc.</td>
</tr>
</tbody>
</table>

### LEISURE STUDIES

<table>
<thead>
<tr>
<th>Components</th>
<th>PHYSICAL ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is available</td>
<td></td>
</tr>
<tr>
<td>Hobbies/Interests</td>
<td></td>
</tr>
<tr>
<td>How are Clubs run</td>
<td></td>
</tr>
<tr>
<td>Leadership courses</td>
<td></td>
</tr>
<tr>
<td>Visits: theatre</td>
<td></td>
</tr>
<tr>
<td>library</td>
<td></td>
</tr>
<tr>
<td>museum</td>
<td></td>
</tr>
<tr>
<td>sports centres</td>
<td></td>
</tr>
<tr>
<td>Local Govt. responsibilities</td>
<td></td>
</tr>
<tr>
<td>Sociology of Leisure</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>How to get involved</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

### OUTDOOR EDUCATION

<table>
<thead>
<tr>
<th>Components</th>
<th>PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td></td>
</tr>
<tr>
<td>Further afield</td>
<td>etc.</td>
</tr>
<tr>
<td>Remote areas</td>
<td></td>
</tr>
<tr>
<td>Day visits</td>
<td></td>
</tr>
<tr>
<td>Single nights</td>
<td>etc.</td>
</tr>
<tr>
<td>Residential experience</td>
<td></td>
</tr>
<tr>
<td>School trails</td>
<td></td>
</tr>
<tr>
<td>Urban trails</td>
<td></td>
</tr>
<tr>
<td>Nature trails</td>
<td>etc.</td>
</tr>
<tr>
<td>Long walks</td>
<td></td>
</tr>
<tr>
<td>Expeditions</td>
<td></td>
</tr>
<tr>
<td>Streets</td>
<td></td>
</tr>
<tr>
<td>Wasteland</td>
<td></td>
</tr>
<tr>
<td>Hedgerows</td>
<td></td>
</tr>
<tr>
<td>Woods</td>
<td></td>
</tr>
<tr>
<td>Farms</td>
<td></td>
</tr>
<tr>
<td>Natural Environment</td>
<td></td>
</tr>
<tr>
<td>People in community</td>
<td>etc.</td>
</tr>
<tr>
<td>Workers locally</td>
<td></td>
</tr>
<tr>
<td>Workers further afield</td>
<td></td>
</tr>
<tr>
<td>Camping</td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td></td>
</tr>
<tr>
<td>Climbing</td>
<td></td>
</tr>
</tbody>
</table>
3.4.6. HEALTH-RELATED FITNESS

On leaving school, young people ought to be aware of how to manage themselves and look after themselves. The concept of health-related fitness has already been examined in the Framework (3.3.3.), and it was shown how it can be transmitted to young people by the presentation of the curriculum, and by adopting particular teaching styles. This is the contextual nature of the curriculum and makes a crucial contribution to the notion of 'active life-styles' and is closely linked to personal meaning.

'Looking after yourself', the second component described in health-related fitness, although still dependent on the contextual process, does have several key elements as described previously in terms of content.

conditioning
diet/nutrition
relaxation
positive attitudes to safety
abuses
depression/stress/anxiety
healthy habits
personal responsibilities/personal relationships/self-image.

Also there is a need in every lesson, following activity, to reflect about the feeling of physical and emotional well-being which can be gained through sport and dance and other physical activity, and we know from research that this feeling of well-being is a powerful motivator for people who participate. For non-competitors, conditioning offers everyone the chance of the feeling of personal well-being it can provide.
These elements need to be considered throughout the physical education curriculum and so it is important at this stage to outline what might have gone on before.

During the 11-14 Curriculum certain components of conditioning, for example, can be covered as part of body management. The learning objectives of various activities can concentrate on these conditioning components in both content and presentation. So if a "running course" (3.4.1.) is presented to encourage the joy and satisfaction of running, it can also introduce the components of conditioning - flexibility, strength and endurance. This means that children are introduced to the notion of improvement and are exposed to an activity which they can begin to fit into their own lifestyle. They may also plan to continue running and be introduced to health-related fitness. During the 11-14 Curriculum, children may take part in, perhaps, three running modules, and a certain percentage of the time in those modules should concentrate on the components of conditioning.

For example diagram 7.

#### Diagram 7.

<table>
<thead>
<tr>
<th>Running Modules</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Speed</td>
</tr>
<tr>
<td>Second</td>
<td>Power</td>
</tr>
<tr>
<td>Third</td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Endurance</td>
</tr>
</tbody>
</table>

The shaded area represents other learning objectives.

Similarly in gymnastics (3.4.1.), a certain amount of time could be allocated to the practical and theoretical knowledge of conditioning. Flexibility and strength are considered to
be pre-requisites of gymnastic performance, and so it would be sensible to plan a certain percentage of gymnastic time to sensitize children to conditioning as in the sample shown in diagram 8.

Diagram 8.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>First Cond.</th>
<th>Second Cond.</th>
<th>Third Cond.</th>
<th>Fourth Cond.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>strength</td>
<td>flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 % of time</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The shaded area represents other learning objectives.

During games and dance (3.4.1.), children should learn about "warming-up" and "warming-down" as part of their lesson. For example, the benefits of relaxation can be shown.

In all aspects of physical education there should be a concern for healthy habits - changing, showering, clean towels, footcare and so on - and opportunities to develop personal responsibilities, personal relationships and a positive self-image.

In the 14-16 Curriculum, young people need to begin to look at the concept of health and fitness and to focus on "learning about me". Some ideas need to be considered such as:-

What is fitness?
How fit am I?
Why should I be fit?
How do I get fit?
How do I stay fit?
What affects my fitness?
How do I look - to myself?
               to others?
How do I feel?
Have I changed? Is it for the better?
What other types of fitness are there?
How are they achieved?

This work is reflective and involves young people in their own learning and requires group work skills from the teacher. It also involves a great deal of practical and experiential work which could include:

- experiments to learn about personal responses to exercise;
- experiments to assess pupils' own levels of fitness;
- learning, by practice, different ways of achieving and maintaining fitness;
- projects on different aspects of fitness for different individuals;
- planning personal programmes and putting them into practice;
- examining the media and its role in fitness and health: (T.V. magazines, newspapers, advertisements);
- producing booklets on components of fitness for each other and other sections of the community.

This work needs to be planned and structured into the 14-16 physical education curriculum as part of the integrated modular course. Each school should develop modules to cover the concepts and elements of health-related fitness using some of these strategies.

Finally if health-related fitness is genuinely a school concern
then older pupils in particular should be actively encouraged in helping to promote 'Health Week' type promotions, where they help to make the whole community aware of the total concept of health-related fitness.

3.4.7. LEISURE STUDIES

Leisure is another area in which physical education can make significant contributions to enhance and develop opportunities for all. Young people need to become aware of what could be available to them during their leisure time, and how to plan and organise that time. For a number of reasons, such as unemployment, shorter working weeks and longer holidays, people are spending less time at work. Young people need to be able to make informed choices as to how they are going to spend that "extra" time. If in physical education young people are sensitized to health and fitness and personal meaning, then they will be stimulated into wanting to be active. But they will need to know what activities to take part in, where they will do them and how they join those activities.

Indeed, young people's awareness of other leisure activities such as theatre, dance, music, sport, physical activity, and so on should be widened.

There are several significant areas of knowledge and skill which the young adult needs in order to participate actively in the world of leisure. The following list is not exhaustive, but perhaps could guide schools in their appraisal of what young people need from their school.
They need to know:

(i) **What facilities are available to the local area**

Young people should visit facilities in the area to see how they are run or to investigate their potential. Some of these 'local' facilities may require youngsters to travel a little farther than they are accustomed, and so their travelling problems need to be examined. Perhaps the reason behind the initial development of the facilities may be of some interest - let the youngsters discover for themselves.

(ii) **What clubs exist in the local areas**

Visit these clubs and try and have club members visit youngsters in school. Attempt to introduce young people to these clubs whilst they are still at school so as to act as a link between school and community.

(iii) **How you join a club**

Examine procedures in clubs in the local area. Are there trials? How much will it cost? What equipment will the student need? Do they have social activities?

(iv) **How clubs are organised.**

Allow youngsters to interview chairmen, treasurers, fixture secretaries, etc. and find out how these clubs function.

(v) **Where to go for individual interest.**
(vi) **How to organise a club**

Knowing how to book facilities and open a joint bank account may be useful skills and where to find experts to bring in for advice and help. Perhaps youngsters should take it in turns to organise the badminton or tennis in lesson time. They could organise coaching, refreshments, sort out the games, etc.

(vii) **How to organise activities for others**

There are well documented *Sports Leadership Courses* now, run by both the Sports Council and C.C.P.R., as well as governing body coaching/teaching awards. But simply working with others, even without an award at the end of it, would be a worthwhile educational activity.

(viii) **How leisure and recreation is organised**

Visit local government, community colleges, schools. How are they financed? How do governing bodies function?

Just as health-related fitness can be recognised as a school concern, so too can leisure activities. 'Leisure Fairs' or 'Leisure Weeks' could be exchanged in a kind of "community swapshop".
Not all education takes place in school, and **all** young people should be introduced to experiences which can be encountered away from school. This offers tremendous learning opportunities, and again, is an important part of the integrated modular course. Young people can be taken into the local community to learn, to the City, or countryside and also be given an opportunity for adventure and residential experiences. This implies that learning away from school is both a process of education and also an area of knowledge.

Following foundation courses in urban and local adventure activities and an introductory residential experience, the 14-16 Curriculum should provide activities and opportunities:

- to develop any existing interest in these areas;
- to develop skills which young people can use later in their lives which will help them to participate in some aspect of outdoor education;
- to work in places other than in school (there are close links here with leisure studies and personal activity);
- to develop community links;
- to become aware of the environment.

Teachers will decide, in consultation with other colleagues, what sort of experiences can be offered to their youngsters depending on:

(i) the level of expertise available (including the community);
(ii) the needs of their pupils (for example children with special needs);
(iii) accessibility of resources.
The following activities, although again not exhaustive, offer suggestions for developing modules for 14-16 Curriculum to give young people opportunities to "learn away from school".

(i) An induction course in outdoor pursuits, e.g. orienteering, hill-walking/expedition, rock-climbing and abseiling.

(ii) Campcraft.

(iii) Urban adventure activities - rope courses.

(iv) Residential opportunities. At the end of a campcraft course, youngsters could be given the chance to attend a camp on the school site or some local facilities, or something further afield.

(v) Lessons in sport centres/swimming pools away from school.

(vi) Community links; working in primary schools, special schools, old people's homes.

(vii) Leadership schemes - especially for the 15/16 year old which they could try out at either school, primary school, local centre or in the community.

(viii) Introduction/continuation of the Duke of Edinburgh Award Scheme.

(ix) Work experience as a placement in an area involved with leisure/recreation.

As with the other two components of the integrated modular course, the notion of learning away from school has tremendous possibilities as a school concern. If, for example, the school timetable was suspended for a period of time, say, either side of a weekend, the potential for developing this area of work becomes very exciting and could involve the whole of the community.
It has already been mentioned, (3.4.2.), that young people past the age of sixteen, indeed all members of the community, should have access to modules which introduce them to new areas of learning and experience or offer opportunities to reinforce or develop previous learning experiences. It may also be that for a number of people some areas of learning were neglected or not fully developed and a supplementary education is needed after leaving school. And so a curriculum needs to be developed in exactly the same way as the 14-16 Curriculum with the emphasis on modular courses providing sequential education and not merely repeats of what went on before.

Modules can be developed in the form of electives for, in particular:—

(i) sixth formers/school leavers in FE;
(ii) youngsters on YTS;
(iii) youngsters attending the pastoral base;
(iv) the unemployed.

These can be followed as day time courses.

However, if such modules were available in the evenings or at weekends, all members of the community, post sixteen, could participate.

Possible areas to examine could be:—

**Personal Activity**
Various coaching awards

**Leisure Studies**
Sports Leader Awards (Sports Council or C.C.P.R.)
Personal Activity

Official Courses

New interest Courses

As part of a YTS Course or TVEI Course

Leisure Studies

City and Guilds

- certification
- vocational
- recreational

As part of a YTS Course (Recreation in Industry Project - Moorcroft) or TVEI Course

Health-Related Fitness

Development of courses in aerobics; popmobility; jazzercise; weight-training/conditioning; for either well-being or specific training

Measurement and Evaluation projects

As part of a YTS Course or TVEI Course

Learning Away from School

Develop components of outdoor education - climbing/canoeing expeditions

Take responsibility for organising activities for primary/special schools

Duke of Edinburgh Award

Work experience as placement in leisure/recreation

As part of a YTS Course or TVEI Course

Among the aims of the TVEI project is the statement "emphasis is placed on developing initiative, motivation and enterprise as well as problem-solving skills and other aspects of personal and social development".

Through the 14-16 Curriculum and Extended Studies proposed, physical education can develop these qualities and many others and ought to feature strongly in any scheme which is concerned with Education for Life. The concept of life-time education or activity relies heavily on the school providing links through extra-curricular activities and fostering community participation through local clubs and centres. This must be kept in mind when planning for the fourteen plus.
3.4.10. PROFILING

Profiling can be seen to be an outcome of the negotiated curriculum (3.3.4.). It is about helping individuals to develop by recording, in a supportive way, the knowledge and understanding, skills and experiences they individually possess. It is a humanistic report. Adam and Burgess (1980) see that at the age of sixteen and on leaving school young persons will have a statement showing their experience, competence, interests and purposes which they can show to parents and employers alike. They believe that this statement should be an agreed joint effort between teachers and students based on a personal folder of evidence.

Profiles are records of assessment constructed by both teacher and student and dependent on a large degree of involvement by the student accompanied by counselling and guidance as advocated in the negotiated curriculum. They are documents constructed by both teacher and student which describe accurately and as concisely as possible the knowledge and understanding, skills and experiences relative to a particular curriculum. They are meant to be read in their final (summative) form by parents, employers, education administrators, training personnel and others. In the formative stage (process) they are a common focus of concern between teacher and student which forms the basis for negotiated discussion and reflection and an opportunity to appraise the suitability of the learning programme (FEU 1982).

The FEU also point out that the quality of the profile is related to the quality of the curriculum and of the individual
assessments. A poor quality curriculum in terms of content, design or implementation is not likely to produce a useful profile however accurate the assessment appear to be. Similarly, poor quality assessments based on well designed curricula are also unlikely to produce worthwhile profiles.

Profiling reflects the curriculum philosophy. A high "quality" curriculum is developed from an analysis of the needs of individuals and the way in which these are met. The Framework attempts to achieve this quality.

Throughout the 14-16 Curriculum, and indeed beyond, students could keep a personal folder or portfolio which would include:

(i) brochures outlining aspirations of the courses available;
(ii) statements of course and module content;
(iii) a diary;
(iv) a record of work;
(v) opportunities to record self-assessment and self-report;
(vi) opportunities to be reflective about the course through personal statements about likes, dislikes and feelings.

This will be seen by the students as part of the negotiated curriculum and its main purposes as an evaluative process would be:

(a) to record student experience;
(b) emphasise success;
(c) evaluate suitability of the courses;
(d) assist in personal and social development;
(e) ENRICH THE LEARNING PROCESS;
and finally (f) maybe, to be presented as a basis for interview with a view to being part of a profile.

An example of profiling in physical education can be found in 'A collection of papers', DES Regional Course, Nottingham 167 1983/84 "Physical Education for 16-19 year old age group" - Course Director Doug Neate, Charles Keene College, Leicester. pp. 21-22; 28-31; 41 and 'Profiles', FEU September 1982, provides other examples.

Work in the 14-16 Curriculum and 16+ Extended Studies is more about personal growth and development than cognitive learning. The keeping of a portfolio, with its inbuilt method of reflection, is an excellent opportunity for young people to LEARN ABOUT THEMSELVES and to express their feelings in a sensitive, rational way.

3.4.11. THE ROLE OF THE TEACHER

The implications for the role of the teacher brought about both by national and local trends and issues described in 3.2.1, and the subsequent development of the Framework and 14-16 Curriculum in 3.3. and 3.4. will be, for many teachers, quite substantial. There are several which have been hinted at in previous chapters which need reiteration here as they form the most significant changes in role for the teacher:-

(i) HMI in the document 11-16 Curriculum: Towards a Statement of Entitlement, expressed the strong view that the didactic "quartermaster type" information
giver must go, and be replaced by a guide, critic, resource provider, somebody who can encourage, persuade, judge and at times keep quiet! This will prove a difficult change for many teachers.

(ii) In the document 'Comprehensive Education for Life', there is also an authoritative statement about teachers' roles moving towards specialising in learning processes and away from didactic exposition of knowledge. Also there is a call for students to become more involved in their own learning, with teachers becoming learning counsellors and therapists.

Some teachers will need new skills to develop this role.

(iii) Perhaps the most significant change is the awareness of the need to plan and structure opportunities for personal and social development. Facey (1983) examined the role of personal and social development in physical education and in particular highlighted the importance of the contextual nature of teaching physical education as well as the content. Changes in teachers' practices are needed to bring about active learning, and positive planning is required to present challenges and utilise learning approaches which will bring about the focus in the Framework:

- Understanding
- Learning about me
- Improvement.
Again, teachers will need to learn what strategies are available to them and how to use them. Some examples will follow in the next chapter.

(iv) Changes in the content and in particular changes in presentation of the content such as the negotiated curriculum; the modular curriculum and integration with other curriculum areas will be new concepts to many and teachers will need to re-train in the knowledge and skills required to implement them. But perhaps more importantly, teachers need to see education as a whole and each individual as a whole being in the education process.

(v) The concept of 'Education for Life' sees the community as an educating force involving people in their own learning and recreation. The relationship between the school curriculum and the community should be a co-ordinated approach benefiting both areas, and the physical education department needs to utilise expertise, facilities and time to the full. Community education needs to provide purposeful activity and offer personal activity if it is going to be educative. It needs to widen people's perspectives and perhaps provide life-skills through the notion of extended studies, and also create an ethos which will establish networks throughout the community. So it is being accessible, responsive and also a resource, the focal point for many networks.

This is a new concept for many teachers and a great
deal of planning would be needed to develop it in response to 'Education for Life'. The physical education teacher needs to develop his role as a link both with the community and with the provision of life-time facilities for his students.

Examples of the kind of strategies teachers can adopt to change their role follow in the next chapter, but to conclude this section some ideas offered by Hargreaves (1981) deserve mention:

"teachers need actively to help pupils retain their original and near-universal childhood conviction that learning and exploration are inherently pleasurable and the more pleasurable when high effort is involved;

teachers need to help pupils to develop their own co-operative ways of working without constant supervision;

they need to encourage self-evaluation rather than dependence on teacher evaluation;

they need to foster intrinsic learning for its own sake;

they need to regard the curriculum as the product of negotiation and joint contribution - rather than impose a pre-determined curriculum; or to instruct rather than collaborate; or to make the main decisions which deny responsibility to pupils;

or to be the mistrustful overseer; or to demand learning for extrinsic motives and because it is instrumental to examination success".

3.4.12. MONITORING AND EVALUATING THE CURRICULUM

There are two crucial questions to ask concerning the physical education curriculum:

(i) Is it a well-balanced sample of all the experiences and challenges available in physical education?
(ii) Is the programme an integral part of the school aspirations?

There are four aspects of the curriculum which can be monitored to answer these questions:

(i) sampling
(ii) balance
(iii) continuity
(iv) coherence.

The emphasis will be different in each school. But what is important is that for each year a profile is carefully drawn up by the department to make sure that all the experiences and challenges are sampled and that the sampling is a balanced representation of what physical education has to offer. A number of questions will need to be asked including:

(i) Does the curriculum represent a balance to suit the needs of the pupils?

(ii) What challenges are being presented in the programme?

(iii) Does the curriculum offer an artistic experience?

and so on ........

To check continuity, each teacher taking a form can check off the area of experiences and challenges covered during their particular block of time, and the department can summarise the year's work by collating this information.
To be a coherent part of the school curriculum the physical education department, again, needs to ask itself a number of questions such as:-

(i) Are the physical education aspirations the sort the school wants?

(ii) Are the challenges which the department says it is offering children actually being done in practice for all children?

(iii) Do all children have the opportunity to develop, through personal challenges especially?

(iv) Do all staff know what part physical education plays in the overall education of the child?

(v) Do all staff know the role of physical education in the overall school aims?

To be able to answer these questions and similar questions positively, the department staff need to be knowledgeable about their subject and able to communicate to other colleagues the value and role of physical education in school. Departments also need to be involved with what is happening in other areas of the school and become active members of any policy-making process. Physical education teachers need to be more flexible in what they teach and how they teach and look and different ways in which programmes can be put together. This would make the curriculum more flexible and consequently more supportive of the needs and interests of every child.
How can this be evaluated?

Built into the Framework has been the principle of working with young people in a way that allows them to recognise that their opinions are valued and that they are attributed status by being involved with their own learning. This principle implies that all young people are involved in a dialogue with their physical education teachers. This dialogue can take the form of a conversation, discussion, verbal or written statements and so on. (Examples of these and other methods are given in 'Evaluating Teaching' in 3.5.7.) So this provides the department with the first opportunity for feedback about the curriculum.

(i) Feedback from the 'clients'.

Children can explain:

(a) how they feel about a course (rugby for example) and
(b) how they feel they are getting on.

The portfolio kept in the 14-16 Curriculum provides an excellent opportunity for staff and pupils alike to evaluate the curriculum, (not at this stage the learning and teaching although this would be possible).

(ii) Feedback from observers.

Observers can help teachers to evaluate whether or not their aspirations are being matched by their
practices. Through discussion with colleagues from the department or outside observers a truer picture of what is actually going on in a lesson can be drawn. Were all children offered the challenge of trust and confidence in the lesson? Did the activities provide the opportunity for this to happen? A host of other evaluative questions could be discussed.

(iii) Feedback from own observations and monitoring.

This is closely aligned with feedback from observers and should be part of everybody's teaching.

"How did it go?"

"What went on?"

"What did I offer each child?"

Crucial to the Framework and the evolving curriculum is the notion of a partnership. Through negotiation, involvement, participation in the running of the department and through these teaching/learning processes there is a constant on-going evaluation process.
There are three major contributions to the planning and implementation of a physical education programme which will help to ensure that every child has the opportunity to realise the aspirations of the department.

Firstly, a review of the curriculum as outlined in the Framework will help departments recognise which of their aspirations are being matched with practice in the content of their programmes. Some schools may be encouraged to develop new courses such as health and fitness programmes specifically planned and structured to give young people knowledge and understanding of those areas and also develop positive attitudes towards an active life-style. Other schools may feel it necessary to redress the balance of the curriculum by involving more body-management experiences, for example, and less games. The content of the actual units or modules may change, such as the games curriculum, in order to give young people more insight into games.

The curriculum developments advocated in 3.3. are a response to such a review.
Secondly, there is the context of physical education. The department plays a significant role in designing an effective curriculum which affects what young people take away from physical education. The department should consider:

(i) How it treats young people;

(ii) How it promotes values by the way teachers behave in front of young people;

(iii) How it establishes and develops relationships;

(iv) How it organises learning.

This chapter will examine how the context can significantly affect the development and learning of young people.

Finally all the means by which physical education can provide opportunities for personal and social development (PASD) need to be closely evaluated. How is 'socialisation' identified and how do young people develop 'confidence' and 'trust' during the physical education programme? If physical education teachers are saying that 'tolerance and understanding' are important qualities which physical education promotes, how do children acquire them?

This chapter will also examine ways in which PASD can be promoted.

It has been argued quite forcibly in earlier chapters that PASD is far too important to be left to an intuitive, unco-ordinated
approach, and that physical education has a significant role to play in providing opportunities for PASD for young people. The Framework sets out principles for guiding teaching and these foster and promote PASD in everything that is done in physical education. To recapitulate, the focus of teaching was on:-

(i) Understanding
(ii) Learning about me
(iii) Improvement

brought about by:-

(iv) Valuing pupils' opinions
(v) Involving them in their own learning
(vi) Allowing them to accept responsibility for their own and others' learning.

Before examining the teaching and learning processes which can translate this focus into a practical teaching situation in which teachers can identify specific learning objectives, an examination of how the department operates will show how PASD can also be promoted in the context of physical education.

3.5.1. The four ways already identified in which the department and teachers can work with young people is the context for physical education in schools, and creates the ethos or atmosphere of the department and reflect the principles which guide the teaching of physical education.
THE WAY WE TREAT CHILDREN

PICKING TEAMS

When we pick teams in the playground,
Whatever the game might be,
There's always somebody left till last
And usually it's me.

I stand there looking hopeful
And tapping myself on the chest,
But the captains pick the others first,
Starting, of course, with the best.

Maybe if teams were sometimes picked
Starting with the worst,
Once in his life a boy like me
Could end up being first!

Allan Ahlberg

From Allan Ahlberg: PLEASE MRS. BUTLER (Kestrel Books 1983) p.35.

Copyright © 1983 by Allan Ahlberg.
Reprinted by permission of Penguin Books Ltd.

Imagine the effect that some of the ways teams are picked have on many youngsters! Often, the teacher will ask two "captains" to pick sides, and it's always the same few youngsters who are left shuffling from one foot to another, heads down and embarrassed. There is real loss of self-esteem having limitations and weaknesses exposed through lack of others' regard for their ability, friendship or sociability. Children need to know their limitations, and indeed often do, but they should not be exposed so cruelly and insensitively and publicly as this. It is no wonder that many children are "turned off" physical education at such an early age if this is the kind of treatment they receive.
Often, exercise and physical activity, (or deprivation of such), are meted out as punishments.

This devalues the worth of the activities, showing them as merely routine or unnecessary.

There are no doubt many many similar examples of how children are treated which affects the way they learn and the attitudes they develop in physical education. How can running be justified as a joyful, satisfying experience when it is used in a punitive way? How can conditioning be seen as a worthwhile activity if it is associated with punishment and unpleasantness? What educative experience will replace non-activity sessions if lessons are suspended for the purpose of punishment? The presentation of all sport and dance and physical activity to young people should be seen as a worthwhile experience and as a positive part of their PASD.

Do teachers treat children fairly? What would the response be from youngsters to the question -

"Does your PE teacher treat all children the same?"

Will the answers show that the weaker child, the team player, the boys, the girls, and so on are seen by the youngsters as having preferential treatment? This kind of observation is difficult for the individual teacher to make, but asking a class the question may provide some enlightening answers!
Do all children have the opportunity to express an opinion, and is that opinion valued by the teacher? Does the teacher help to have that opinion valued by the rest of the group? Do some children dominate others by word, action or attention from the teacher and does the teacher do anything positive about it? Physical education teachers sometimes assume that because they like physical education, so should everybody else. Do they sympathise and encourage those youngsters, who for one reason or another do not enjoy their physical education just at the moment, to actively participate in the lessons and express their views openly about their work? Or are children coerced into passively 'doing the lesson' with the probably result that they will like physical education even less. Or are they excluded from the lesson, getting no educational value from school each time physical education appears on their timetable?

Teachers ought to talk to people from all sections of the community about their experiences in physical education and find if any of them had bad experiences and if it affected their attitude towards physical education. If they do this it is certain that teachers will come to recognise that the way we treat children does play a significant part in the development of attitudes towards physical education and makes a substantial contribution to each individual's PASD.
The teacher's role as a 'model' assumes an important part in children's learning. The way teachers behave in front of children conveys their values and attitudes and beliefs to them. If swearing is positively discouraged in schools then teachers need to be careful that they are not found to be swearing. Often in an attempt to encourage a little more effort or thought, the odd "pleasantry" escapes. But it is pointless getting angry or upset and punishing youngsters for doing something similar if the teacher has been guilty of the same "accident". Perhaps, a gentle reminder, a check on their behaviour would be more acceptable?

If dressing and grooming smartly is valued, and the department wants positively to encourage it amongst its youngsters, then all the members of the department need to dress correctly and avoid appearing slovenly.

Smoking may be actively discouraged in lessons, and so teachers who do smoke do need to be careful and honest about how they justify this to young people outside lesson time.

Often teachers are late to a lesson for a number of reasons and occasionally are interrupted during their teaching. Do teachers openly apologise to their classes, and are they careful to discover why youngsters are not punctual to their lesson? Perhaps another teacher detained the pupil or perhaps they
had really been poorly! What teachers say and how they react to these situations are very important.

Being tolerant, fair, patient, honest and caring are traits in a teacher which can be identified by youngsters who work closely alongside them in the department and so can enhance their own beliefs and PASD.

3.5.1.3. (iii) ESTABLISHING AND DEVELOPING RELATIONSHIPS

What sort of relationship does the teacher have with the group? Is it authoritarian, didactic and unapproachable or does the teacher allow the group to take initiatives rather than taking them for them on their behalf? Is it a sharing relationship which allows teacher and group to express their opinions and views openly and honestly, or is all negotiation suppressed?

What sort of relationship exists between the teacher and individual group members? Does the teacher treat all youngsters fairly and allow each one to contribute to the lesson? The relationship should be one of trust and co-operation based on mutual respect and not on acquiescence and fear. Young people should feel that they can approach their teacher and take them into their confidence. Examples can be imagined of letters from parents being read out to the whole class, publicly humiliating the child. This sort of relationship will not promote positive attitudes
towards physical education nor will it enhance the individual's PASD.

How do individuals in the group relate to one another? Do some tend to dominate and others meekly merge into the background? Does the teacher do anything to assist their relationships by actively allowing every child to be heard and valued? Some youngsters are the subject of mirth or aggression whenever they speak, from their classmates and sometimes the teacher!

If this is allowed to continue unchecked by the teacher some may well refuse to become actively involved in any exercises developing communication skills and not become involved in their own learning. Others may believe that the most successful role to play in the group is that of the fool, the jester. That after all is what everybody, including the teacher it would appear, expects. So often, children develop behaviour which they themselves may not like, but in a way which they believe everybody else expects them to behave. If a youngster drops a ball and gets a laugh they may feel, in the eyes of their peers, that they are being successful. They may then continue to do things wrong or clumsily to continue to gain this response from their friends, who after all are very important to them. Unfortunately, this can become so engrained in their behaviour that when they truly wish to perform with skill the bad habits may be difficult to 'un-learn'.
So does the teacher demonstrate the true worth of each individual and are healthy values such as tolerance, co-operation and trust actively encouraged so that every child can develop positive relationships within the group?

Giving children permission to say how they feel, and allowing the group to develop an identity of its own where each of them feels they can make a positive contribution, is a way in which the department can affect the way young people develop and learn.

3.5.1.4. (iv) ORGANISING LEARNING

The way in which the curriculum is selected and organised makes a significant contribution to PASD (3.3.). There is, however, a shortage of literature or descriptive text of any kind in physical education which shows teachers how to provide and develop opportunities in physical education in which all young people can develop confidence, conscientiousness, tolerance and understanding, initiative, 'sportsmanship', and so on. Indeed there is almost an apathetic acceptance of the fact that, "Well it just happens. It goes on anyway!!".

Just by giving a group of youngsters a ball and a game of soccer or netball will not necessarily help them to develop co-operation, initiative and leadership and not for all the group. Running a cross-country
race will not necessarily "make a man of you" nor will it provide joy and satisfaction for all. Perhaps there is some PASD going on naturally in lessons, but the concern of all teachers should be the quality of it and the availability of opportunities and experiences for every child. Instead of believing that PASD is occurring as a 'spin-off', teachers need to plan carefully and deliberately structure learning so that opportunities and experiences to enhance PASD are made accessible for all children.

Working in this kind of context will imply fundamental changes for many teachers both in the teaching and learning processes which they employ as well as in the presentation of their physical education programmes and courses developed earlier (3.3. and 3.4). The following list of strategies and examples, although not meant to be exhaustive nor prescriptive, provides ways of working with young people which will help develop personal qualities, enrich the learning process and thus provide real opportunities for PASD in physical education.

3.5.2. Many of the interpersonal competences and personal qualities described in the Framework as part of the Entitlement Curriculum can be developed through the context of physical education, and a selection of these examples is given below. It will be noticed that these examples are closely bound up in the content of the programme and the kind of challenges that physical
education can offer youngsters. There is a distinct change of focus which emphasises these personal qualities, and it is this change of focus which many teachers will need to make if they are to match their PASD aspirations in practice.

3.5.2.1. SOCIAL SKILL : EXAMPLE

Intended learning outcome - Co-operation:

Using an introductory gymnastic lesson:

(i) Ask the group to get one mat out between two. Do not pair children off and offer any advice.

Result - probable chaos: (the teacher should ensure that there is no physical risk although there may be a risk to his/her reputation from the ensuing noise - after all, co-operation needs talking which may mean noise!)

(ii) Rescue the situation before it gets out of hand and sit the group down and discuss what happened and how the situation can be improved.

(iii) Having reached a consensus, try again and see what happens.

(iv) Discuss results and offer praise where it is due.

Points to look out for:
Children without partners; natural leaders; saboteurs; quiet children being led; hearing a good idea and recognising it; dominating children (or teacher); lifting and carrying safely; other good qualities.

These points need to be highlighted in the discussion in a sensitive, non-threatening and constructive way.

"How can we help children in the group without partners?"

"Paula had a good idea, let's try that?" "What do you think?"

"What is the best way of lifting the mat?" "Why?"

General points:

Children are actually being involved in learning the rules which they need to work under, and because they are involved in negotiating these rules with the group and the teacher rather than being told what and how, so there is a strong possibility that they will learn better and adapt their behaviour accordingly. This process involved in reaching the result the teacher feels to be safe is different from being told what to do.

3.5.2.2. CONDUCT SKILL : EXAMPLE

Intended learning outcomes - Consideration, unselfishness:

Using the same lesson perhaps:
(i) Ask the children to work on the mat together as part of the gymnastic programme.

(ii) Discuss with the class what problems there are: (a) not enough room; (b) having to wait; (c) not sharing properly, and so on.

(iii) Draw out their problems and underline consideration and being unselfish and try again.

(iv) After a while longer working together, discuss again to see if there has been an improvement.

Points to look out for:

If these skills are learned, teacher must praise and reinforce. If they are not, teacher must spend more time each lesson coaxing and emphasising them and only as a last resort should he or she make a personal intervention on an individual member in an attempt to alter behaviour.

Intended learning outcomes - Fairness, tolerance, honesty:

Use a creating games lesson:

(i) Challenge the children to make up their own game, unlike any they have played or seen using two hoops, a ball and a well-defined area (e.g. a badminton court) in groups of about six or eight.

(ii) After the groups have had a reasonable amount of time
devising and then playing the game, teacher goes to each group in turn, (remainder continue), and discusses with them:

(a) Are the sides fair?
(b) Who made up the rules? How?
(c) Are all the players honest about the rules?
(d) How does this affect (i) fairness, (ii) quality of the game?
(e) How should an offence be punished?
(f) How do you feel about the persistent offender?

General points:

The children are being involved in the learning of their own games and rules and being asked to reflect upon their own behaviour and how it affects others. Through being exposed to the real meaning behind rules, and right and wrong, children may adapt their behaviour through this experiential learning quicker than just being passive recipients of rules and commands. Thus personal traits such as honesty, patience, fairness and so on are traits they want to have because it pleases them and gives them access to friendship, self-esteem and dignity, rather than just doing as they are told because it avoids pain, punishment or isolation.

N.B. This example, creating games, allows a great number of opportunities for PaSD and these will be examined later. But it needs to be reinforced here that there needs to be a change of focus by the teacher to highlight personal and social outcomes and give them every opportunity to develop.
3.5.2.3. COPING : EXAMPLE

Intended learning outcomes - Frustration, success, failure:

Teach a new physical skill:

(i) Discuss with children how they feel about: (a) learning it? (b) failing? (c) being successful?

Sensitivity to others:

(ii) How can the successful ones help the others?

Concentration, consistency, perseverance:

General points:

Whenever possible relate the skills being learned to a well-known performer and discuss what they must have gone through (personal challenges) to be successful. Allow children to say how they feel without fear of degradation or humiliation and remind everybody that everyone cannot be successful at everything - including the teacher!

These kinds of skills, interpersonal competences, can only be learned in a social context and they should be practised in the safe environment of one's own peers with a caring, responsible adult providing the opportunities for them to be developed. Children need to be allowed to explore their ideas and feelings about themselves in situations when they have a shared responsibility.
3.5.3. **LEARNING SHOULD BE A SHARING PROCESS**

The focus of the Framework, which guides the teaching of physical education, provided some examples of how to involve young people in their own learning, how to value their opinions and how to allow them to accept responsibility for their own and others learning. They develop a learning community in which the focus is on understanding, improvement and 'learning about me'. These learning processes and strategies are listed here together with examples.

"Perhaps if one were to identify the one skill most crucial for individuals to develop, for many it would be how to be effective in the groups we live, play and work. That skill is likely to be best learned by operating regularly as a number of actual groups, as a part of the education process".

Hopson & Scally; Life Skills Teaching (p 112)

Hopson and Scally (1981) believe very strongly that well-prepared and well-managed GROUPWORK sessions have great potential for participants to learn about themselves and others. They make a comparison between subject teaching by formal classroom methods and personal and interpersonal skill learning in small groups, and identify some important differences, some of which are identified here:

- Whilst the formal methods emphasise information giving, group work emphasises active-learning - experiencing and learning from sharing one's own experience.

- That information giving is largely about the experience of others whereas the active-learning is about the ideas
and experiences of the participants.

- Formal methods emphasise subject-matter, groupwork subject-matter are the participants - they are learning about themselves.

- The teacher is the expert - teacher teaches, pupils learn. Each individual of the group, including the teacher has something to offer and something to learn.

- The teacher's expertise is grounded on an academic record, but in groupwork his whole personality, opinions, skills, values and so on are used to present the whole person as a member of the group.

- Questions in the formal method are asked to test understanding of subject matter, whilst in groupwork questions are asked to help understanding of self and others.

- Feedback is only given by the teacher on correctness of information, but in a group feedback comes from various sources.

- Instead of the teacher being just an instructor, the teacher is seen as a facilitator - to assist learning.

- Teacher dictates the content and method of learning in formal teaching whereas a contract is built about what needs to be learned and what can be learned and the ground rules agreed for the way the group will function.
Subject-based teaching is not often relevant to the whole school, whereas not only is what is learned in the group important for the rest of the school but also how it is learned.

The teacher is usually teaching the subject content to the whole class as one group, whereas the teacher in groupwork uses a number of subgroups to increase participation.

They go on to list several advantages of teaching/learning in small groups, a summary of which are:

(i) It can develop social skills through social interaction.

(ii) It can increase self-awareness.

(iii) It can be supportive and encouraging for individuals to feel accepted by other group members.

(iv) It can increase self-confidence to hear and see others with similar concerns and anxieties.

(v) It can "harness" peer-learning. Some would suggest that students learn more from each other than from teachers or other adults.

(vi) It gives individuals a chance to experiment with a range of behaviours.

(vii) It can produce increased trust levels.
(viii) It can identify students who may need particular individual help with specific issues.

(ix) It introduces a range of teaching resources - that is to say each member of the group has a share of the status and esteem that is afforded to those who teach others.

Physical education has great potential for groupwork but to gain all the advantages possible the teacher needs skills in handling groups as a learning situation; being able to handle each member of the group (including him/herself) in their unique role as part of the group; and to ensure that every child has an equal opportunity to develop, teachers need some of the skills necessary to use the following strategies and processes.

3.5.4. BASIC STRATEGIES

3.5.4.1 The Waiting Game - this approach removes a great deal of the need for discipline and attention seeking devises.

The teacher explains that he/she will not fight for the group's attention or quiet whenever they all come together for group discussion or instruction. The essence is that the group takes responsibility for how it behaves, not the leader. Through patience and perseverance, time and effort will be saved later, but whilst waiting for the group's attention the teacher must show unconcern about what is going on - showing no threatening or resigned looks. This will reduce the amount of 'hassle' the teacher has during a normal school day as well
as introducing the notion of group responsibility.

3.5.4.2 **Brainstorming** - this is a technique for extracting a great many ideas from a group in a short time.

The group is given something to focus upon and for five or ten minutes members of the group say anything about the subject which comes into their head and it is written on a blackboard or flipboard, however silly or irrelevant. There is no discussion at this time, the purpose is just to provide a lot of ideas. At the end of the brainstorming, individual ideas may be challenged and dismissed or elaborated upon until the group arrives at an acceptable list of all their ideas. The teacher may wish the group to shorten the list and so further discussion may be required to eliminate all but the most possible ideas.

Apart from producing a great many ideas from the group, brainstorming also unites the group because when properly led every person will feel they have had an opportunity to make a contribution. It becomes a collaborative exercise rather than competitive.

Examples of brainstorming will be seen later in contract-learning.

3.5.4.3 **Buzz-groups** - this device is used to involve all members of the group in some sort of discussion.

Group members are asked to share their views with a partner about something they have heard or seen for about five minutes. These views may, or may not, be shared with another pair. Each
buzz-group can then report back to a general session about what they have heard and agreed.

Buzz-groups are included in the section on discussion.

3.5.4.4 "If I were in your shoes" - a method of sharing a problem with the group.

The teacher may be aware of a certain problem which one or more group members may have. To help them to release their anxieties and to encourage other members of the group to be sensitive to other people's problems, the group can be given the same or similar problem to discuss, "If I were in your shoes I would ...", and done in a quiet, unassuming way, the youngsters with the problem may indeed solve their own problem!

3.5.4.5 Sitting in a circle and using a 'round' - another device for involving all the group.

Sitting in a circle can influence group dynamics. It gives everybody the same status, including the teacher, and allows people to have face to face contact. The circle must be understood and experienced as a safe place where everybody feels free to express their opinion without being ridiculed or harangued.

A 'round' takes place in the circle when everyone makes a statement by completing the given sentence, e.g:-

I noticed ......
I discovered ......
I learned ......
I believe ......
I wish ......
I resent ......  }
done in harness
I appreciate ......  }

Everyone who is not the speaker must listen quietly, and no discussion made. Anyone can refuse a turn by saying 'I pass', and this should not be commented on either. If the teacher feels something requires further discussion, this should be left to the end of the 'round'.

This structure can be used for:

- evaluation;
- to discuss a game just played;
- planning;
- problem-solving;
- positive reinforcement

and other examples will be seen in the following sections.

3.5.4.6 Ask for policy

Whatever problems or concerns the teacher has with any group are the group's problems. Tell the group the problems and ask them for ideas and feelings about it. Remember, the teacher is a member of the group the same as everyone else, and as such, should share their problems and feelings with them if they want real group interaction. If the teacher feels angry - tell the group why! If she feels pleased - also tell them why.
These sort of devices can help to sort out problems found in interpersonal relationships by developing co-operation and sensitivity for others and building up group trust. In other words, they promote inter-dependency as well as independence of personal identity. If they are presented in a relaxed manner, they can be a very effective form of communication. They can extend and clarify a particular response and give a focus for discussion. Enjoyment in the doing of them is helpful in providing a group identity and cohesion, and develops an open, accepting atmosphere.

3.5.5. OTHER STRATEGIES AND LEARNING/TEACHING PROCESSES AND SOME EXAMPLES OF THEIR USE

STRATEGY PROCESS: EXAMPLE

3.5.5.1 NEGOTIATION (1) Children on entering secondary school need to come to terms with many policies about what to do with valuables, medical notes, changing, use of equipment, showering and so on. These policies need to be negotiated with young people, using methods such as Buzz-groups. This does not mean the teacher telling them what they are, but asking the children what they think the policies ought to be and discussing the reasons why. By involving them in the way the department functions from an early age will help the youngsters feel that they are an important part of it.
(ii) Sit a group new to a swimming pool in front of a blackboard or flipboard. Brainstorm them on what rules should be made in the swimming pool. Teacher writes up all the ideas, and suggests a number himself/herself. After five minutes or so, discuss the ideas and eliminate those considered unnecessary. The teacher can argue from a responsible point of view, but nevertheless as part of the group, for any that are missing or receive unfavourable consideration by the group, which he considers to be essential to the health and safety of the group. Then, when all the ideas have been freely discussed, the lessons continue in line with these rules - their rules. The Health and Safety Act demands that swimming in schools follows strict safety regulations. By involving the youngsters in devising the regulations, (albeit the ones required), they are more likely to learn and obey the regulations than if they had a sheet of them read out.

(iii) Through the negotiated curriculum, individuals will feel that they have status, knowing not only what they are doing, but having helped to decide it.
they do not have time to talk to all youngsters in their group. This may be so, but it does not mean that each individual cannot have an opinion nor have it heard.

Discussion as a learning device can lose much of its effectiveness if it is imposed without any clear guidelines. By structuring discussions, as in Buzz-groups, all young people will feel they have a positive contribution to make.

(i) Ask youngsters to discuss what sort of physical education programme they would like to see in their fourth year, first in twos, then in fours. Share the ideas with the group, teacher taking note of their views and discussing in more detail any interesting points.

(ii) As an introduction to class discussion on 'etiquette', and also again, to allow every member of the group to express an opinion, the 'statements' technique can be used.

Ask the class to write the name they would like to be called in the lesson on a piece of paper so that the whole class can see.

1. Sit in circle. DIAGRAM 9.

2. The leader starts by making a statement
to the class. E.G: "I believe showers are an important part of a P.E. lesson." He or she puts the paper down on the floor in the centre of the circle.

3. The rest of the class are asked to put their names down to show whether they agree or disagree. If they agree totally, they place their names on top of the one in the centre; if they strongly disagree, they place their names by their feet. Half way feelings are expressed by a half way position etc.

4. The person who made the statement is now in charge of proceedings; he or she may ask anyone, "Why is your paper where it is?" The class member has a choice; he may explain or merely say, "because I put it there." No discussion is allowed at this point.

DIAGRAM 9.

○ = name of class member
× = class member
5. When the person has asked as many people as he wants (the number is up to him/her), he picks up his name and the teacher asks the group if anyone wants to talk about the issue further.

6. After discussion (which may be quite brief) another statement is invited.

Do not be discouraged if the group all use the option to say "because I put it there" to begin with. You have said this is acceptable, and the pattern of names on the floor says a great deal without more comment and this can be looked at generally, before you move on.

3.5.5.3 COUNSELLING Finding time to listen to individuals about their feelings about physical education can introduce a pastoral aspect to the curriculum. This counselling will allow decisions to be made by both teacher, (about the curriculum, extra-curriculum, teaching/learning processes, etc), and the pupil, (individual pursuits, development, choice, etc), and provide some "human warmth".

3.5.5.4 CONSULTATION This needs to be developed not only with pupils but other members of the school and community such as senior staff, teachers, parents, local industry and commerce, community centres and groups, and the community at large.
It means

(i) assessing needs
(ii) keeping people informed
(iii) encouraging participation.

(i) To assess needs it is important to have:

(a) a profile of the area of benefit:—
   social mix; one-parent families;
   ethnic groups; distribution of age groups.

(b) knowledge of the patterns of work:—
    employment level; shift work; YTS involvement.

(c) knowledge about existing community action:—
    scouts and guides; youth clubs; church groups;
    resident groups; community groups and so on.

(d) knowledge about local leisure facilities:—
    Working Men's Clubs; playing fields and parks;
    cinemas; sports centres and clubs and so on.

This can only be done through meeting all sections of the school and community and obtaining information about their needs and expectations through personal contact if possible.

(ii) and (iii) can be used jointly and also
provide opportunity to make personal contacts to assess and evaluate the work of the department. People can be kept informed and encouraged to participate by employing a number of strategies, e.g:-

**noticeboards:** placed not only in school but library, shops, doctors' surgeries, factories and offices. Have attractive publicity; up to date information; be precise.

**newsletters:** drawing in information from all sections of the school and community and circulated to as many people as possible.

**liaison with other primary schools; special educational schools; F.B. Colleges.**

**local press/radio** publicise events;

**parents evening:** be available not only to talk about individuals but about the subject.

**open-days:** invite people in to watch lessons, and perhaps encourage them to take part.
"have-a-go sessions": put on sessions for anybody to come along and take part in, irrespective of ability or proper kit.

festivals show off all aspects of P.E. work as a festival from class work through to competition standards.

These events are aimed at providing people with information, to encourage participation, and at the same time provide opportunities for consultation with the clients of life-long education.

This can convey messages about shared responsibilities for what happens in learning situations. It can involve young people in their own development. If young people choose to do something, they are more likely to be committed to learning. Contract-learning indicates interdependence, it can also help the teacher not to say "no" to youngsters by getting them to explore the possibilities and making an agreement between the teacher and themselves.

(i) Youngsters (14-16) may request to go ice-skating during physical education time. Give them access to information and ask them to:
(a) find the cost of transport and skating
(b) find out who wants to go
(c) work out the final cost per head
(d) and so
(e) on ..... 

The contract has been that they can go skating provided that they are responsible for the organisation. The teacher's role is guide and mentor and helps the youngsters check off that they have completed all the necessary tasks - e.g. indemnity forms, Head's permission.

Teachers need to decide whether or not they discuss with students what will happen if the contract is broken, and make statements accordingly.

3.5.5.6 **STUDENT AS A RESOURCE**

It has already been suggested that working in a group can present each member as a learning resource, everybody has something to offer, and so everybody can have the status and esteem afforded to those who help others. Also it was suggested that by using members of the group to help with the learning, youngsters did in fact learn more, and more quickly from their peers.

(i) use a lot of demonstrators from the group.

(ii) give "coaching" responsibilities such as partner-work and reciprocal teaching.
(iii) departmental responsibilities can be shared out between youngsters, particularly those aged 14-18.

3.5.5.7 POSITIVE FEEDBACK

There is a tendency in our culture to focus on mistakes rather than on what people can do well. This needs to be reversed and the feedback needs to be descriptive rather than evaluative and specific to features that can be changed. If someone is doing something wrong, a positive description of how they may correct it should encourage learning. During a tennis lesson, a youngster may be hitting the ball too long all the time.

(i) It is pointless saying, "you're hitting it out!" - they know that. What they need is some help in correcting the fault.

(ii) "You are hitting the ball well - but next time try and match the level of the bounce with your swing and then it might not go so high nor as far".

This says something good about the performer and at the same time offers positive advice as to how to improve performance.

3.5.5.8 FACILITATING LEARNING

This is really a term which sums up all the strategies which help students take responsibility for their own learning, rather than "direct"
teaching. They may not always be the quickest ways, but they could well be more effective. So teachers need to be patient, tolerant and able to cope with the "uncertain".

(a) Creating Games - Teaching for Understanding. These are well documented, but it is interesting to examine the opportunities for PASD available in such a course.

- problem-solving
- responsibility
- creativity
- selection
- action
- thought
- decision-making
- communication skills:
  - speaking, listening, watching
  - concentration
  - confidence/nerve
  - demonstration
- interpersonal skills:
  - social conduct, coping
  - organising own learning
- leadership
- analysis
- judgement/evaluation

REVIEW AND REFLECTION
As facilitator, the teacher's role is that of a guide and mentor and somebody who can stimulate new ideas.

(b) **Producing a booklet or programme for conditioning**

(i) Involve small groups in discussing, assimilating and presenting such a task.

(ii) Experiment, research, try out, review and so on and present the work to the rest of the group some weeks later.

Again, an examination of some of the skills and qualities developed during this block of work reveals the great potential for PASD.

- co-operation/teamwork
- involvement in own learning
- choosing of a leader/spokesman
- responsibility
- understanding
- thought/action
- decision-making
- shared responsibility
- selection
- sensitivity
- communication skills:
3.5.5.9 **RECIPECAL LEARNING**

One of the factors which affects learning and improvement in physical education is how quickly the performers know how they are doing. In a formal class setting this knowledge of results will be determined by how many pupils there are in the class and how quickly the teacher can move around all pupils. If this takes some time, the performer could be practising incorrectly and learning bad habits.

Reciprocal teaching is one way of reaching the ratio of 1 : 1 and provides immediate feedback. Children work in pairs, and each has a specific role, one is the 'performer' and the other the 'observer'. The role of the 'performer' is to perform the task, and that of the 'observer' to offer feedback based on criteria prepared by the teacher recorded, usually, on a criteria card. Feedback takes place during or after the performance. The roles are switched when the tasks are done. (Mosston 1981)

This strategy helps students learn whilst at the
same time they are used as a teaching resource and take responsibility for the learning of others.

In gymnastics, prepare cards giving the criteria for performing a task, e.g. an astride backward roll.

(i) Ask the observer to help the performer complete those tasks. The observer should be helped to analyse and provide feedback to the performer.

(ii) When the task is completed they switch roles.

(iii) When both have had an opportunity to 'teach' allow them both to perform. Many will say that they found it easier to do the skill after they had taught it.

General points:-

Every piece of research (Underwood 1984) shows there is no loss in psychomotor development.

The teacher should be available to the observers, and should only make comments to them not the performers. This keeps the responsibility of learning with the pupils.

Allow pupils who have completed the task success-
fully to help others in the class.

There is tremendous potential for PASD in this sort of work, and it can be used in any of the activities available in physical education.

3.5.5.10 **EXPERIENTIAL LEARNING**

This means learning through personal experience.

It involves all types of experiences in physical education - challenges, activities, relationships, visits and so on. The key point about experiential learning is to discuss how it feels.

"What was it like climbing that rope?"

"How does it feel to work in that group?"

"How did you feel camping in that thunderstorm?"

It involves young people in reviewing and reflecting upon their experiences.

(i) Line the group up in two straight lines facing one another, with pupils of similar height opposite one another;

(ii) First couple detach and one lies on his back between the first six/eight;

(iii) The first one is lifted head high and slowly passed down the whole length of the chain and carefully lowered to the
ground. (if possible, the pupil being carried should keep his eyes closed);

(iv) The next one is lifted and so on until the whole class has been carried.

Discussion can centre on trust and sensitivity and is a good introduction to supporting in gymnastics.

Talking with other people about a learning situation as it happens can have a considerable positive influence on the level of involvement and commitment. For this to happen, pupils need to know that their reactions and experiences will be taken into account by the teacher. This can be done at an individual level informally and within the normal lesson using such questions as:- "What are you going to do next in your swimming?" "How did you find playing in that new position?" "How do you think you can improve your service?" This can develop a shared approach as many of these strategies try to do, and especially in a specific task group, e.g. 'a round'; buzz-groups; if I were in your shoes. They make learning a partnership between the department and students and help young people to share experiences with one another and so enhance the learning process.

As a preparation or follow-up, especially in the 14-16 Curriculum, students can be asked to do individual work. Researching newspapers at home or watching television programmes which may contain relevant information can link work at school with
other learning sources. They could also work as a pair or small group and pool resources and divide up tasks. This sort of learning in physical education could be very supportive, especially in health-related fitness courses and leisure studies.

Another form of individual learning could be **private learning**, where students are given skills which they can practice correctly on their own either in clubs, or with parents or friends. This puts a greater emphasis on understanding and on young people's ability to analyse their own performance to ensure effective learning.

When youngsters are at play they often imagine themselves to be involved in a high-level "performance", either with or against a famous competitor, or indeed as them. **Imagination** is an important part of a youngster's development and offers some possibilities for teachers in the way they present some of their work.

"Imagine you were playing against McEnroe, what would you be trying to do?"

"How would you think it felt to run in the London Marathon?"

3.5.5.13 **SELF-REPORTING**

This allows students to be involved in the formulation of their own reports. It means,
for example, that they will need to recognise how hard they have worked and how successful they have been - from their point of view, and in the eyes of the group.

Self-assessment could take the form of profiling, or the keeping of a portfolio which will include evaluation of the curriculum, of their own interests, mapping out their own programmes at their own level in their own terms and thus being able to make choices about their future lifestyle in their own interests (Profiling 3.4.10).

3.5.5.14 REFLECTIVE LEARNING If pupils are able to reflect on their own performances and learn from their experiences, they will certainly learn about themselves, and understand and improve in whatever aspect of their PASD the course is planned to focus upon.

3.5.6. STAFF DEVELOPMENT

All the above strategies and processes are in current practice in some schools. Many departments may be able to offer other methods which involve young people in their own learning, and allow them to accept responsibility for their own and others' learning. However there may be a need for staff development to meet teachers' professional needs to implement the Framework using some of the strategies above, particularly

- group work
- negotiated learning
- counselling
- reflective learning
- facilitating learning.

Staff development can take place through several avenues. The Department itself, through its structure of formal and informal meetings, can do much to promote staff and curriculum development. Opportunities to observe and evaluate each other's lessons, particularly in respect to the way the children behave and their attitudes towards certain activities, the teacher and each other, is a good start for reflection on teaching. By asking the children the right sort of questions, (e.g. "do you think I treat you all fairly?"), through informal chat or structured questionnaires, a view of what the pupils see as actually happening can be compared to what you think is happening in the work of the department. From this reflection, the department may want to question its approach. During its meetings the department can share ideas, observe them in action and then the approach to teaching and learning within the department can be modified and evaluated again. Ideas can be developed and shared on a wider scale by talking with other colleagues in school and other physical education specialists within the Authority, and if possible, on DES regional courses. Curriculum development cannot function successfully in isolation, and physical education teachers must not be insular. The Authority may provide courses specifically for the PE specialist, but if not, then involvement in many pastoral curriculum courses may provide the starting point and stimulus for a department's reflections.
Teachers, physical education teachers in particular, often complain about the lack of time for curriculum development. If the teacher, or department, or school, or Authority feel that an area of development is of great significance to all young people, then time must be found. The Authority can organise and support courses during school hours, as can the school, and time, facilities and cover can be made available to facilitate development. Teachers themselves have to realise that some activities out of school time will have to go in the short term to enable the right sort of commitment to development for the long term. Once the process of curriculum development, (which often necessitates staff development), has begun, a regular, structured support-service must be provided. This will prevent the individual teacher feeling isolated or inadequate if things are going wrong; be a resource base; help to sustain confidence and enthusiasm in any project and monitor all the work being undertaken. The support can be in the form of self-support groups chaired by a senior member of staff or an officer of the Authority. Committing ideas to paper and SHARING them, is vital for successful innovation and implementation of approaches to teaching and learning.

There are five areas in which a department could develop in order to make much more use of the opportunities for PASED offered in the process of teaching Physical Education.

1. A little more awareness of the potential of PASED in physical education.

2. Shifting the focus of teaching from the what to how.
3. Structure learning to accommodate the change of focus.

4. Willingness to move from a traditional stance which places PASD as an implicit, vague area of work to a more prominent, explicit position expressed both in its planning and structure on paper and in practice.

5. Group work skills to handle groups as learning situations.

Physical education has a number of intrinsic traits which will help in adapting this approach.

(i) The work is essentially practical and action-orientated.

(ii) The programme has the potential for creating challenges and activities which can provide personal meaning.

(iii) Physical education has a variety of environments.

(iv) The programme can offer opportunities for decision-making, self-management and "learning about me".

(v) Group work is a traditional teaching process, all that is needed is a change of focus to make a more significant contribution.

(vi) In general, the relationships physical education teachers enjoy with most pupils makes the shift from a teacher directed role to a more facilitating,
enabling role which values all pupils opinions, easier.

3.5.7. EVALUATING TEACHING AND LEARNING

3.5.7.1 At the end of a lesson or a block of work, teachers need to evaluate what has been learned. Evaluation should show what has been learned and also how effective the teaching has been. For example, students may have a poor understanding and application of tactics in badminton. This may be attributable to low performances or ineffectual teaching. The teacher, therefore, needs to build in a variety of learning outcomes for both lessons and units of work, i.e. what would the teacher expect the students to do at the end of a) a lesson; b) a ten-week module? By OBSERVING the group, the teacher can monitor the group's ability in relation to these learning outcomes, and this is particularly appropriate when evaluating aspects of PASD.

LEARNING OUTCOMES : EXAMPLES

can work on own - produced a gymnastic sequence;
can work as part of a team - created and played own game;
co-operates - shares apparatus and is helpful;
is honest and fair - keeps to rules and "referees" impartially.

If the teacher, or others, are in the position to monitor the behaviour of group members during a sequence of lessons, and they are clear about the criteria, they may be able to observe progress.
To evaluate their own performance, teachers, perhaps with the help from outside observers or a tape-recording, can, perhaps, ask themselves one or two questions from the following:

What went on in the lesson?
What was good?
What problems were there?
What didn't go too well?
With how many children did I have contact?
Did I involve everybody in their own learning?
Were the children active?
Did I listen?
How much did I talk?
What rewards/praise/sanctions did I use?
What did they learn?

3.5.7.2 Progress can also be monitored by PUPIL FEEDBACK. As with evaluating the curriculum, (3.4.12), built into the teaching and learning processes are the principles of valuing pupils' opinions and involving them in their own learning. If the aforementioned processes are used, then there will be constant feedback from young people as to what they feel they are learning as an actual part of the learning process. There are however a number of ways which pupil feedback can be structured and monitored.

(1) Discussions

This is the first obvious method of feedback following on from the processes. Discussions play an important part in the teaching and learning process and also the
evaluation process. They may take place as part of the lesson format or sometimes just left to the end of the lesson. Spontaneous remarks during a lesson such as

"This is difficult"

"This is boring"

"I'd rather do soccer than rugby"

could act as a catalyst for small group or class discussion. The teacher could trigger discussion with direct questions about the activity or lesson.

"Why do you think we do this work?"

"What have you learned today?"

"What would you like to do in P3?"

In the context of carefully structured dialogue, these sorts of questions will give a general view of how pupils see their work and how they are getting on.

(ii) Interviews

Perhaps as part of counselling in the negotiated curriculum, or just as a method of evaluation, interviews could be an extension of class discussion. Members of the class could be asked in turn to remain after a lesson for an interview or come at a different time to give their views to direct questions from their teachers. Use of a tape-recorder could be
negotiated or note-taking would suffice. This will not only be seen as a useful evaluating technique and an opportunity for pupils to express their views in confidence, but also as an opportunity to experience interviewing, offering a valuable educative process. The teacher should ask some constructive questions about the pupils' programme in the interview, not their views. Examples:-

(i) What have you done in PE this term?

(ii) Do you feel that you learned any new skills?

(iii) What have been the main ideas?

(iv) Have the lessons excited or bored you?

(v) Did I teach anything new?

(vi) How could your lessons be improved for you?

(iii) Questionnaires

These can be used as an interim evaluation to see how a course is going or at the end of a block of work, and should be completed by as many pupils as possible. There are a number of examples of questionnaires which take various forms - one-word answers; multi-choice; rating scales; written comments; check-off lists.
Teachers must be clear as to what they are trying to evaluate and the following examples show how personal qualities and attitudes can be evaluated as well as psychomotor skills. These examples have been presented in different forms and adapted through the years. It is difficult to acknowledge the original source of them, but several are taken from two different documents.

The Role of Physical Education in the Whole Curriculum - DES Regional Course B 320 Coventry.

The Changing Focus of Physical Education - DES Regional Course NER 114 Cheltenham.

Example 1: Evaluation of teaching in Cricket

1. A Cricket lesson is (tick no more than two):

   easy          strenuous         boring
   hard          a waste of time    my favourite subject
   fun           important to me    not very interesting

2. In a Cricket lesson I spend most of my time (tick no more than two):

   bored          learning new skills
   confused       wishing I could learn more slowly
   excited        wishing I could learn faster
   mixed up       learning a lot of things I didn't know before
   cold/miserable wishing I could play a different game
   enjoying myself

3. During the past three weeks I have spent a lot of time in lessons (tick no more than two):

   listening to the teacher watching others
   playing a game waiting in the changing rooms
waiting for the teacher learning new skills practising

4. I understand a lot more in Cricket lessons when I (tick no more than two):-

- listen to the teacher
- ask questions
- watch a film
- play a game
- coach other pupils
- watch a demonstration
- talk to other students
- sit and watch others
- practise skills

5. During Cricket lessons I find it hard to (tick as many as you wish):-

- work well in small groups
- be interested
- play a game
- remember what the teacher said
- get excited about anything
- satisfy the teacher
- learn skills
- practise skills
- practise on my own
- express my own opinions
- explain to the teacher what I am confused about

6. In Cricket lessons we work in small groups:--

- often
- sometimes
- never

7. In Cricket lessons I prefer to work:--

- by myself
- with a partner
- with one big group
- in a small group

Example 2: Evaluation of learning and teaching for a course

What are the most important things you have learned in this work?

What have you learned about yourself?
Why do you think we have done this work?

What has been: (a) The easiest thing about this work?

What has been: (b) The hardest thing about this work?

Write here any other comments about the work you have been doing.

How does what we've done in year three compare with your second year work? Write about what you think of the second year PE course.

How does the way you are expected to work in PE compare with how you are expected to work in other subjects?

Write yourself a short PE report on how you think you have worked over the past six or seven weeks.

Example 3: Evaluation of teaching and pupil attitudes

1. Does your PE teacher talk to you?

2. What does your PE teacher talk to you about?

3. Have you been asked to lead or organise a group activity?

4. Do you talk to your PE teacher?

5. What do you talk to your PE teacher about?

6. How often do you feel successful?

7. If PE was optional would you choose it?

8. Is your PE report true about you?

9. What will you do with your PE kit when you leave school?

10. Will you continue with physical activity when you leave school?
11. How well do you know your teacher?
12. Have you improved in PE this year?
13. Does your teacher treat everybody equally in PE?
14. Is there something in PE which you do really well?
15. Do you feel anxious showing your work to others?

Example 4: Personal qualities and attitudes

1. Please tick the most appropriate box.

How important have these experiences/feelings been whilst you have been participating in PE or Games?

4. VERY IMPORTANT 3. IMPORTANT 2. AVERAGE 1. NOT VERY IMPORTANT 0. LITTLE/NO IMPORTANCE

TABLE 4.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being very active</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoyment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixing with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perseverance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lack of Skill
Controlled Aggression
Making decisions
Determination
Self-Organisation
Accepting decisions
Self discipline
Fun
Comradeship
Respect for others
Being Selfish-
Giving-up
Sensitivity
Creativity
Disappointment
Pressure
Authority
Mediocrity
Challenge
Tension
Observation
Competition
Security
Participation
Tolerance
Fair Play
Performing
Dignity
Always losing
Self-respect
The feeling of excellence
Doing your best
Quality
Surrender
Feeling fit
Boredom
Showing initiative
Feeling motivated
Violence
Working very hard
2. What things do you think you have learned in PE over the years that will help you when you leave school?


Example 5: Teacher performance in games

Think carefully about the last games lesson.

About how much time would you say was spent on each of the following activities?

Draw a circle around the answer you think best describing how much time was spent. There are no right or wrong answers.

1. The teacher was talking to the whole class
   a lot    some    a little    none

2. Pupils talked to the teacher
   a lot    some    a little    none

3. The teacher talked to an individual pupil
   a lot    some    a little    none

Now think about you yourself in that games lesson. Write in the number which you think is right. Make the best guess you can.

4. The teacher
   a) told me things ................... times
   b) asked me things ................... times
   c) answered my questions ............... times
5. I
   a) told the teacher things on ............. occasions
   b) asked the teacher questions on ........ occasions
   c) answered the teachers questions on ..... occasions

6. I
   a) told other pupils things on ............. occasions
   b) asked the pupils questions on ........ occasions
   c) answered other pupils questions on ..... occasions

7. During the lesson the teacher spoke to me
   a) much more than he spoke to other pupils
   b) a little more than he spoke to other pupils
   c) a little less than he spoke to other pupils
   d) much less than he spoke to other pupils

Example 6 : Evaluation of Teaching and Learning

Here are some questions about what happened in the P3 lesson today. Tick the answer which best tells how you feel about what happened.

1. What have you learnt today?
   a) I think I learned a great deal today
   b) quite a lot
   c) a little bit
   d) nothing at all

2. How often did you feel lost (as to what to do) during the lesson?
3. How often did you feel you wanted help from the teacher?
   a) a lot of the time
   b) several times
   c) once or twice
   d) not at all
   What kind of help did you want? ........................................
   .............................................................................
   .............................................................................

4. How often did you see other pupils getting help from the teacher?
   a) a lot
   b) quite a few times
   c) a few times
   d) never at all
   What sort of help were they getting? ............................
   .............................................................................
   .............................................................................

5. Was it worth taking part in the lesson?
   a) really worthwhile
   b) quite worthwhile
   c) not worthwhile
   d) a waste of time
Why did you feel this way?

(iv) **Pupil Self-Assessment and Self-Report**

These will take a variety of forms, but not least in the notion of profiling, or keeping of a portfolio as described in the previous chapter (3.4.10). In many schools physical education, alongside other subjects, has to contribute to a school report. Pupils could be allowed to make a contribution to their own reports by making assessments on themselves. With full support from the group, pupils could fill in their own assessment for various activities in physical education, especially in the effective aspects of how hard they have tried, whether they have made a contribution and so on. The pupils should feel free to comment on themselves and express their feelings about their own performances and any difficulties experienced. They may subjectively measure their own performance against the rest of the class and may well be influenced by the comments made to them during the lesson by the teacher or class-mates.

Any self-report should include one or more of the following:

1. Comments on own performance.
2. Comments on what has been learned.
(iii) Perceptions of what the teacher and class think of their performance.

(iv) Comments on learning difficulties.

(v) Suggestions as to how these difficulties can be overcome.

Example 7: Pupil Self-Report

(i) In PE I find it HARD to ........................................
I learned the LEAST in PE when ..............................
I learned the MOST when .......................... ..............................
What I like BEST about PE ..........................
What I like LEAST about PE ..........................

(ii) In PE I have learned .................................
In PE I have not learned ..............................

(iii) In PE I am good at .................................
In PE I am poor at .................................
I need help with .................................

(iv) My progress in PE has been ..........................
Please explain why ..........................

(v) How I think I've got on this term ..........................
How my teacher thinks I've got on this term .........
Suggestions to help me next term ..........................

If there is to be a proper review of the physical education
curriculum the teacher needs to accept that schooling is about more than a subject-centre curriculum, be aware of the personal and social development tasks and needs of young people, and have the teaching skills which help young people face these developments. Alongside these skills the teacher must be able to evaluate all aspects of teaching and learning and be in a position to show how aspirations are indeed matched with practice.
ANALYSIS OF RESULTS

4.0. Introduction

It was important that interviews, seminars and lectures should provide a wide perspective on issues involved with physical education and its role within the whole curriculum, and show how, by a number of examples of teachers in current practice, the profession was attempting to fulfil this role. This was achieved by selecting people, with advice from various sources such as the Authority and the University, and based on two or more of five criteria:

(i) cross-section of single sex and mixed comprehensive schools.

(ii) cross-section of staffing in education, outside as well as inside schools.

(iii) geographical variances.

(iv) currently engaged in innovation, inside and outside of physical education.
(v) representative of constituent interests to avoid the charge of 'taking sides'.

Teachers within the mixed comprehensive school group still continued to work as separate departments and this gave further perspectives to the single-sex physical education programme. Most of the teachers chosen were heads of department, as it was felt they would be host to any major initiatives going on in their schools. Some schools were of 14-18 year old range whilst others covered the whole secondary range, 11-18 year olds. This offered different expectations of earlier schooling and a different perspective on the school curriculum.

As the study was examining the curriculum up to the age of eighteen, it seemed appropriate that colleagues in further education colleges be consulted and people on Youth Training Schemes (Y.T.S.). Higher education lecturers were also brought into the dialogue and they, together with advisers outside of physical education, provided a wide cross-section of the profession.

Two head teachers, one in a special school, the other in a large multi-cultural school, helped to focus the study onto the role of physical education in a community setting. They, together with a community tutor, gave a perspective of the 'whole' pupil. The place of school-based work experience, personal and social development, and the modular curriculum were described by teacher advisers, and their expertise in developing the curriculum, alongside other major initiatives such as T.V.E.I., C.R.V.E., was sought.
The interviewees therefore offered a wide cross-section of educational experience and expertise, geographical variances and viewpoints based on current practice. The teachers in particular were chosen to provide a balanced survey of pupils' views in order to avoid the charge of being biased and to ensure a realistic and truthful appraisal of what is available in schools. It was possible to get the interviewees to respond in terms of their own perceptions by using semi-structured interviews and this further widened the perspectives on important issues.

4.1. Case Studies

CASE STUDY 13: Teacher

This teacher had introduced a health and fitness programme initially in the fourth year as she felt, "at first, doing it from years one to five would be a very difficult big step ...." When asked what she hoped the children got out of the course, she said that she hoped they would understand that the purpose of physical education was and that they would begin thinking about themselves as a person in terms of how fit and healthy they were and what they looked like. The teacher felt that the children's attitudes towards physical education had changed (especially the girls), in terms of seeing a purpose in doing physical education. Some pupils had thought that 'To be fit just meant going out on a cross-country run'. The teacher felt that teaching the programme to boys and girls helped to show physical differences in a sensitive light.
When this teacher was asked if her role had changed because of teaching this programme, she thought she had really got to know her groups very well. She felt the reasons for this were because she "... talked to them, I've discussed, I've listened to their views and I've not come down heavy on them ..." She felt that it was a much more relaxed, informal atmosphere, and that she had been able to listen, and to appreciate, and to advise, not just giving out instructions. The teacher was hoping to take the groups out of school more as part of the course and saw this as a major development.

When the teacher was asked what was most significant about the course, she felt that the youngsters were more aware of what physical education had to offer and the course was good preparation for adult life. She certainly felt it had been a successful course and it was improving as the course developed.

CASE STUDY TWO: Community Tutor

This community tutor had experienced community education in a previous school, and was in the process of helping his new school to 'go community'. The interview was mainly concerned with the concept of community education. The tutor felt that community education was something that was 'tacked on' to his new school but he was hopeful that the same sort of value placed on school activities would be placed on community activities. The school had set up a Community Development Group to look at a whole range of things like open-access to
the site, development of sports, development of expressive arts and drama, and a range of other areas. He was hopeful that more staff involvement would be part of a strategy for putting across what they are trying to do. The school was involved in a market research to negotiate future needs and how the school can operate. The tutor felt that "One of the difficulties of community education is that it's about local decision-making and yet we have a centralised decision-making process ..." He felt it important that people's expectations of how they can make decisions were not inflated.

One of the objectives that the group had set was staff development. The tutor felt that by saying we want the community education approach, we are saying the present system is not good enough - otherwise why change it? "You just don't have to be in school to get an education", he said, and that existing things need to be tapped into and life-long activities developed. He felt that one way of assessing how successful the work had been was to look at the level of participation of youngsters after they have left, in a whole range of activities. Community education would lift restrictions, he felt, and that the school would be offering a wide range of opportunities for people in the years to come. The Community College would be "Giving people skills and information they need to influence the direction their lives are going within the same constraints everyone else has got."

He also saw sport as a strategy or area which fitted in with his aims and objectives of community education. Not only would it be possible to present sport in a recreational way but also as an excellent vehicle to help people learn organisational skills. He hoped that in five years time,
his work will help people to be more independent than they are at present and be able to organise for themselves.

CASE STUDY THREE: Head of Work Experience Centre

This interviewee, a re-deployed teacher, was based at the Authority's Topshop and was looking at alternative curriculum programmes within the city, including School Topshop, D.E.S. Project and Technical and Vocational Education Initiative (T.V.E.I.). He was specifically looking at industrial educational links and setting up structures to help curriculum development take place. In explaining T.V.E.I., the teacher referred to Callaghan's Ruskin College Lecture and the statements accusing schools of not really preparing youngsters for adult life, only catering for youngsters in the top 10-20%.

As jobs were no longer available in the way they were for youngsters, then much of what was being taught was irrelevant. He described that as factories closed and Y.T.S. Mode A schemes took up post work-experience places, the Authority needed to set up School Topshop for 'work experience'. As this occupational experience is controlled by schools and not the employer, the teacher felt that youngsters benefited more. He felt the personal development nature of the programme was the key issue - opportunity of forming relationships with other people; getting on with other people in a different environment; getting on with adults other than teachers.

All youngsters in the city, including those at Special Schools, experience two weeks at Topshop when they are 14/15, again seen as a personal development experience.
The theory behind the D.E.S. project, the teacher argued, was to move away from a subject-centred examination curriculum to a modular student-centred curriculum, but this hadn't happened because of the implications of school staffing and teachers' perceptions of the Topshop experience. He suggested that the effective curriculum (what is taken away from school), should provide a "Variety of different experiences, approaches, attitudes in learning, different modes of knowledge and kinds of teaching experiences which contribute to that whole."

Physical education, he felt, had a role to play in providing problem-solving and decision-making in such a curriculum, but for this to happen the role of the teacher has to change towards:

1) the organisation of the school;

2) the content of the programs;

3) critically, the process by which that content is taught,

"It's not what you do but the way you do it!"

But he felt that there would have to be a tremendous shift in attitudes for teachers to change their roles.

The teacher suggested that the Oxfordshire Certificate of Educational Achievement (O.C.E.A.), was one way of looking at what children can do rather than telling them what they can't do. Again, the personal development is very valuable, but programmes need to be structured. "Education goes on outside the classroom" and he felt that physical education had an important role to play in the transition from school
to adult life. Schools, he said, should link up experiences and opportunities whilst they are still at school (such as introducing them to a club), and to provide the personal development that will help them make that link.

Finally, the teacher continued to illustrate the valuable personal development role that physical education has by suggesting that youngsters could organise their own trip to Airfield, say. He showed what strategies could be used and how they could make use of crucial skills before they leave the 'safety net' of school. With teacher support, even things that 'fail' can be useful learning experiences and link into the curriculum as a whole.

CASE STUDY FOUR: Further Education Lecturer.

This College had examined the possibility of setting up a Y.T.S. Course and a City and Guilds Leisure and Recreation Course.

The College had felt, the lecturer described, that there was a need for more opportunities for young people to look at leisure and recreation work, and after examining Y.T.S. schemes locally and being aware of the City and Guilds Courses available nationally, the lecturer believed he could tie the two ideas together. He went on to describe the courses and emphasised that the expertise of the Leisure Industry should be utilised. The Y.T.S. scheme aimed to provide the 16-17 years age range with a vocational course which would show young people what was involved in leisure and recreation and
and then realise what possibilities for employment were available to them. The first two parts of the City and Guilds Course could provide similar opportunities. Both these courses aimed at the lower ability groups.

Students, he said, would experience three days a week at a placement and visit two different placements in the year. However, part of the college work, Social and Life Skills, would be taught outside of the department. When this was queried, the lecturer admitted that timetable pressure prevented the physical education department teaching this element, "Anyway, it was seen as part of the general studies department's work!"

The course would have been assessed through profiling, and not on a pass/fail situation, although if the students wanted to enter City and Guilds Part One examination, they would have been encouraged to do so if capable.

He felt that from his experience in further education that there is a different attitude towards physical education shown by the students. The reasons he gave were that in "F.E. College (Further Education College), we tend to have a more open approach with the students." Both courses show students what facilities are available in the local community and in and around the city, and so the courses are seen as:

1) An opening up of facilities and thus improve possibilities open to them;

2) also as a field of interest, and
3) finally as a possible area of employment.

The lecturer pointed out that social and life skills are the only compulsory input to the courses as directed by the H.S.C. (Humanpower Services Commission). However, although this work was taken out of the department, he did begin to argue that physical education had a lot to offer (even though earlier he had not put them down as a high departmental priority).

He felt pleased with the reaction to the courses from the rest of the College but felt that the pressure to accommodate regular placements was a major constraint, and there was no evidence to show that any award given would be accepted by higher education establishments or employers, but he did feel that "The course has its own intrinsic value as well as being a stepping-stone for employment, etc."

CASE STUDY FIVE: Further Education Lecturer.

"F.E. is a very competitive world in terms of numbers of students and numbers of courses within a given department." This interview was concerned with three different types of student courses in a Further Education College. The lecturer indicated how over the previous three or four years things had changed in Coventry. The College was no longer receiving day-release apprentices. "Simply because there aren't any!" So physical education has to be seen in several different ways in further education.

Firstly, he felt that physical education has got a valuable
role to play as a recreation part of a course, when the recreation has no vocational bias. To achieve this, the lecturer 'sold' physical education as being valuable and something people ought to do as part of a full-time course. Filling the sports hall each day, evening and weekend, tactically justified increased staffing. He included health and fitness modules for the Social Care students in conjunction with their Human Biology staff. He also prepared fitness courses for the elderly, for kiddies and mentally and physically handicapped students. Physical education, he continued, was being sold to the Professional Studies department as simply a "balance of a liberal college life, enhancing the social, cultural and physical requirements of the students while they are at College." This he said was purely acceptable, no problem at all. Those students who cannot get physical education on their courses for one reason or another do have an opportunity to participate in lunchtime and after College classes which are open house to all students. Trips, teams, weekends away and so forth make up the rest of the recreational side and the rates of participation, he maintained, were exceptionally high, especially from the ones who were not timetabled.

The second type of courses which he felt to be more important, were health and fitness, or health and leisure modules as part of other full-time courses, and which are seen as part of those courses and validated as part of the examination structure of that course. These he considered to be vocational elements of a full-time student's course. Social Care students again are involved, particularly nursery nurses. The academic side is done by the nursery nurse staff, but because they lack
'hands on' experience, the practical side is delivered by his department. Another interesting group which he described following a different vocational package are the U.I.C.'s Works Introduction Course for E.S.N., E.S.L. (educational sub-normal and English as a second language) or maladjusted or delicate students. They are a group funded by the U.S.C. who follow a 'health and leisure' module. They learn fitness techniques, leisure opportunities in Coventry, leisure on the dole and a very basic health education module. The course success, the lecturer felt, was reflected in the numbers of those students participating now at lunchtime and after College. He expanded a little and went on to say how previously they perhaps felt socially incompetent to join in and felt threatened because of their lack of physical skills. But because they'd got to know the P.E. staff, used the facilities and acquired some physical skills, they felt they could now join in with other students.

The final area he described were sources which had been constructed for physical education to stand on its own and not rely on students coming in from other departments. He called these 'Recreation and Leisure Studies'. It was to be (the following year) a one year full-time course for school leavers, at the end of which they will come out with the City and Guilds Certificate, Part One, in Recreation and Leisure Studies. At the same time they will study for three 'O' levels. He admitted that these would not qualify students for a job but it could put them onto a higher education course or a B-Tec Course, which would open up in the first place, teaching, or in the second, management. If the student decided against both of these routes, they still had 'O'
levels and so had not been put on any scrapheap. Coaching awards and the community leadership awards featured in this course.

When asked what his hopes for the youngsters in these three areas were, he felt that for many students the department was offering them a second chance for P.E., they'd been switched off. For those doing the vocational element, he hoped that he was giving them something in terms of skills and understanding, similarly with the health and leisure courses.

"For the handicapped students we hope they're having a bloody good time and that some have more avenues opened up." The last group he hoped would be best motivated in a couple of years time.

CAST STUDY SIX: Special School Headteacher.

The children under this headteacher's care were children with severe or acute special needs. She felt that because teachers worked with their children in small groups, the staff were able to build up very close relationships. Again, because it was such a small school, all parents of the children were visited and given the kind of support they might need in bringing up children with these very special needs. She felt that as well as the school receiving support from the parents, that there was a two-way process, the parents also needed the support of the school. When asked about links with the community and links with 'adult' life, she answered, "Good
preparation is the basis for nearly everything we do really."

As a result of a conversation with a single parent, two parents' groups developed at the school, and from these self-help groups little books were produced to help other parents with similar problems. She felt that the group discussions and booklets on play were very important, and that what she was trying to put across, "If you use play purposefully and constructively it can help you possibly with behaviour - there are ways in which you can use play to bring particular behaviour into some sort of control." The headteacher went on to reinforce her belief that "In all schools you can't do anything successfully without the support of parents", and in her school, she uses every opportunity to draw parents into school and utilise them as helpers. But she also felt very strongly that the calibre of people actually working with youngsters was vital, that they have the right sort of attitudes. They make every child feel important.

The headteacher was asked about the role of physical education in a special school. She said that she had always felt that physical skills were important to her youngsters, simply for cosmetic reasons, to improve their personal presentation. She then related cognitive development to physical skill development: "Body image is extremely important in many sorts of cognitive learning skills. By learning or experiencing the feeling of the natural symmetry of the body, co-ordination is stimulated. The ability to manipulate external objects improves. The child learns by his first hand contact with objects and discovers his ability to act upon his environment. And this is one of the bases for acquisition of cognitive
skills in my opinion."

So a lot of time is spent on physical skills in a very wide sense, about a third of the time. The headteacher also admitted that she was very committed to outdoor pursuits. The school runs a rambling club when they take youngsters away, giving parents a break and also helping to develop relationships with them. Other youngsters go to a local community college's youth club and develop skills in sports there as well. Some actually manage, she claimed, to become good enough to play badminton with adults, and she felt that if they are given the opportunity, they have better ability than anticipated. But visiting these places, performing physical skills, do give the youngsters opportunities for personal and social development, and an opportunity to mix with 'ordinary' groups, and widens and enhances their options for recreation - even horse-riding!

Other youngsters from other backgrounds often are sent to her school on work placements. The headteacher felt that those who came feeling disadvantaged before they arrived soon realised how lucky they were compared to the children in this school and perhaps felt for the first time that they had something positive to give. The interview was concluded with a statement of belief and a hope for the future, she said. "I feel that our youngsters could do an awful lot more if the community were willing to be moderately more supportive of them. There are a lot more things they could be involved in - encouraging, watching out, etc. .......... by students coming from outside, by us going into areas of the community, that's the sort of thing we hope we are building up all the
time. And certainly, the signs are that's happening."

CASE STUDY SEVEN: Headteacher.

This headteacher was hoping his school would be designated a community college in the near future, and this interview examined community education. His personal philosophy of community education, he thought, was related to looking at why we want to deliver community education through a school. The fact that we want to do it through a school, he argued, means that it's seen as an educational process. The headteacher thought that the basis that he was looking for was the foundation in young people of an attitude towards education which they can carry through with them as adults. The school can implant the skills and attitudes necessary in young people and then use its own facilities and staff to provide opportunities for its own community to carry that process through. Also, he felt, the work done with parents as adults, to help develop themselves as people, not just parents of children, was very important. Children, he claimed, should also see the process of schooling as not separate from normal community life. When other adults (to teachers) come into a school for what they want, the whole ethos is changed and he felt education becomes more purposeful.

When asked about the role of physical education in a community college, the headteacher thought that some people actually define community activities as physical education. He felt that just opening your facilities for local people to use your sports centre was a low level response. Physical
education, he argued, qualitively "Should be purposeful activity, activity which can involve people across the age range; that leads to personal fulfilment, that leads to personal development; is educative." You must bring in local people he agreed, but not confuse this with community education, it is just a starting point. Skills learned at school and enjoyed at school can be carried on when people have left through activities organised around the school, and school could, he reasoned, put youngsters into a community if there were too few clubs in the area. But also, adults working alongside young people help the 'norms' of adult society to rub off on children earlier.

One of the things that worried him about community colleges and community staffs was that the paid person often precluded interested people involving themselves in doing things, and so in some ways he argued it would be better starting off with a budget of money rather than staff. Then, "With good administration and good people contacting people, you need a system that works well in terms of allowing the local folk to be involved as much as they want to be, and to bring them on." Training courses could be put on he argued, rather than doing everything for people. Taking the initiatives on other people's behalf would, he suggested, prevent any organisational skills back into the local area, and that if the professionals went, probably nothing would happen.

The headteacher went on to suggest that local groups and individuals have got to have some perception of how the Authority is going to be reimbursed by that local community - just as a community centre or working men's club have to
'balance' their books. So the actual cost of opening up, heating, caretaking, lighting has to be worked through. He felt that if just a charge was set, then people would see the college as a business trying to make money out of them rather than the reasoning behind operating a community facility with its on-going running costs. Rather than having bureaucratic constitutionalised committees with only a handful of people who understand all the channels, he suggested it would be better to set up loose steering groups, user groups and sort out what sort of organisation really is needed.

The headteacher was asked finally what his vision of his school would be in five years' time. He hoped that the school (staff and buildings and what they represent) would be a focal point for the local, and outlying community. He saw the 'networking' and 'area policy' for the school, and linking with community developments as being important as well as what happened on the school site. So, "..... operating as a resource for the local community and also as a 'networking' influence in the area." He would also see the school having an ethos which would allow use in the daytime by more adults for activities alongside children. He wanted to move away from 'people's palaces' and involve people in a negotiated way with what goes on in the college and if the school did that, and worked closely with the primary schools, then the school would have taken community education through schooling a big step forward.

CASE STUDY EIGHT: Teacher

This teacher had reviewed his curriculum for a forthcoming
H.M.I. Inspection and had made some changes. The major innovation was a fitness component and that the weekly outdoor session would have a personal fitness option in it for those boys not orientated to games. This would operate in the fourth and fifth year and would not be an easy 'opt out'. The fitness component itself was to be called 'Understanding Fitness' and testing would be done in the fourth year and re-applied in the fifth.

The teacher's conception of personal development consisted of individual activities such as gymnastics - that was personal development! He then went on at some length to explain the timetabling of physical education, but not his curriculum. An extensive house competition would be his major vehicle for 'sportsmanship'. it would also be, he claimed, an opportunity for pupils to perform their lesson time activities if they have not been able to operate in school teams.

It has been implemented through staff discussions led by him which, he claims, have been "healthy and comfortable". Staff have been given the responsibility to monitor different aspects of the curriculum. It appeared that the curriculum in the past was focused on the fact that there were four gymnasiums, and now that the school was eight-formed, timetabling would be easier!

the teacher admitted that in the past the department had covered too wide an area and had not had a balance of activities. Team games overweighed the personal development work of individual activities. Now they have developed that, and everybody is comfortable with it. He listed several tasks
which the department had undertaken over the last twelve months:

- getting the place straightened up, changing rooms, storerooms, etc.
- major overhaul of departmental policies.
- major overhaul of the design of the curriculum

For the future, he hoped they could consolidate and evaluate, and continue the debate within the department on whether to stay with a teaching group or an activity.

CASE STUDY №63: Advisor

This adviser works for a governing body in outdoor education. He presented his views on outdoor education and related them particularly to urban areas. During the last few years he had become very interested in what friends and colleagues were doing in urban areas, in particular Terry Nicholls in Sunderland, Bob Pugh in I.L.G.A., Glyn Noble in Derbyshire, and David Hargreaves. From this work he encouraged the Sports Council to offer grant aid to deserving youth and community leaders in urban areas to provide a sort of 'turn on' experience, meeting with other people from different parts of the country and a follow-up service in the way of office staff visiting them and seminars. He said he was finding it very stimulating and he was meeting a lot of support and co-operation and he felt a lot of progress had been made.

The adviser then gave a review of developments in outdoor
education. He described eighty years of development in the outdoors in Britain, particularly the active participation of getting onto bicycles and getting into the countryside, getting access, and the Youth Hostel Associations coming into being. Kurt Hahn setting up the first Outward Bound School on the Welsh coast was the next trigger and then came the development of residential centres. This brought with it, as well as from the Duke of Edinburgh Award Scheme, a very big interest in the outdoors from voluntary groups such as the guides and scouts. The governing bodies twenty years ago, he believed, were stampeded into having to respond to this explosion of interest. Their award schemes grew up alongside the growth in participation, looking after safety and activity in the natural setting. They took into account remoteness from help, altitude, changing weather conditions and leadership-training which the advisers thought to be amazing. But it was all related to the conduct and participation in the activity in the natural setting.

He argued that everybody would accept the right of the urban child to benefit from a rural experience and recognised that many urban-based authorities such as Coventry had set up I.E.A. Outdoor Pursuit Centres in remote areas. But in recent years developments in society, particularly in unemployment, had thrown groups of youngsters from urban areas into rural and wild areas. Through programmes sponsored by the Hampower Services Commission (H.S.C.), staffed by enthusiastic leaders, groups of youngsters have been transported into remote areas totally unprepared for that sort of experience. In fact, the adviser argued strongly that a good deal of inappropriate experience was going on, and a degree of hostility and
resentment towards the way in which some of these activities were being presented was being fostered. Building of the necessary stepping stones, which work towards the remote experience and the independence and self-reliance that can come with it, can only be achieved through thoughtful preparation. The Sports Council hope is that youngsters will come into contact with mainline sports activities as a result and later in life develop a life-long recreational activity.

The Adviser then went on to advocate that in addition to physical activity, there is scope in the outdoor for the enhancement of many other curriculum areas such as music, art, drama, history and creative writing, and illustrated this with two examples. They both revealed real learning experiences in history and creative writing. He felt that outdoor recreationalists and instructors miss lots of opportunities for personal development and perhaps academic learning as well. He also believed very strongly that "we must create in youngsters an understanding of the environment in which we take them." He expressed a national concern for the impact of outdoor pursuits on the natural environment and an awareness of the potential damage of the environment in which outdoor pursuits are operating:

"We don't have to recognise every rock, tree, bird, flower - it doesn't matter a damn, you don't have to hang labels on everything to understand it, and appreciate it, and respect it!"

The image of outdoor pursuits that has grown up over the years, he believed, is one of danger, requiring a high level of skill
and fitness. An image of toughness, a certain degree of masculine, aggressive, macho overtones which can be off-putting, especially with girls. And to a certain degree this image in the minds of people with influence can work against outdoor education, the adviser felt. There are, he agreed, activities that are dangerous, requiring skill, expensive equipment and taking place in remote areas. We aim, he suggested, to do all these things - eventually. He wants youngsters to visit these wild areas and be able to cope with them in their own time amongst their own peers. It is in the urban areas, with the young, the young and older unemployed, early retirees, 50+ groups and so on, that the problems can be overcome, he felt. Working in an environment that they know and are happy in, where they have a degree of confidence before taking them two hundred miles away. The adviser then gave a number of examples of what can be attempted, and these are listed here:

clue-trail; artificial lagoon; artificial ski-slope;
bread-tray sliding; more primary school travel across a canal;
ropes for adventure; possibilities; raft-building;
night-trail; blind-man's trail; bicycles;
inner-city forms camping in gym; £5 to do own shopping.

Lots of these examples were turning to existing facilities, he said. They were "Presenting activities within the home environment but in the culture and value systems of the youngsters concerned. Presenting it in their terms, in their ways, encourages them to come forward and participate." He felt this preliminary work is largely a case of motivation, of building self-confidence, with a longer term view to take people further afield and getting more involved and more committed to the activities. It is, he claimed, attempting to build
bridges into the natural outdoors, and creating a sense of wonder and a sense of curiosity, helping them to be aesthetically appreciative of nature.

Finally, by using students as a resource for potential leadership, involving them in the activities, he felt that these were practical ways of developing personal and social development. He strongly believed that by offering opportunities in outdoor education, youngsters can develop and achieve all they are capable of becoming, and the outdoors has a lot of value as a medium through which to work.

CASE STUDY TEN: Teacher

This teacher works in a community college with particular implications for multi-cultural education. He first described the role of physical education in the community. He saw this in the context of the community college itself, which he believed acted as a resource for the community, both socially and recreationally. The department acted, he felt, as a 'shop-window', but he was particularly sad that this attracted mainly the male side, but may be that was due to the cultural balance rather than what was on offer. Having attracted people into physical education, there was then the hope that opportunities would arise to springboard these people into other areas of the College. Also the teacher suggested that the community programme provided continuity for the school programme. This was achieved by providing a layer of activities which cater for youngsters at school and school leavers, and from there they can enter the adult activities. Having
the same people day and night, he felt, was an asset. He had identified a reticence in the local community to go outside their area and identify themselves with sports clubs or social clubs. The teacher had speculated that this was perhaps something to do with being an ethnic minority in the city, but they were fairly willing to come into their own area with adults who they already knew.

When asked about multi-cultural implications, he felt they were subtle in character. In school he felt the department needed to consider specialist needs in terms of physical requirements. They had run some physical tests and gone into the homes of the youngsters to ask parents for their aspirations for their children. From this school-based research, together with research into available multi-cultural and multi-racial literature, the department had built their physical education programme. An interesting finding the teacher had discovered was that as the school was inner-city and multi-cultural, and this had compounded the problems affecting the development of the children, particularly those in high-rise flats. Also, the aspirations of the parents were different from say a middle-class, all-white area. The teacher then described the different religious and cultural factors which needed to be taken into account such as Ramadan, tokens and clothing. Also parents' aspirations relevant to boys and girls makes it difficult to service the same curriculum to both, and this is further reflected in extra-curricular work.

He explained that as a result of their research, they reviewed their curriculum and changed quite a lot. There was a greater emphasis put on physical fitness and less on team games. A
remedial games skills programme had been developed for the first years looking at throwing, catching and hitting, which he felt had given the youngsters a building base. The girls' department had stopped inter-school fixtures and concentrated on club activities, open sessions, which have been well attended. The teacher felt that the curriculum was still changing, still evolving as subtle developments taking place upset the balance and provide a bias you didn't intend.

Over the next five years he wanted to expand the outdoor pursuit opportunities. He hoped to see the teaching of health education moved and centred onto the physical education department and had seen the head about this. He wanted to see the health related fitness active life-style approach continued. The aesthetic element, he felt, was missing from the boys' curriculum and that was being discussed at that moment. Finally, the department saw ' latch key kids' as a group of youngsters who were not being catered for, and this was to be a priority group.

CASE STUDY ELEVEN: Teacher

This teacher was operating in a school which had not yet been designated a community college but he was trying to initiate some community activities. That started, he explained, when he and his department (boys) recognized an obvious need for community activities. Lots of parents at fixtures had been asking why this and that didn't go on at the school in the evening. He began with a badminton group that sprang out of a staff activity. This grew but he could not move into
other nights because the Authority controlled the lettings for the school. So to get around this, he managed to take over the running of four of the five nights. The main problem with this, he explained, was that the evening had to be booked for three hours and had to be charged at the full Authority rate and instructors had to be paid for on top of this. This has resulted in presenting activities which can generate money. The classes are taught by the physical education department, and as yet no community representation is made to the organisation of activities, although this he confessed was a future development.

He claimed, very sadly, that the Authority had not helped at all. They would not lower the rates for younger groups, and wouldn't allow anything other than three hour lettings. The school is also not allowed to sub-let. He felt rather let down as the Authority was pushing community aspects and he would have expected them to be more helpful. However, despite all this, he had managed to recruit volunteers from the community to look after some of the activities.

The teacher hoped that they could branch out further, and see more of a social aspect going on, and sport at the centre of it all. He would like to see "Our parents able to come up and think of our school as being somewhere they can come in to, know what's going on, and know we better ..... know the facilities and know what their kids are doing in school and so on. Its got to be an advantage for education."

Nobody was paid to do any of the administrative work or organisation and he found it very hard work to begin with. He
enjoyed seeing the place used and used properly and recognised the decline in vandalism around the site. Local people are very pleased and have told him they'd rather come locally than go into town for their recreation. There are no daytime activities as yet and he envisaged this would be difficult because the school used all the facilities now, before, during and after school hours. He confessed his main problem was that he didn't know where the school was going yet in terms of community education.

CASE STUDY TWELVE: Y.T.S. Supervisor.

This supervisor was invited, with Dave Hoarcroft, to set up a scheme to promote sport within the inner-city area of Coventry. The original idea was to start off with a few trainees who could do a little coaching and the programme began in June 1981. Now she said the scheme had been converted to a Youth Training Scheme, funded by H.S.C. and aimed at 16-17 year olds.

She claimed that their aim was to offer them a year of good experience within the recreation industry and as broad as required. She explained that the trainees went on three month work-experience placements which could be doubled in time if it was going well. They went to places such as fitness centres, health clubs, swimming pools, sports centres, schools and community colleges. The trainees would have experience of maintenance work, moving equipment, supervising equipment, answering the telephone, office work and so on. Also they hope the trainees will have plenty of experience in teaching and coaching sports. Alongside that, they are entered for as
many coaching awards as they are capable of. The supervisor then went on to explain how the placements operated and how the day release at College was organised, and the development of the City and Guilds Leisure and Recreation Studies Part One.

There were no academic requirements in selecting the trainees she explained, but an interest and experience in sport were essential. The main thing they looked at at interview was to be convinced that the applicant would get something out of the course. All applicants are interviewed, she said, but unfortunately the Scheme does not have the facilities nor expertise for youngsters with severe learning difficulties.

At the end of the year’s Scheme, in theory, it is hoped that the youngsters will find a job in recreation she said, but in practice only 25% do at most. But she did hope that the year will have been a worthwhile experience, and providing experience in areas other than sports coaching does become more and more important.

She claimed that being an independent group was a good thing as it enabled them to go in whatever direction they wanted. Also, they had a good staff to trainee ratio, so no two trainees experienced the same year. Conversely, she felt that it was sad that they gave the youngsters such a good year, gave them some hope, and at the end of the day saw them go off into the unemployment queues. This was a difficult realisation for the Scheme to come to terms with. The trainees though for the most part have reacted well to the Scheme and praised the programme. They have told the staff that they have had a good year even when they don’t appear to have much to show for it at the end.
The Scheme puts on a 'compulsory' residential course for £5 to Poole for water sports, and an optional camp in North Wales in August for £15! She felt that it's a useful opportunity to get the youngsters away from home and build up stronger relationships.

The Coventry Sports Centre had to stop receiving trainees because of union difficulties, even though everybody thought having them was a great idea! Staff at schools have been extremely supportive, and most people in the Council have been positive about the Scheme.

When she was asked about her hopes, the Supervisor said that they were still hopeful of obtaining their own sports facility to use as a training base. And for the trainees, she hoped that at the end of the year, she would "See them with bags of experience and having grown-up, gone from the school kid into the adult ..... if they've developed as a person ..... if I think they're ready to go on and take up employment then I think we've achieved something."

CASE STUDY THIRTEEN: Teacher

This teacher was asked particularly about the modular curriculum. He felt very strongly that modular courses needed accreditation to make them really worthwhile, and O.C.E.A. was an area which needed examining. The extreme end of the modular curriculum can be described, he said, as 'À la Carte'. This occurs, he said, when all pupils, through counselling, choose all their modules. This was in line with
Comprehensive Education for Life but presented organisational problems, particularly in small schools and with popular modules. He felt, and this he claimed was supported among teachers, that a mix was needed of a foundation core curriculum with lines of development in each area of experience. Each module should be a unit on its own with some subjects needing a progression of modules in order to develop their concepts. It would be feasible, he claimed, to return to modules at a later date.

The teacher felt that modules were a good method of assessing, even if each one is not fully or officially accredited, and quoted a school in Clywd working this way. The modular curriculum, he suggested, fitted in with the D.E.S. and T.V.I. projects, and humanities had already been working in this way, particularly geography. Finally, the teacher highlighted the fact that physical education had been working in a modular approach, but that each unit of work needed to be produced and made useful in its own right.

CASE STUDY FOURTH: Teacher

This teacher had recently made a list of areas of the curriculum which had been developed over the last eighteen months, and she gave an account of those during the interview. Firstly, she had felt there wasn't enough health related fitness in the lower school programme and so she had devised a ten week block relating theory to practice and in such a way that it wasn't a great turn-off, particularly to fat girls. The department also made a large contribution to 'Health and Fitness Week' and so she felt that in both her lessons and extra curricular time,
the department played their part in an overall school theme.

She explained that the department had changed its structure of extra curricular activities. There had been a lack of loyalty amongst some individuals but the teacher felt this possibly due to the fact that a large number of pupils were not being catered for. After a very successful departmental meeting, with frank views exchanged, it was decided to implement a mixture of teams and open clubs and that once a month, on a Saturday morning, all the staff and facilities would be available to the girls.

In the physical education department, the staff felt they were like a pastoral house, and offered a lot of pastoral support and awareness. So within the department, a system of meetings to discuss particular problems was set up and information was shared and linked with the 'Special Needs' department. Girls are observed on a kind of 'probation' and rewarded for improvement by some sort of commendation.

The teacher explained that they had reviewed the syllabus, particularly for the fourth and fifth year options, and put down in writing what they wanted the pupils to get out of it. This action of putting things in writing for this group in particular, she sadly admitted, had not always been her practice, but she had realised this was ridiculous, and that by committing themselves to paper was "Like a contract that this was what we really intended to do." An options booklet has now been drafted, and this outlines the courses and will hopefully publish all the activities available city wide.
The teacher mentioned that there was no sixth form physical education timetabled in school.

She herself initiated pupil profiling. She was aware that the department could be more accountable for pupil profiling in the future. In consultation with other departments throughout the school, she drafted out a number of ideas. It wasn't the final product she thought to be important, but the process of the youngsters committing their thoughts to paper. So she saw in-service training and preparation vital to its success. The department agreed but were concerned about the time involved in this preparation and training and also the time involved in operating the profile. So this is an area she was still developing and evolving but had had H.M.I. support, especially the combination of a tick list and written answers.

The department had also looked at a new approach to teaching games, as they had felt their traditional games background needed to be adapted, tackled and approached from a different way. Although the teacher felt the department was getting a lot out of this work, she was worried that new courses were not being developed quickly enough to be evaluated properly.

Finally, the department had examined Comprehensive Education for Life and discussed how they saw it relating to physical education. As a result of this examination there came about changes of philosophy in teaching games and extra-curricular activities.

When asked if there had been a catalyst which initiated these developments, she felt there had been two. In-service work
going around the city had awakened her own initiatives and also a school-based examination of 'Language across the Curriculum' had made her more reflective about her own teaching and physical education. This involved her, she said, with the whole school and the Adviser helped her to commit herself to paper.

The teacher was asked what benefits she felt the children would receive from these changes. She replied that "Children will leave school with a feeling about P.E., and relate to the experiences and the way they were treated. We don't expect children to be brilliant or love P.E. ... but we believe we have a responsibility to encourage girls to get something out of P.E." She felt not all the rewards would be physical ones, emotional, aesthetic or reflective benefits would be available as well. Unless the youngsters are taught for that, the teacher felt that the youngsters would not be aware of what experiences had happened to enhance their quality of life during their school careers.

The teacher hoped to consolidate over the next three years and see the developments gain impetus.

CASE STUDY FIFTEEN: Lecturer

This lecturer was working with children using reciprocal learning, and talked about his work. He felt that the teacher sometimes cannot watch or talk to everybody in a class, so youngsters need to help each other. He uses key words on a board and refers to them throughout his lesson, such as
DIFFERENCES, HONESTY, CO-OPERATION, RESPONSIBILITY. The young-
sters work from picture cards and follow instructions. Whilst
he worked with the youngsters he was always a model for good
manners, always said please and thank you and used their good
manners as examples as well. He suggested that he would only
go to the pupil teaching as there was no point giving them the
responsibility and then take it away. He also asked them to
try and say something nice about other people's work.

When asked about his teaching style, he explained the idea of
sharing problems, gaining feedback and the role of demonstration.
He said it was important not to give away the answers and often
youngsters could explain help to others in their own language
better than the teacher. From a personal development notion,
he suggested that the individual was working at their own level
and he felt that the individual needs to have more choice so
that they can accelerate their own rate of learning, and this
can be done by extending the choice of cards. There he said
could be combined to create their own sequences so this gives
some directed work and some freedom of choice.

The work he had been doing was trying to get an alternative
source for teaching, and taking responsibility for each others'
learning had given tremendous excitement for some of his young-
sters, he said, when they saw the success of their own 'pupil'.
He said he knew that every child could not be a great performer
in gymnastics, but every child can be responsible. He had
found that praising responsibility was a most powerful medium;
it lifts children when they are talked about as being responsible.

He admitted it was a problem for teachers to change. He
suggested that teachers should not try too much too soon. Ensure pupils gain success, personal development, they improve with success. The lecturer considered that in training colleges, people had been saying that things should be changed for years, but not putting that into practice. "All I know is that a lot of children are not getting the most out of physical education. What I am positive about is that physical education is the strongest medium for developing personal, social and moral skills."

He believed that personal and social development should be a way of life, really part of a school climate, not a subject. He claimed that every piece of research that was out at that time showed that there is nothing lost in the psychomotor aspect providing you are teaching qualitatively, and in every instance the attitude of the children towards the subject is increased.

CASE STUDY SIXTEEN: Teacher

This teacher had been involved with several aspects of curriculum development over the last eighteen months. The first 'Joggercise' evolved from the L.E.A. booklet, 'Look Good - Feel Fit', which she described as having taken off in the fourth year and gone all the way through to the sixth form, who had really adopted it as their own.

The school had also enforced development by linking physical education, music and drama together. This was originally an administrative move and physical education would oversee the work. The teacher set about a professional development scheme
to integrate all the staff involved, and a course of performing arts, involving dance, drama and music (D.D.M.), would run in the first year as a pilot scheme, and as an option in the fifth year. It would be thematic, she said, with a showing period at the end of each block illustrating the 'whole' experience.

The teacher had visited other authorities and felt that this resulted in her examining the 14-16 curriculum. She considered that it had elements of personal and social development and health and fitness, but it was a very 'bitty' experience, and so had managed to introduce a more balanced programme of activities.

But although this was a mixed faculty, the boys' and girls' curriculum were separate, and this teacher felt that the boys were struggling to pull their curriculum together. However, because they had had to survey their curriculum for D.D.M., they had begun to realise there was a serious imbalance, especially towards games and the travelling time to get to the games field, and so they too have begun to balance their curriculum.

She felt that aspects of her curriculum development were in line with school philosophy. They were an inner-city school with high-rise flats, no play areas, poor nutrition and something was needed to help them survive. Every child was important, personal and social development was a school concern. She was pleased with the way the developments were going and especially the enthusiasm which the boys had for showing their work, and now the school uses the faculty at every opportunity to show work.
Reports in the past, she felt, had no real benefit to parents, and the school was receiving its assessment procedure, which obviously included physical education. The department worked out together what kind of things to put onto a profile and listening skills were felt to be important, and co-operation and tolerance. At the bottom of the profile she said there was a box to indicate attitudes towards teachers, pupils, behaviour and kit. The problem she said did not involve the pupils: they were kept by the faculty and a copy sent to parents.

She didn't see any constraints to her programme, and the faculty was committed. She hoped that all the new initiatives would be carried on through all the years, and the concept of "working together, sharing ideas and experiences under the same umbrella rather than being separate."

CASE STUDY SIXTEEN: Teacher

This teacher had been prompted by observing his sixth form into looking at the curriculum. He had felt that the department had been doing a good job, reducing options to develop a higher level of expertise rather than a width of 'non' experiences. Although school team participation was high, and successful, the teacher realised that the pupils, although having enjoyed their physical education, had not been prepared for taking up an activity when they left school. This sixth form group, for example, did not contain any player who would get into a local side, even though they had enjoyed soccer from 13 to 18. So, even though the odd boy did manage to get into a local side,
the teacher questioned how many people after the age of thirty-five actually continue to take part in major team games.

The first area he looked at was a course to help you look after yourself. At that time health-orientated physical education didn't really exist, in fact he felt that Swedish Drill was nearer to health-related fitness than anything he had done. He felt this was due to the leisure boom over the last thirty years or so and the increasing number of improved facilities caused a proliferation of activities (very similar to what is happening in the whole curriculum now), and physical education became sport. The profession he felt became very much skill orientated, dominated by teaching the skills, techniques. No effort was made, he felt, to help youngsters use those skills in leisure centres or clubs.

In the absence of any resources in physical education, the teacher looked at health education and by doing that realised that physical education had a role to play in health education. Because of its personal development implications, health education can also play a role in physical education, and so now the teacher is looking at how some of the principles of health education can be used in physical education. He is hoping that the sort of rational decision-making approach he now uses in health education to develop attitudes and values, he can bring into physical education. This he argued is a movement away from the 'medical model' approach, which believed that knowledge would change behaviour. The teacher's experience proved this to be false, and it was attitudes which were important. The approach, he said, operates in groups and through discussion and commitment to feelings and ideas, the
group try to arrive at a decision about an issue from evidence given, and then, perhaps most importantly, discuss how they will change behaviour to put that decision into operation. The teacher then explained how the work is actually timetabled.

He said he had been staggered by the response in physical education. He was nervous of having mixed groups for the first time, and he was amazed at their response, especially to activities such as weight-training, which traditionally had not been their domain. They were very positive about the work. However, other teachers within the school had found it difficult to understand the new curriculum planning. There had been constraints, he said, but he felt that planning should see what can be done rather than what can't.

He hoped that the course will "Give the children a balanced education and cater for each individual's needs, get enjoyment out of physical activity and be able to look after themselves."

He looked to youngsters choosing areas of experience rather than individual sports.

CASE STUDY EIGHTEEN: Teacher

The department at this teacher's school had become more aware of the basic needs of every child and had developed what he thought to be a more balanced programme reaching a greater range of pupils. The aims of the department were now for every single pupil and not just those who were good at games.

The department had swapped the physical education curriculum
altogether and started from scratch, utilising discussion with outside bodies such as the University and P.E.A. groups. Everything that was put back into the programme had to be justified. The programme had moved away from a games based set-up to one which was not governed by the seasons and offered a wider range of experiences such as gymnastics, weight-training and health education. Another important innovation was to deliberately plan a six week induction course aiming at 'getting to know' the group.

The main reason which had initiated the review was a threat to physical education in the school curriculum, and timetable constraints had been imposed, resulting in enforced mixed groups, and that is when the programme was first evaluated and developed. The programme attempts to balance five areas of experience - body management, body-training, health education, outdoor pursuits, competitive games. These are covered in the fourth year and health education is replaced by leisure studies in the fifth year.

When the teacher was asked what his hopes for the curriculum were, he replied that he hoped the pupils will have found something in physical education that they can actually relate to when they leave school. In the past he felt that for many pupils a soccer skills season was not particularly relevant and that a very large proportion of time was being spent on soccer. One way of assessing the success of this aspiration, he claimed, would be to keep tab on leavers and monitor their participation and compare them with leavers following the new programme.
He felt that the new approach to teaching games had been a significant contribution to the programme, especially for less able pupils, and although he feared the more able would be unwilling to join in, he found this to be unfounded, and this had been a really positive aspect. Also, a number of parents of children who had had problems with physical education at junior high schools said that their children were really enjoying P.E. now, and how pleasing it was to see their reports reflecting other aspects rather than just games. The children's feedback, especially the girls, had been very positive. Comments from other staff had also been positive, particularly with reference to work in mixed groups, and the range of activities going on. The teacher had also, significantly, noticed a greater willingness to take part and less problems with 'forgotten' kit. The teacher then outlined his health education programme based around fitness and its components of strength, speed, stamina and suppleness.

The teacher's hopes for the future were consolidation, discussion and to achieve a balanced programme of physical activities.

CASE STUDY NUMBER 1: Teacher

This teacher had returned to a former place of work as head of department. He recognised the department to have been a very successful one, with many youngsters involved in activities outside of school. He wanted to consolidate that and also try a different approach in curricular time. He felt he needed to do that because they tended to be traditional in
their outlook and rather than innovate, experiment, cater with changing needs, they had tended to stay where they were. As a result, he felt that the department was merely marking time and not improving their own teaching nor the standard of education for the children. Through discussion and mutual decisions, he slowly managed to change things. Then, a year before this interview, the department had recognised that attitudes and needs of the pupils had changed but the department had not changed to meet them, and so the decision was made to look more radically at what they were offering in physical education.

The L.E.A. had run a course about balance and priorities in P.E., and there he realised that he was catering for an elite. And even though these youngsters were being catered for outside of schools, the department was devoting the bulk of its time to this small number, and that he recognised that a large proportion of youngsters within the school had nothing done for them. Even worse, he felt, was that the skills and interests they had, had not been particularly enhanced by his teaching or by the experiences he had given them.

As a result, the teacher looked more closely at how they taught skills and interested youngsters and tried various approaches to teach the same things. He formed mixed groups and based games teaching on the teaching for understanding approach. None of the department had really experienced this before, and half expected it to fail, but the youngsters were tremendously enthusiastic about it, he found. Having seen the initial success, the department cancelled some extra-curricular work and met to discuss and devise new programmes and get their
ideas down on paper. That is where the changes are up to now, and with experimentation and feedback from the youngsters, the teacher hoped the transition over to this approach for all games teaching would be accomplished.

When he was asked what he hoped these changes would bring about, the teacher strongly felt the need to change emphasis so that "The very keen individual who would love to take part, not at a very high standard, but would love to participate just for the joy of being involved." Other elements which he hoped would be emphasised would include the social atmosphere of sport, of participation, of meeting people and joining in with people doing something fulfilling and enjoyable. Too often, he felt, the school system tries to teach youngsters to be winners at the expense of others. One way to cope with this in his school, the teacher claims, is that the department emphasises mixed ability and that we can all learn from one another.

Another innovation has been the 'activity' morning on Saturdays in place of school matches. This has been shared with other schools and it has been noticeable, he said, that the 'elitists' don't come in large numbers and when they see that activities are not put on to produce winners, they don't choose their own sports.

The teacher also found that the department now talks to pupils more and considers their opinions, and involves them more in the design of the curriculum. This has produced a reasonable feedback from them. There had been an excellent response from all the youngsters after the activities mornings and to
the way that activities were presented to them in the curriculum. He was pleased with the way things were going but there was still a lot of work to be done, "Particularly in our own attitude and in the sorts of activities that we offer to the kids."

He saw the difficulty to change as a major constraint. "It's difficult to change, to innovate, to develop dramatically when for so long one has taught the same things in the same way, and now you've got to think again. You're a little bit unsure about yourself and a little bit frightened of whether you can handle it and whether you are doing it the best way."

When he was asked about the role of the teacher, he felt this had changed, become more considerate of the individual and identified needs more than perhaps he had done formerly, and that selection of activities is not so teacher-directed.

When discussing the future, the teacher felt strongly that the department needed to continue to 're-evaluate' what they were doing, how they were doing if further progress was to be made, and that "... change will continue, and change for the better, not simply changing for the sake of changing."

CASE STUDY TWENTY: Teacher

This teacher had been involved in one of the pilot projects of the C.C.P.R. Sports Leadership Award (Central Council for Physical Recreation). He gave a brief history of its back-ground and explained that he in fact came across it by 'a fluke'.
He explained that one of the strengths of the scheme was its flexibility. The teacher believed that not only did the scheme make a contribution to helping people go on in the future to do something in the community, as a community cause, but also as a personal development course, an involvement in sport for its own sake, and also for sixth-formers as a very worthwhile educational experience in itself.

He explained that he had been doing something of this kind himself, but the course gave structure to what they were doing and also gave some purpose, an end product as well. An observation he had made, particularly with youngsters (girls especially), who had not previously shown any great interest in P.E. before, was the new growth of interest and involvement in what they were doing in terms of P.E. To get the course off the ground needed a public relations job with senior management in school, and he was fortunate to get support from many outside agencies such as the Physical Education Adviser, C.C.P.R. and other schools and local radio! Keeping the scheme in the public eye, he felt, gave it status.

The content of the scheme is well documented and in terms of assessment, which is continuous as well as final examination, the teacher tried to avoid a pass/fail situation. To do this, he built in a monitoring system so that advice could be given to strengthen areas in which the youngster was weak. The final assessment included an interview which involved some narrative questions on the course and themselves.

When the teacher was asked about his hopes for the course, he was able to confirm that "The one thing that seems to be
coming out of it is the sort of self-awareness, self-knowledge or insight that it brings the students themselves."

He felt that one of the main tasks that was worthwhile was that the students analyse themselves and produce a model of leadership which is based on them as individuals, rather than copying say the 'teacher model'. This is truly learning for themselves, and the teacher also believed that the youngsters have an opportunity to make a positive contribution. He thought that things like responsibility have been paid lip service to in schools, and that he tries to involve experiential learning, which makes a major impact. Personal and Social Development is something which many teachers have always claimed to be doing; he said; he believed very strongly that he was now actually doing these things in P.E. which he had claimed for many years.

As part of the course the teacher has taken youngsters to sports centres and private clubs, and conducted a lot of learning out of school. He did not see the course providing 'helpers' for the establishing community college, but rather the course acted as a link with all aspects of sport outside of lesson time. Experiences with youngsters with very special needs was part of this link and had made quite an impact.

Excellent reports had been received on many of the youngsters who had completed the course and since left and this had quite 'flattered' the teachers. The Head of Sixth Form had been very impressed particularly with the organisational abilities of those youngsters in other activities, such as 'charities week'. He also recognised the youngsters had a higher opinion
of themselves (particularly those from ethnic minority backgrounds), underlining the competence and status that doing something positive gives them.

For the future, the teacher saw the need to develop a second level award, perhaps as part of a modular system, for greater depth of knowledge and wider, longer experience. Also, greater links with national bodies, governing bodies, Y.T.S., City and Guilds and Leisure Services, and so on, and needed to develop and rationalise all the schemes and courses that are being put on in sport and sports organisation.

CASE STUDY TWENTY-ONE: Teacher

This teacher had held a senior position for many years and was being promoted internally to deputy head. His Faculty had been involved in a lot of curriculum development.

The first one, which was inter-related with other subject areas, was that of providing education for life, a stated aim. This course, he explained, hoped to raise youngsters' awareness of what was available in school, in the community and in the city as a whole. This course was additional to their 'normal' physical education time.

The teacher explained that he was trying to sensitive staff to the need to plan and structure health-related fitness. This was beginning to come into operation and would be classroom-based to "relieve pressure on the facilities with two-hundred and fifty coming."
Following the teacher's secondment, in which he attended a number of 'teaching for understanding' courses at Longbridge University, the teacher persuaded his staff to identify alternative ways of looking at the teaching of games. Each teacher took a game of their choice and developed different ways of examining six common principles, and he was very impressed with the results. For many of the staff it was the first time since leaving their training that they had had to write such detailed teaching notes. The teacher was pleased with how supportive staff had become of each other and how they exchanged ideas freely. The course itself had developed well, and he was looking forward to seeing where it ended.

The teacher felt that the Faculty had changed their approach to extra-curricular work. It wasn't just time and resources for the elite. Sessions are put on for everybody, not just the top 10. Less time is spent on school teams.

Sessions were being organised during the day for unemployed groups and these have been funded and supported by the Community Association. Local people have been brought in to act as leaders or organisers and together they had all found that 'The best way of communicating with people (of the community) is by word of mouth.'

Age ranges vary depending on what the state of seasonal work is, or what Y.T.S. programmes are operating at any one time.

The Faculty had run a short Sports Leadership Course but had suffered problems. ... The teacher felt it had a lot of potential, but feels there is a need for prioritising
initiatives and activities. In the meantime, the local people used to help out are receiving in an unstructured and informal way, a very similar type of course.

When asked how links with school and community were made to satisfy the Headteacher's and Faculty's aims, the teacher felt that the community club which had been established, helped establish natural links to post school participation, and after all "The future of any club lies in the development of a youth policy."

The teacher was asked if there had been anything that had triggered the curriculum review which he and his Faculty had embarked upon, and he believed that talking to teachers in and outside of the city had prompted him into looking at what and how he and the Faculty taught. The personal development work in Coventry, particularly examining the balance between cognitive skills and personal development, had made the teacher examine why he was teaching certain activities in certain ways. The teacher went on to explain the role health and fitness courses had in helping youngsters learn about themselves.

Feedback from pupils and staff to the changes implemented in the curriculum had been good, and other staff outside of the Faculty have been involved in the 'new' after-school activities where they hadn't before. The teacher felt that it was very important to keep the Head and his Deputies fully informed about the physical education curriculum and its changes.

The teacher hoped that over the next five years they could
consolidate and develop continuity, "Somehow we've got to get around our own peculiar constraints, and it's no good belly-aching and doing nothing ..... But I don't see constraints stopping curriculum development ..... sometimes it's very difficult, but where there's a will ....."

CASE STUDY TWENTY-TWO: E.H.I.

This E.H.I. expressed his views on outdoor education and offered opportunities for further discussion. He gave some examples of aims and quoted Kurt Hahn's view:

"It is wrong to coerce young people into opinions, but it may be our duty to compel them into experiences."

If the E.H.I. were to find aims referring to outdoor education and adventure, curiosity, magic and excitement, he too would be really excited.

He questioned whether schools should be involved in conditioning or educating. He believed there may be some need to condition, but this should diminish. The E.H.I. also challenged the positions of process and product. Outside of school, society conditions schools by demanding an examination system - that is the product. Young people, he surmised, felt that the outside world was only interested in what examination results they can produce rather than what sort of person they are. The process, how young people learn, the E.H.I. felt strongly should be recognised for what it does to the heart and minds of young people as well as helping with the acquisition of
knowledge and skills, especially in terms of feelings, sensibilities, attitudes and values. Outdoor education should be viewed as a process, an approach, rather than a subject he argued. It is a process of education which can cross all subject boundaries, borrowing from every form and field of knowledge.

The H.M.I. expressed the definition of outdoor education as described in 'Learning Out of Doors' (1983). In their book, H.M.I. defined outdoor education as being concerned with living, moving and learning out of doors. Such activities they described are designed to further knowledge of self, other people and outdoor environment as well as learning in it. The H.M.I. outlined a rationale for outdoor education, stating it was education for leisure, personal development and fulfilment, social understanding, the environment, academic understanding and enquiry. In outdoor education, he felt that attempts can be made to help young people to become more involved in and responsible for their own learning through experiential learning. The H.M.I. then demonstrated several ways of how outdoor education can be implemented.

Finally, for the future, the H.M.I. indicated four implications for those schools concerned with outdoor education. Firstly, the need to be more objective, define more clearly aims and objectives. Secondly, the need to evaluate our work; educational success usually needs achievement to be measured. Thirdly, the need to be most articulate about their work. Finally, the need to liaise and co-operate more.
CASE STUDY Twenty-Seven: Lecturer

This lecturer demonstrated his views on gymnastics in schools and made himself available for questioning afterwards.

He believed that gymnastics embraced aesthetic education but was also about bodily instrument, thus needing a systematic physical experience. "Gymnastics can inform people about their bodies, how to use them safely and maintain them in good shape." To realise some of his ideals, he felt that there needed to be proficient, well-informed teachers.

The lecturer then outlined the "kindling of awareness and discrimination in pupils so that they develop knowledge and understanding, skill, attitudes and sensibilities."

He felt there was a need to know what kinds of knowledge people needed to understand in gymnastics, and went on to list nine areas. He emphasised the belief that practice is informed by the understanding of principles and that this was central to the whole notion of educating people in, about and through gymnastics and dance. So developing an insight into learning processes so that their skill development in other areas will hopefully benefit from a transfer to another crucial area of informed practice. Many years he felt had been wasted by young people with inappropriate, indifferent and ill-informed practices. He suggested there were four key components:

- understanding principles
- quality of practice
- avoid repeating mistakes
analyse and provide feedback to one another.

He also felt that posture was very important.

The importance of body management skill and skill in designing, composing, creating and choreographing were reinforced.

Attitudes which were positive and constructive to the activities needed to be developed. The lecturer also felt that positive constructive attitudes to peers, teachers, self, image of self, environment and safety were important.

He called for the constant repeated efforts by the teacher "to awaken challenge and exploit his/her pupils' awareness and discrimination."

CASE STUDY ELEVEN-FOUR: Adviser

The advisor described her philosophy of community education as being about life-long education, access and education taking place in all sorts of settings. As an opportunity for everybody to take it up when its appropriate to them. This, she felt, has a lot of implications to what she called mainstream education. Different people interpret community education differently, she said, and this causes great difficulties. She believed that community education in the city didn't actually get sufficient support to bring about the B.E.M. policy statements concerning resources for local communities.

When the advisor spoke about resources for the community, she
did not just mean the school building and site, but the staff and non-tutorial staff as well - the knowledge and expertise. Then, she felt, the amount of support and type of support which is appropriate needs to be worked out so that those people involved become responsive to those sort of demands from outside. The adviser felt a need to back away from the 'People's Palace' idea, and recognise that there are lots of resources in the area.

When asked about the role of physical education in her philosophy, the adviser replied that she saw P.E. as exactly the same as other subjects. She spoke about the P.E. department and staff expertise and facilities as a resource for the people outside in the spirit of 'Sport for All'. She felt it was being accessible and responsible as a resource, as a "microcosm of attitudes that would be there in a community college."

The adviser talked about the educational process that needs to go on in the P.E. department, constantly pointing out examples of adults taking advantage of the opportunities offered to them when they shared facilities and, in some cases, classes. This raises the student's awareness of both the value of, and opportunities for continuing education. She also looked at how the physical education department can help make the college into a resource for post-school. "You have to make structured changes to your organisation and to some of your priorities."

She believed teachers needed to look out to the community more to try and find out what people wanted from the P.E. department. The adviser felt that in many cases it was a tuning-on process,
opening the door to someone. People will not always want to come along and 'make progress', and indeed there is quite a 'drop-off'. Teachers need to be aware of this, not feel failures, but to plan and try and improve the situation.

When the adviser was asked how to evaluate programmes in the community, she admitted it was not easy. She suggested it was possible to see how many people stay on courses or gain formal feedback from them, but she doubted the quality of that. She felt that the relationship between the tutor and students was, although long-term, the best way to produce a true picture of how successful something actually was. This of course means the students should feel they can actually say how they feel in conversation with the tutor.

The best things she had seen in physical education had always been the 'non-prescribing', 'come-and-try-it'.

For future development in the city, the adults would like to see a network of institutions coming together and being less competitive. She would like people to recognize that in some areas of the city, more resources are needed if there is not a confident, articulate community, and thus a city-wide concept of community education should develop.

Finally, the adviser would like to see people involved in community education who keep the idea of changing what they do, how they work, and who they work with. Clients are not just those five to sixteen year olds.
CASE STUDY TWENTY-FIVE: Adviser

This adviser had been appointed to examine the role of personal and social education in the city's schools. His view on personal and social development was that it was a way of working - teachers to children; children to children; teachers to teachers; in other words, relationships. He believed that the processes involved in education were more important than the content of education. The adviser argued that there should be a co-ordinated approach to personal and social development, involved with active learning processes in mainstream curriculum work. He quoted a school in Norfolk which abandoned the school timetable for a week and saw an enormous amount of development. "What did it mean though for the kids?" "If you can do it for a week, you can do it for forty weeks!"

The adviser felt that when he taught physical education, egotistically he thought physical education had a great deal to offer individuals, especially in the sort of relationships he had with youngsters. It wasn't until he stopped teaching physical education that he realised that only the few, the good-ones, were being catered for.

He saw the need to offer each individual a challenge, catching a ball, dancing to music maybe, in order to ensure every child had those sort of worthwhile opportunities potentially available in physical education. The adviser thought that perhaps forcing youngsters through a situation they didn't want to experience, such as contact sport, may be putting a block up for all activity. He quoted his own wife who had hated physical education at school, which tended to be contact -
game type sports, but who was now totally immersed in aerobics.

Ten years ago, if she'd been asked to do physical fitness work, she would have said "no"! Teachers, he believed, expected youngsters to be successful and like sport. He also questioned that as youngsters play games in the street in a social situation, is there such a need to continually return to basics instead of saying let's enjoy it?

When the adviser was asked how relationships could be assessed in physical education, he admitted to a gap in personal experience or knowledge but he did offer some suggestions.

"I think the only way to get anything from it (assessment) is for people to actually discuss what they have done, also I'd go so far as to say that if you realise you've learned, there is no need to record it."

He felt the future for personal and social development in physical education lay in in-service courses where teachers learned about themselves. For them to experience the learning processes to see how it can be operated. "Just sharing equipment doesn't mean they can work with others." He felt that when youngsters worked in groups (such as in P.E.), they should come back with one solution, not two!

"The way that we do it is important."
4.2. Commentary

As a result of line-by-line analysis of these case studies (Chapter 2.3.4), a number of major threads, together with significant features, were identified. These not only record the major contribution to the study but also show a way forward to future research and study which will be discussed in the final chapter.

4.2.1 Curriculum Review/Curriculum Development

All the interviewees had been previously identified as being members of the profession engaged in some form of curriculum review or curriculum development. These ranged from total review of the physical education curriculum to just one area of content; and a teacher in charge of a team trying to provide an alternative curriculum in schools to an H.M.I. examining learning out of doors.

Only two of the twelve teachers had actually initiated their work through their own volition. Eight of the other teachers had gained some kind of inspiration or direction from L.E.A. work -
either from courses or from adviser prompting or head of department request - one teacher admitted to reviewing his curriculum in view of a forthcoming H.M.I. Inspection and the last teacher owned up to the fact that he was involved in a new sport leadership scheme "by pure fluke!" One teacher had recognised the need to review his curriculum because of the multi-cultural implications in his school and indeed, he was the only teacher to have undertaken some research into the needs of his children and their parents in terms of the physical education curriculum.

The remaining case studies, by the very nature of their appointments as advisers, lecturers, headteachers, H.M.I. and community tutor, were involved in curriculum review and initiating curriculum development.

The results of all these reviews and curriculum developments are contained amongst the remaining trends and features.

4.2.2 Process of Education

All case studies were concerned about education as a process and not just the product. The teacher examining an alternative curriculum felt that the effective curriculum should provide a variety of teaching and learning experiences whilst youngsters were still at school to help them through the transition from school into adult life, "Education goes on outside the classroom." This process is very much in evidence in the case study involving the Special School. Not only is it vitally important how these youngsters are helped to learn and develop, but also the headteacher placed great emphasis on finding ways of involving parents.

The Head of a school contemplating 'going community' also sees
such a changeover in the role of his school as an educational process. He said he was looking "for the foundation in young people of an attitude towards education which will carry through with them as adults ......... and also very important is the work that you do with parents as adults, to help develop themselves as people, not just parents of children."

Within the case studies of physical education teachers, one female head of department felt: "The process that we take children through is more important than the product." (talking about profiling). When a teacher was talking about his health and fitness work, he claimed he had recognised that the model of giving information, of the recipient translating that into knowledge, and that knowledge developing an attitude which will alter behaviour was manifestly unworkable. Teaching and learning needed to be structured to ensure youngsters had experience of "rational - decision-making." The teacher who was involved with a sports leadership scheme had discovered that sixth-formers who were taking part in the course were doing so because they found the process of being involved in the course was worthwhile in itself, and the qualification was just an added bonus. Other teachers had tried teaching games for example using a different process and this had proved to be successful in many different ways, not least in the youngsters' learning outcomes.

Running throughout the interviews there was very much a feeling of - "It's not what you do it's the way that you do it!" Overall, it was recognised by the interviewees that the process, 'how you learn' should be understood for what it does to the hearts and minds of young people as well as helping them with the acquisition of knowledge and skill. This is especially significant in terms
of feelings, sensibilities, attitudes and values." (Belshaw 1984)

4.2.2 Within the theme of the Process of Education, a large number of significant features were recognised. Many of them deserve major discussion in themselves and indeed appear in other parts of this analysis. They are:

(i) Education for Life.
(ii) Personal and Social Development.
(iii) The Role of the Teacher.
(iv) Assessment and Evaluation including Profiling.
(v) Community Education
(vi) Learning out of School.

4.2.2.1 (i) **Education for Life**

Sixteen of the Case Studies referred to work done in schools as being part of educating for life. These references ranged from the two further education lecturers and Y.T.S. Supervisor who worked with young people in the field of the leisure and recreation industry as well as supporting courses for youngsters to pursue for purely personal leisure and recreational pursuits right across to teachers who were developing courses particularly in health and fitness which were preparing youngsters for life after school. The head of the work experience centre quoted from Callaghan's Ruskin College Lecture that "schools were not really preparing youngsters for adult life." He felt that schools, and in particular P.E. departments, should help youngsters make those links with post-sixteen opportunities whilst they were still at school. This would, he argued, provide opportunities to practice crucial skills under the caring
eye of a responsible adult.

The two interviewees especially interested in Outdoor Education, and also the headteacher of the special school, felt that experiences of the kind available outside the classroom enhanced life-long recreational opportunities, and for special school youngsters gave many useful experiences at working with 'normal' people outside their own experience.

Three of the interviewees particularly experienced in community education saw the development of that process as providing life-long education and access to education, facilities and resources, and the organisational skills learned in the leadership awards schemes not only provided resources for the future but also, the teacher believed, helped youngsters make positive contributions to their own lives and those of their community.

Several teachers, after reviewing their curriculum, felt that they were not educating for life and made positive steps to change. One redesigned the curriculum totally and in the upper school, developed health and fitness programmes aimed at changing young people's lifestyles whilst another simply wanted her girls to leave school with a positive feeling towards physical education. The teacher believed the way she and her staff treated their pupils would create the best atmosphere in which to develop this aspiration. Finally, another teacher analysed his school's aims which referred to "the carrying over of physical activity into after school." This school's physical
education curriculum examined the way they presented games but in particular offered health and fitness programmes to older pupils and introduced more life-long activities to the school programme, extra-curricular programme and community programme.

4.2.2.2 (ii) **Personal and Social Development**

Over half of the interviewees placed great emphasis on Personal and Social Development and echoed the pronouncement of the D.E.S. found in the review of literature that:-

"the personal and social development of the pupil is one way of describing the central purpose of education." (D.E.S. 1979)

The case studies revealed various attempts at interpreting this statement and highlighted an increased desire within the profession to come to terms with past inconsistencies. Many of the teachers agreed that they had said they were involved in personal and social development but had recognised they were not. One teacher admitted that at a first course about personal development he, and most of the audience couldn't see it had anything to do with P.E. Then after further talks and examples, he had changed both the way he was teaching some material and also the actual programme his department was teaching. Indeed, all the teachers, except for one who didn't really understand what personal development was, were involved in some work directly involved with personal and social development. This was in either a new course or in a new way of teaching old material. The courses were involved in decision-making and problem-solving leading, hopefully, to enhanced life-
styles, and the teaching and learning processes encouraged personal qualities and helped youngsters' self-image by helping them to make positive contributions. Many of these teachers felt that for the first time they were actually teaching what they said they were teaching.

One headteacher saw physical education as: "purposeful activity; activity which can involve people across the age range, that leads to personal fulfilment, that leads to personal development - that's educative."

Other Case Studies underlined the need to help youngsters to feel important, a feeling of positive self-image. A number of interviewees gave examples of how forming relationships provided the greatest benefits to these youngsters but that the work had to be structured. For the advisers and lecturers particularly, personal and social development was - "a way of life; a way of working;" "relationships;" and not just a percentage time on the time-table. They also argued that more work was needed to be done, especially to ensure all youngsters benefited and that opportunities were being missed, particularly in outdoor education. More training was needed, and a greater focus on the potential of physical education for personal and social development was recognised in particular by the advisers in personal development and outdoor education, H.M.I., and the lecturer experimenting with various teaching and learning processes. He in fact felt "physical education is the strongest medium for developing personal, social and moral skills."
4.2.2.3 (iii) Role of the Teacher

Emerging from the concern for personal and social development, there also came the belief that the role of the teacher needed to change. One teacher introducing a new health and fitness course felt that she had really got to know the groups very well. She believed this was because she listened and discussed more "than usual" and this had created a more relaxed, informal atmosphere, less authoritarian. She said that she was now: "a listener as well as doer!" All the teachers attempting new courses and programmes reflected that they had changed the way they taught, away from the traditional didactic model towards a facilitator, an enabler.

All the advisers felt that the profession needed to undergo this change but this was going to be difficult to achieve and would require a tremendous shift in the attitudes of teachers. The adviser involved in personal and social development strongly believed that teachers ought to go through new learning processes themselves and see how they are affected. "The way we operate," he said, "the way we handle people is most important."

4.2.2.4 (iv) Assessment and Evaluation

All interviewees were asked how they managed to assess and evaluate any work they were involved in. Most found this the most difficult question to answer and many in fact tried to evade or avoid the problem totally.

Three of the interviewees were involved in courses which
were externally assessed - City and Guilds, B-Tec and C.C.P.R. Sports Leadership. One of the further education lecturers guiding students through the City and Guilds Leisure and Recreation Studies felt justified in just the certification but the other was more concerned about all the students gaining some success, not just in certification. This lecturer in fact assessed the success in his work by increased participation in leisure time of his students and that the physical education department had become "known" amongst his fellow college lecturers. The Recreation Industry Project Supervisor tended to judge success of the scheme by the number of trainees moving into "real" jobs, (not necessarily in leisure and recreation). She did feel that trainees "enjoyed" their time with the scheme, but otherwise had little to show for it in the current unemployment climate.

Five of the teachers were able to give examples of how they were coping with assessment and evaluation. Two of them felt that the increased level of participation during extracurricular time, although subjective, reflected the success of their innovations. Another teacher was hoping to track the leisure careers of post pupils to gauge whether youngsters were adopting active-lifestyles. The other two teachers had examined school reports and become involved in school-based re-design of assessment procedures. This had led to the development of profiles which "measured" attitudes and personal qualities as well as ability.

The head of the work experience unit felt that assessment should look at what youngsters could do and criticised the
current system that produced a curriculum for the top academic 10-20%. This argument was supported by the teacher involved in the modular curriculum who believed that modular courses needed accreditation, but each module, although open to assessment need not necessarily be used for accreditation. In other words, the course itself was worthwhile doing, but not always involved in a pass/fail situation.

In community education, assessing and evaluating courses was felt to be difficult by the community education adviser. She thought that questionnaires were not really acceptable and that in the end, the best form of assessment could be obtained through the relationship of the tutor and student. This would, she inferred, create a climate for open discussion, and although long-winded, the "true" feelings about the course would come to light. She also felt that the tutor could keep a check-list of short-term objectives and this would be a useful "way of life" in the way courses were taught. The use of research did, she believe, have limited use: "research is out of date by the time it's done."

The adviser who had been most involved with assessment and evaluation did have some very forthright views. He strongly believed that filling in mechanistic profiles and making personal recordings was boring and gained nothing. "I think the only way to get anything from assessment is for people to actually discuss what they have done. I'd go so far as to say that if you realise you have learned, there is no need to record it! - I do recognise that for
About one third of the Case Studies featured community education. Four of the teachers in Coventry in fact were involved in shaping and designing their curricula for the community. The teacher involved with the C.C.P.R. Sports Leadership Award felt that this scheme encouraged and enhanced the enthusiasm of people within the community. He was also interested in providing a service for local organisations by holding seminars on the roles of officers of a committee. Another teacher, a head of department in a well-established Community College, had sought ways of providing resources and facilities for various local groups such as primary schools and unemployed groups which were run by local volunteers. He admitted to changing the curriculum and the community programme to try and match the local needs and this he felt had led to a situation where school and community complemented and supplemented each other.

When asked what he felt the role of P.E. was in the community, another head of department answered by saying:

"The Community College concept is to act as a resource for the community, and P.E. has a real part to play in that."

He identified P.E. as being a 'shop-window' to attract people into the College, especially as it was so close to the community, and thus a 'springboard' to other activities. His department offered various layers of activity which provided for all needs in terms of age-range, experience,
expertise, and this was useful as a way for continuity of the school programme. Also, because the clients knew the tutor from school days, people were not afraid of coming into an area where there were personnel they already knew.

The fourth teacher worked in a school, "not designated community" but had seen a local need for community activities. Starting in a small way, using parents as contacts, a growing programme of sporting activities were set up, staffed by himself and other teachers as volunteer supervisors. He had no support from the L.E.A. and was strictly tied to the three hour letting format of the L.E.A. After some time he was able to build-up a strong volunteer group from within the users to look after the groups themselves and this was now, he thought, a thriving centre in the evening. he liked to see the place being used and he enjoyed the greater control of evening activities by his department.

The other four interviewees were involved in community education from a management level. The head of the special school placed great value on the development of self-help groups amongst her parents which began as a single-parent group, growing to an all parents' group. She had, she claimed, enjoyed some integration with the local community college particularly on the sport side of the youth club. She felt that this was important not just for physical development of her pupils but also for them getting out into the community and mixing. Her school had also
received placements from schools using work experience and from Y.T.S. "I feel that all youngsters could do an awful lot more if the community were willing to be moderately supportive - students coming in from outside, and by us going into areas of the community."

The community tutor had been involved in setting up community education in a school which both feared the move and was ignorant of its implications. He felt he had to help the staff move away from the idea that community was "something tacked onto school." It needs to be valued more he felt and he was endeavouring to widen his contacts within the community to promote a kind of market research on their needs. He saw decision-making in colleges - by the professionals or clients - as a dilemma, but he did see the need to widen the range of opportunities to help people influence the direction of their lives. He felt strongly that sport could do that by offering both a recreational experience and also by providing organisational skills which he believed to be transferable. He said he was:- "looking to people being more independent."

A head, whose school was also becoming a designated community college, believed that as community education was being delivered through a school, this meant that it needed to be an educational process. So in school:- "I am looking for the foundation in young people of an attitude towards education which they can carry through with them as adults. The school can implant the skills and attitudes necessary in young people and then use its own facilities and staff to provide opportunities for its own community to
carry that process through." This he believed would make education become more purposeful. Just using premises was not in his view community education, it is just a starting point. There was a sharing of skills to be done he suggested, and organisational skills going back into local areas. He saw the school as the focal point for the community, as a resource, in its own right, but also servicing, and being serviced by, networks developing away from school.

Finally, the adviser for community education said that:- "community is about life-style education - about access to institutions and access to education." Staff were as much a resource as the buildings she felt. P.E. she believed needed to be responsive to the needs of the local community and provide the expertise, equipment, facilities and access to as many people as possible. She also felt that youngsters needed to be shown the value of education and that local networks were needed. "Clients", she claimed, "include everybody not just 5-16 year olds."

4.2.2.6 (vi) Learning Out of School

Fifteen of the Case Studies referred to learning out of school, in one form or another as important feature of the process of education and this is examined in more detail in another section 4.2.4.(v), which looks at the balanced curriculum. These interviewees were all saying that not all education takes place in school and that all young people should be introduced to experiences which can be encountered away from school. Some of the interviewees
saw the benefit of young people being taken into the local community to experience work and leisure beyond school. Others felt that visits to the countryside, or the city gave an opportunity for adventure and residential experiences. This implied that learning away from school was both a process of education and also an area of knowledge. The adviser in outdoor education said:— "I am a great believer in offering opportunities in education generally, outdoor education particularly, to help youngsters develop and achieve all they are capable of becoming. I think the outdoors, from a physical point of view, an artistic point of view; an aesthetic point of view; has an awful lot of value as a medium through which to work."

4.2.3 Needs of Youngsters

Up to half of the sample claimed a concern for the needs of youngsters and the programmes they were engaged upon or initiatives that they were trying to implement had, as their focus, the needs of their children at that time. However, it became clear during the interviews that only two interviewees had engaged themselves upon their own research to identify these needs! In the first case, a teacher working in an inner-city, multi-cultural school tested the fitness levels of his pupils and also asked parents for their expectations of physical education. The second case in fact used research produced by one of his own department who had identified an over-emphasis in the programming of games, and this had led him to review his school’s curriculum.

Despite the relatively low proportion of the sample referring to the needs of youngsters, three features could be recognised:
(i) Everychild.
(ii) Multi-cultural/Inner City Implications.
(iii) Mixed Physical Education.

4.2.3.1 (i) Everychild

The majority of interviewees who examined the needs of everychild were concerned with the fact that if an activity, or a way of working, or a particular visit in school time is worthwhile, then it must be worthwhile for everychild. For some interviewees this also meant in extra-curricular time. One teacher criticised the way he had run clubs in the past, admitting that he had not catered for everychild, but only the good ones: "For a large proportion of kids within the school, we were doing nothing."

The interviewees particularly involved with outdoor education were adamant that experiences in outdoor education should be for everychild, and that schools; "don't rely on first come first served." There was, claimed one adviser, "the right of all youngsters to experience both the countryside and the town." There was a danger he thought that schools are not always aware of the mismatch of experiences and the need for structured preparation.

One teacher had become aware of the basic needs of everychild and claimed he was reaching a much greater range of pupil. Another interviewee, an ex-teacher, admitted that on reflection, he hadn't taught physical education to everychild, he had given "his best" to the better ones. The lecturer examining teaching processes had recognised that it was
difficult to watch and talk to every child in a letter and so he felt it was necessary to devise teaching and learning processes which would make every child feel valued. Alongside of this he also stated that it was important that each individual needs to work at their own level. Where physical education showed itself to be such a strong medium for personal development was that "Every child cannot be a great performer in gymnastics, but every child can be responsible."

4.2.3.2 (ii) Multi-cultural/Inner-city Implications

Only three interviewees had felt strongly enough about the importance of the implications of multi-cultural education and the inner-city but this perhaps reflects the direction of the questions and the experience of the interviewees rather than a lack of concern.

The Y.I.S. project had been funded by an awards trust and set up initially to promote sport within the inner-city of Coventry. The interviewee explained that youngsters on this project, who came from the inner-city, had four three-month work-experience placements within the recreation industry of Coventry.

One head of department working in a multi-cultural area had completely reviewed his curriculum in the light of his multi-cultural catchment. The cultural background of youngsters affected their participation in both mixed activities and also the numbers of females allowed to attend after-school activities. The school ran some
physical tests which showed that in terms of physical fitness, the pupils in this school, on entry, were eighteen months behind pupils entering his previous school across the city. Also he had tried to assess parents' aspirations and this helped the school to shape their programme.

Another head of department had recognised that in the lifestyle of her inner-city pupils, there were extreme problems in diet and play areas. She felt there was a need for the school "to offer them something to help them survive."

4.2.2.3 (iii) Mixed Physical Education

Throughout the Case Studies, there was still a preponderance of single-sex teaching in the schools, even though many of them talked in terms of a common curriculum for all. Indeed, one head of faculty, responsible for both boys and girls physical education, had very little mixed teaching and little control over the work carried out in the boys' department!

One teacher who was involved in initiating a new health and fitness course for the 14-16 age group had been pleased to find that testing had highlighted strengths in boys and girls and that she again was pleasantly surprised to find how readily boys and girls had taken to mixed 'aerobic' sessions, far better than she had anticipated.

The teacher running a department in a multi-cultural situation (4.2.2:(ii)) had faced cultural problems in
teaching mixed physical education, particularly difficult were the girls from homes still honouring their religious traditions.

Other teachers also showed surprise as to how well mixed physical education had gone down with the pupils (in particular the girls), and also how positive other staff in other subject areas had reacted to seeing mixed teaching.

4.2.4 Balanced Curriculum

All the Case Studies closely connected with the teaching of physical education were concerned about the balance of the curriculum. These concerns fell equally into two main criticisms; firstly, that physical education was only teaching for "the elite", and secondly that there was far too much teaching of games.

Four teachers in particular had recognised in their reviews that they were basically catering in their departments for the elite and were really only concentrating on small numbers. One wanted to "reach a greater range of pupils - not just those good at games." Another one felt that he had only been teaching for techniques and not the important social skills to help youngsters to take part. One adviser confirmed that "it wasn't until I stopped teaching P.E. that I realised we were only doing it for the few, the good ones."

Five separate teachers from the above group had also concluded during their review that they were teaching too much games. Changes came about for a number of reasons. One school felt
that "We covered too wide an area and not had a balance of activities", this coming after a survey on the school's curriculum which showed 80% plus of games teaching! Another teacher in a multi-cultural school moved away from games for ethnic reasons and in another, supposedly mixed department, an H.M.I. visit had criticised the over-emphasis on games teaching and the great imbalance of the curriculum.

Five main features emerged from discussions of the balanced curriculum:

(i) The Alternative Curriculum.
(ii) 14-16 Curriculum.
(iii) Health and Fitness
(iv) Leisure
(v) Learning out of School.

4.2.4.1 (i) **The Alternative Curriculum**

Local Education Authorities had been reviewing curricular provision in response to "The School Curriculum" (D.E.S. 1981) through the Circular 6/81. The teacher attached to the work experience centre in particular had been seconded by the Coventry L.E.A. to examine alternative curricula. His brief was to question whether the authority was working "the right way or not", and he was examining school topshop, D.E.S. Low Attainers' Project, (L.A.P.'s) and T.V.E.I. On a broader front he was looking at industrial educational links. This theme on links he recognised as being particularly relevant to physical education. He saw physical education linking up to make continuing experiences for the post 16's by, for example, staff introducing
youngsters to a sports club.

The further education and Y.T.S. interviewees also pursued this theme of forging links between education and leisure after school and introduced to the interviews the notion of modules. The modular curriculum was described in detail by another interviewee who saw it as an alternative way of work, fitting in well with the D.E.S., L.A.P.'s and T.V.E.I. He did warn that each unit ought to be worthwhile in its own right.

Only one teacher interviewed had actually begun to look closely at an alternative curriculum in physical education, but several had suggested they were going to give it some thought in the future.

4.2.4.2 (ii) 14-16 Curriculum

The state of youth unemployment at the time of the interviews tended to focus the whole of the education profession upon the 14-16 age group. The group of Case Studies interviewed were no exception. They nearly all showed concern for this area of the school and many of the teachers' thinking had been to make the 14-16 Curriculum more relevant. The alternative Curriculum feature concentrated entirely on this age group and many initiatives in schools were also being developed for 14-16 year olds. One teacher confessed, - "I know it seems we have done a lot in this age range, but this is where we felt we needed to concentrate our efforts." One of the Hull teachers was very concerned that they had not successfully educated for leisure and was involved in
looking at teaching and learning processes which would help youngsters make decisions about their health and leisure after they had left school.

Many of the interviewees had started with the premise that when youngsters leave school they should be prepared for life after school. They questioned whether or not their present curricula catered for this need and if they were not providing this kind of education, what alternatives could they employ to do so.

4.2.4.3 (iii) Health and Fitness

This featured very strongly in nine of the Case Studies. Reasons for implementing such a course varied between a curriculum review and a recognition that schools were not doing what they said they were, to another school responding to fitness tests within the school. One F.E. teacher was in fact "servicing" other departments in his college with health and fitness modules. Many of the teachers supported the idea that such courses needed structuring and one head of department was, "trying to get staff to realise it is something that has to be planned for."

Another common trait was that in many schools, actual courses, (as opposed to a health and fitness focus), had replaced games on the curriculum to redress the balance. Although one school's course was very much orientated towards fitness testing, the majority of courses were concerned with personal image and an understanding of the components of health and fitness. These courses covered a wide spectrum of health and fitness concerns and one
teacher felt that her course was "a good preparation for adult life."

Some schools used various activities such as running as a way of expressing health and fitness, but the teaching was structured to reinforce those learning outcomes concerned with health and fitness. Another department helped run a health and fitness week in school, as well as teaching these aspects: "So both in our lessons and our extra-curricular time we play our part in the overall school theme of health-related-fitness." This was also recognised by another teacher, who believed physical education had a powerful role to play in a school's health education programme, "helping to look after yourself."

4.2.4.4 (iv) Leisure

Although not particularly well articulated, over half of the Case Studies, including all of the teachers, believed in the notion of leisure involvement in physical education. The two further education lecturers and the Y.T.S. project leader actually planned courses with external qualifications and saw leisure as important both in industry and also in personal recreation. All other interviewees felt that leisure was something that physical education departments ought to be "educating" for and several believed that links with the world of leisure needed to be made whilst still at school. Other than the community colleges, no schools were making substantive links but recognised that their departments ought to investigate the possibilities.
4.2.4.5 (v) **Learning out of School** (previously examined 4.2.2.(vi))

Many of the Case Studies, particularly those connected closely with curriculum development, had observed that not all education takes place in school and that all youngsters should be introduced to learning experiences outside of the school's physical environment. These experiences varied between those activities traditionally associated with outdoor pursuits such as camping, climbing and canoeing, to being taken into the local community to receive an "adventurous experience" or an opportunity to learn what is available in the local community for future recreational choice. The majority of interviewees argued that learning out of school was both a process of education and also an area of knowledge.

One of the interviewees, the H.M.I., underlined the importance of direct learning, the experiential approach to learning out of school. "We don't just talk about hypothetical situations, we put people into them." He strongly believed that every child should have access to residential experience, that it was an entitlement of all pupils not just the disadvantaged or well off. The Hull interviewee also questioned the myth of residential education providing character training. "Do we train character in the outdoors or do we merely reveal it? I believe we reveal it, and then if we handle it properly, we are able to stage and influence. The thought of training character into a pre-conceived idea is horrifying."

Four of the interviewees, connected with work experience,
had recognised through their work the value of learning away from school. Other interviewees, closely associated with schools, had experienced successful learning with visits to other schools, centres and geographical areas. This kind of experience, these interviewees believed, offered excellent opportunities for presenting physical education for life.

4.2.5 When interviewees discussed how they saw their priorities for time and resources, four features of interest developed:

(i) In-Service Training.
(ii) Writing-up.
(iii) Extra-curricular.
(iv) Constraints.

4.2.5.1 (i) **In-Service Training**

In-service training, although not given a lot of "air time" during interview, appeared to excite a certain amount of interest. Two-thirds of the interviewees regarded in-service training critical to either their own school's development or that of the profession.

Several categories of in-service training emerged. Firstly there was the school-based in-service, which was used to pass on information and ideas gained by colleagues who had attended another course out of school. One head of department wasn't wholly satisfied with this solution. He felt that for such important ideas to be taken on board by a department, word of mouth reporting back was not always
constructive or practical.

Another category of in-service was the L.E.A. run course. For many teachers, particularly those in Coventry, these courses were by far the most influential external inputs to curriculum development, and these schools put as much time as possible aside to send teachers on these courses. Other teachers, in the absence of L.E.A. courses, attended courses held locally by the Physical Education Association (P.E.A.), and these too had great influence on curriculum development.

Other categories available to schools were Higher Education Courses or D.E.S. Courses, neither of which could always be available to many teachers due to their geographical locations and economical constraints.

For many of the interviewees, in-service was seen to be very important, although a little hap hazard. The adviser for personal and social development hoped to see as many teachers on in-service as possible, "not necessarily to learn new content, but to learn about themselves."

4.2.5.2 (ii) Writing-up

Only four interviewees featured writing-up as a priority of time, but nobody was specifically asked about its importance. The four, all teachers, felt the commitment to writing-up, was essential to the success of their respective curriculum development. One teacher felt, "we committed ourselves to paper, like a contract, that
this was what we really intended to do." Another department had not realised what it "wasn't doing" until they had to write down what they were doing for an impending H.M.I. inspection. Lunchtime activities were cancelled one day a week in another school so that the ideas that had been committed to paper could be discussed at regular departmental meetings.

Finally, one head of department asked his colleagues to write up detailed teaching notes on the project they were engaged upon, and felt that, for some of them, it was the first time since finishing teaching practice at College, that proper teaching notes had been produced.

4.2.5.3 (iii) Extra-curricular

Extra-curricular was not as may have been prejudged, seen as a priority for time or resources amongst this sample of Case Studies. Indeed, one quarter of the sample were positively involved in evolving a system for extra-curricular activities which would provide opportunities for everyone and not just "good school team players." Several had experimented with open clubs and Saturday morning activities as opposed to inter-school competitions.

4.2.5.4 (iv) Constraints

All interviewees were asked about constraints, and although several could be identified, none were a major factor in curriculum development. Several teachers made a passing remark about time and staffing. Most remarks concerning time were aimed towards time available for teaching
important aspects of the curriculum. The teacher involved in community activities in his 'non-community' school was particularly worried about the voluntary time he and his colleagues gave to help activities continue. Staffing constraints varied between lack of specialists in departments and lack of sensitivity to change in schools to lack of staff allocation.

Facilities were seen by many as a slight problem - specialised physical education room for health and fitness courses; and indoor facilities and specialist sport facilities for fourth and fifth year programmes.

One of the teachers working in an inner-city school saw the capabilities of his youngsters as a constraint and another teacher was concerned about the legalities of taking youngsters out of school during lesson time and also allowing older pupils to be "in charge" of younger pupils. Advisers saw the inability to evaluate courses a possible constraint. An older teacher felt it was difficult to change:- "after you've taught the same things in the same way for so long."

However, whilst recognising constraints, most interviewees had felt they were "nothing special". One head of department said "Somehow we've got to get around our own peculiar school constraints and it's no good belly-aching and doing nothing - I don't see constraints stopping curriculum development."

Another head of department argued "There are constraints
but I think we need to plan in the light of these constraints and see what we can do rather than what we can't.

4.2.6 The Future

All interviewees were asked how they saw the future development of their work and the answers varied with their diverse backgrounds. However, five of the teachers all hoped to consolidate their work and evaluate what they had done. Three other teachers wanted to plan courses from the review they had made of their curriculum and to expand the work they had begun. For other teachers, a hope that their courses proved to be successful was their main aspiration.

The two further education lecturers saw their future differently. One felt, "The Course has its own intrinsic value as well as being a stepping stone for employment" and the other - "For the handicapped we hope they're having a 'bloody good time', and hope that some have more avenues opened." The latter theme was also picked up by the Special School Head, who wanted to see a closing of the gap between handicapped and community.

Interviewees involved in the community saw the future in a similar way to each other. The tutor wanted the community college to "offer a wide range of opportunities for people. That we are also about giving people skills and information they need to influence the direction of their lives." The Head of a designated community college wanted, "To see it operating as a resource for the local community and also as a 'networking' influence in the area." The adviser wanted people working in community education
to realise that their clients included everybody, not just five to sixteen year olds.

And finally, the adviser in outdoor education wanted people to:

"Accept the holistic nature of our living together and being together on the 'Space-ship Earth' concept."

4.3 Seminars

The seminars organised in Coventry (Appendix III) centred on four study groups. The first group considered various aspects of the curriculum and examined new ideas and trends in physical education. Another group consisted of heads of physical education departments which were involved directly in community colleges and advisers of physical education, and youth and community work. Their task was to compile resource materials which would help colleagues in other schools who were about to develop as community colleges. The third group was involved in producing case-studies for a games teaching project. The final group met periodically to discuss the progress of the study and was made up of fellow heads of physical education departments who were interested in the debate and involved in their own reflections on physical education.

The seminars held at Loughborough University gave a different perspective and sought the views of a variety of people in the profession. (Appendix III) These were people such as L. Alward, D. Bunker and R. Thorpe, who at the time were offering their own reflections on aspects of physical education and were themselves involved in a critical dialogue through a series of publications and journals published by the P.E.A., and by B.A.A.L.P.E. Others,
teachers and advisers, were involved in implementing curriculum innovation and shared their experiences through these seminars.

4.3.1 Commentary

The seminars provided further descriptions of major threads which were also being identified in the interviews. They also provided the opportunity to test various hypothesis and helped to evolve the development and direction of the study. The seminars also influenced the way the working document was written.

4.3.2 The Framework

Periodically throughout the study, a paper was presented to the seminar groups and members were asked for their responses. Six months into the study such a paper was published:


This paper outlined the main ideas and thoughts currently evolving in the study and these were presented to various seminar groups in January 1984. A summary of the responses of groups to the paper follows.

4.3.2.1 Group 1

The group felt that many ideas discussed in the paper were being implemented in schools at that time. The present curriculum was too weighted towards games, they felt there should be a move towards individual activities in the senior part of the school. They
pointed out that each school is going to be working under different constraints but that mixed activities at an early age is a move in the right direction.

4.3.2.2 Group 2

One advantage of the paper was that it would promote awareness of physical education teachers to recent developments. They felt that there may be a danger of too much democracy, staff would have to be very mindful of both the age and the ability of pupils when consultation takes place. Consultation could be very helpful in selective activities.

4.3.2.3 Group 3

They felt that the programme should begin at five and not nine, also that primary school teachers should be more aware of physical education and all that it has to offer. As far as personal and social development was concerned they felt this was already happening in school. The biggest problem of negotiating the curriculum is staffing. They felt physical education departments could not do a lot about health, diet or nutrition because it was caused by neglect at home! (author's exclamation mark)

4.3.2.4 Group 4

The group felt that there was a great deal of merit in what has been written and that it provides a starting point for further discussion in schools. They asked the questions "Where do you draw the line between negotiation and stated rules? Is there too much emphasis on personal and social development?" They drew a conclusion that perhaps negotiation and consultation should begin lower down the
school, therefore preparing the ground for activities further up the school. They thought there should be a definite move towards providing for individuals rather than teams and groups, they also saw the paper as a general guideline to teaching rather than a blue print.

4.3.2.5 **Group 5**

This group felt there was a danger that the curriculum will be further broken down. They also felt that some people may see this 'new way of thinking' as a threat. There would need to be a great deal of discussion within individual schools, each school would have its own individual problems and constraints, i.e. staffing, facilities, equipment and resources. They also felt that others say that personal and social development is happening but no special provision is made to ensure that it is happening. The paper is looking at how we teach as well as what experiences we hope the pupils will encounter.

This cross-section of opinion was typical of the responses by the study groups in Coventry. They came from teachers already involved in curriculum review and development but also from those teachers strongly resistant to change or challenge. It was important to the writing of the working document that those teachers reluctant to evaluate their work did not feel threatened but at the same time helped to recognise the need to review their work in an open and honest manner.

The final framework as outlined in Chapter 3.3.3. evolved from several seminars similar to those summarised above, both in Coventry and Loughborough.
Many innovations were presented at various seminars throughout the study and one such series of seminars examined the implementation of an innovation, (L. Almond; D. Bunker; R. Thorpe (November 1983))

The innovation started with a concern for teaching of games. The idea was to focus on the principles of the game. When the theory of this curriculum innovation was presented it was received with interest and a demand for more guidance. There was however a shortage of case studies and so a project was initiated by Loughborough University.

The project presented a two day induction course based on practical participation and discussion supplemented by resource material. An effort was made to make the learning experiential. The induction course was followed up by L.E.A. discussions with advisers. Material was given to L.E.A.'s to pursue their own research and teachers were asked to commit themselves to five weeks exploration of research techniques monitoring their own teaching. After that, they were to produce a six week scheme emphasising "teaching for understanding."

This action research perspective was chosen to involve teachers in developing an understanding and self-awareness of their own practice. As teachers are the only ones to express how an idea is working, they must rely on careful systematic observation and analyse what it adds up to. This assists translating ideas into practice, and knowledge of their teaching and learning processes, and how to make practical judgements.

The project was attempting to make research relevant to school
practice by involving teachers in developing understanding about teaching and translating theory into practice.

Teachers found it very difficult breaking out of traditional teaching habits, particularly team games. They also believed that "teaching for understanding" ignores technique. P.E. teachers, it seemed, were reluctant to develop new ideas and are only confident following tried and trusted schemes rather than translating an idea into practice. They needed to be more knowledgeable and aware in a practical way of what games have to offer. Games-making was found to be exciting, especially successful with the less-abled.

The project posed a number of questions and attempted to answer them by providing more courses, more literature and more support. Perhaps the most searching question of all was "How is an innovation transformed and absorbed into the culture of teaching?"

These seminars provided valuable information for the study on both the implementation of an innovation and also the materials required to develop a new idea. They provided not only the process and content for teaching but also the process of how to bring new ideas into a school's physical education curriculum. They were a great source of news concerning current research and debate and this underpinned the working document and provided strategies for its future implementation.

The seminars had great value throughout the study and were an integral part of the research.
4.4. **Lectures**

A number of lectures and presentations were given by the author over the period of the study to a range of audiences throughout England and Wales. (Appendix IVA) In most of these lectures, various active-learning techniques were employed which deliberately sought new ideas and also reactions to the development of the working document. Audiences were asked for their responses to the question, "What do you hope a school leaver will take into life from P.E.?"

The answers were recorded and listed (Appendix VB) From these responses, it was possible to gain a wider perspective on teachers' views about the curriculum and the way that teachers were thinking at that time. This shaped the working document and helped focus upon the needs of teachers in schools.

At the lectures, other tasks were given to the audiences which both sought opinions about the development of the framework and also provided practical solutions for implementing various ideas. Groups were asked to identify strategies suggested in the framework with which they could plan to use in their own schools. They had to be planned in such a way that **EVERY CHILD** would have the opportunity to sample their experiences in the teaching and learning process. Other groups were given a teaching situation, such as group-work, and asked to identify the different aspects of personal and social development which could be at work. They were then asked to plan and structure a programme of work which would ensure **EVERY CHILD** had access to all the possible learning outcomes. Finally, other tasks involved teachers expressing their concerns in the curriculum. (Appendix V4a)
4.4.1 **Commentary**

The responses to the question "What do you hope a school leaver will take into life from P.E.?" showed a vast diversity of opinion, especially early on in the study. It was not so much disagreement but the lack of any consensus of how departments wrote their aspirations. For example:

- desire to be fit and healthy.
- healthy attitude towards life.

It was also noticeable that audiences in different parts of the country used different terms depending on their exposure to current thinking. One or two authorities seemed to be more enlightened than others! The responses did however demonstrate quite clearly the need for the profession to reach a coherent statement about the role of physical education and how it should be presented to young people. As the study continued however, there seemed to be a much greater consensus and new "jargon" such as 'health-related fitness', 'teaching for understanding' and the role of 'personal and social development' were understood and used by audiences much more frequently. It was possible to prioritise the aspirations teachers had for physical education and these provided an important area of research for the development of the working document.

Asking teachers to plan and structure work to be used in schools gave the working document a practical aspect and the ability to identify good practice. At one lecture, Cheltenham 1984, small groups were asked to "take a strategy and make it work!" One group examined the strategy of giving young people 'the responsibility for organising themselves.' The group identified six possibilities:
- preparation for p.e. lesson - right kit, etc.
- sharing a warm-up - taking it in turns.
- negotiating procedures.
- devising own tactics in a game situation.
- devising own skill activities in games and dance.
- arrangement of own apparatus during gymnastics.

Another group simply planned how a group of youngsters could organise a trip to a local ice-rink.

In all cases, teachers took back their own ideas and tried them out in their own schools. Follow-up seminars described the relative success or failure of ideas, but essentially they gave support to teachers trying new ideas and these seminars initiated further curriculum review.

One group, when asked to examine some of the skills and qualities which could be developed by a group of youngsters producing a programme on body conditioning, "only just began to recognise the great potential for personal and social development." Amongst the skills and qualities they listed were:

do-operation/teamwork
choosing a leader/spokesperson
understanding
decision-making
selection
speaking, listening, watching
confidence/nerve
interviewing
review and reflection

involvement in own learning
responsibility
thought/action
shared responsibility
sensitivity
concentration
judgement/evaluation
research experimenting
The study needed to examine the context that new trends and ideas were expected to develop in. The lectures provided the opportunity to ask teachers to express their personal concerns and to list them. (Appendix VA) Perhaps the five most common constraints were:

- timetable time (some departments were losing a lot of time)
- facilities (even departments with "good" facilities wanted more)
- low status of physical education (together with low morale)
- non-specialist teachers in p.e. time (making up their teaching load)
- time for thinking and planning (too much to do at lunch and after school)

It was necessary then to produce the working document in the light of these constraints and give physical education departments a statement which could help them argue for more timetable time in order to fulfil the role of physical education. It would also need to ensure that facilities were not essential in providing a balance of experiences and challenges. The document needed to articulate the value of physical education and the need for specialist teachers to transmit that value. Finally, teachers need to recognise that planning, reviewing and reflecting on the curriculum takes time, and other things may have to go to make that time available. This may result in teachers setting out new priorities. The working document must reflect this. It was interesting to note that although the interviewees (4.2) recognised constraints they did not see them as a major barrier to curriculum development - teachers at the lectures did!

These responses gathered at lectures provided yet another way of feeding information into the whole study whilst giving the working
document a realistic perspective on teachers' thinking and their concerns in schools.

4.5 **Summary**

A number of major threads and features were identified in the interviews. These were also identified or reinforced in various seminars. Other ideas were discussed and developed in the seminars and a framework for the working document evolved from the study. This framework, and separate sections of it, were presented through lectures to a wide variety of teachers, advisers, lecturers and student-teachers and critical comment was recorded. Other information was collected at these lectures and this demonstrated the current aspirations and concerns for physical education at that time. A number of key ideas emerged from the analysis of the results.

Physical Education is both education of the physical and education through the physical and it makes a significant contribution to the education and physical development of every child. It is therefore integral to the whole curriculum and not an isolated part or optional extra. Together with the rest of education, it is preparation for adult life and part of a life-long process.

Throughout the years 5-16, there is a recognition of the importance of exercise, motor ability and co-ordination to healthy growth and development including social, emotional and moral development. Physical education is part of the total development of every child learning about themselves and about their bodies. Purposeful activity leads to personal fulfilment that leads to personal
development and is part of the educative process. This process 'how you learn' should be recognised for what it does to the hearts and minds of young people as well as helping them with acquiring knowledge and skills - particularly in terms of feelings, sensibilities, attitudes and values.

There is the recognition that physical education departments need to plan and organise a good structured programme which presents physical activity as an enjoyable, satisfying and positive experience. Physical education should help young people to recognise the value and place of health and fitness in their own life-style whilst at the same time providing them with all the relevant physical skills and competencies to follow their own life-choices.
CHAPTER 5.

5.0 REFLECTIONS AND SPECULATIONS

5.1.0 The Study and the Working Document

The Study intended to draw together the threads of projects and ideas that were developing within education and specifically physical education. These were to be drawn in such a way that a written document could be produced which would provide a starting point for teachers in physical education departments within schools, to reflect on and consider the role of physical education.

5.1.1 The projects and ideas were recognised as operating in a context which contained a number of problems identified by H.M.I., the advisory service and teachers throughout the profession:

i) Inappropriate experiences for youngsters; learning by rote.

ii) Low expectancy of pupil responses.

iii) Examinations becoming causes for curriculum not consequences.
iv) Curriculum overload bringing about repetition. When "new" courses were added, nothing was replaced.

v) Excessive discrimination in terms of streaming, setting, gender. Youngsters were looking for sympathetic and understanding teachers.

vi) No pupil decisions, teachers taking pupils' initiatives.

vii) A failure mentality where norms that adults provide make most youngsters a failure. Competition should mean challenges.

viii) Courses which were too long which led to disaffection.

ix) Courses which had little relevance.

x) Assessment which made teachers judge, jury, jailor and executioner.

5.1.2 Against this background, the study attempted to identify successful practices and to describe them for the working document (Chapter 3). Some of the important practices identified and recorded included:-

- experience-based learning
- problem-solving
- personal and social development through groupwork
- negotiated learning
- guidance and counselling
- profiling
- graded assessment
- learning from the workplace
- residential experience
- community involvement
The study helped the author to recognise this "participating learning" approach and provided the working document with examples of good practice for teachers to try out. Physical education is about doing - participation is an essential component. It is learning by direct experience both individually and co-operatively, also sometimes competitively with others. In physical education, hypothetical situations are not just talked about, youngsters are put into them. The working document attempts to show how young people can be helped to become more involved in and responsible for their own learning through experiential learning.

5.1.3 The written document also reflects the significant involvement physical education has for achieving personal autonomy. The study revealed that the need for autonomy for students is a natural response to changes taking place in society. Young people will have demands made upon them throughout their lives which will test their sense of responsibility, their ability to make decisions and their rationality. The study uncovered a belief that it is the responsibility of education to develop the whole person and so the working document needs to both recognise that and also to encourage schools to treat young people as individuals and to help them become autonomous. Through examples of experiential learning, the working document tries to assist the teacher to become a facilitator and enabler of the learning process, helping students to identify their needs and encouraging them to reflect on their own learning.

5.1.4 Personal and Social Development, without being unique to physical education, was recognised in the study as a means of developing in each of us the ability to be and to do whatever is within our
potential and is important to us. The working document reinforces this and describes our social context as something that is given to us as a beginning. Partner and group work in physical education may lead to the development of desirable personal qualities. Often in physical education, the study revealed, a young person's character may be revealed and if handled properly may be shaped and influenced. The working document was able to reflect this and give working examples of how young people can develop the necessary skills to lead useful, satisfying lives and to provide them with accurate information about themselves so that they can make rational, informed decisions.

5.1.5 Throughout the study, participants in the study referred to the notion that sport and recreational activities in school should be an educative process. The working document attempts to show how the curriculum can be planned and structured in order to help youngsters effectively control their behaviour and reach an independence by making informed choices.

5.1.6 The drawing together of the study and the working document then, helped to recognise four important requirements which schools needed to consider if they wished to tackle the problems outlined in 5.1.1.

- Firstly, a different learning model would be needed using different learning styles and possibly altering the framework of the lesson.

- Secondly, learning needed to be organised differently and the curriculum structured to allow for the progressive development of particular skills.
- Thirdly, for teachers to recognise the importance of group-learning processes including problem-solving.

- Finally, for teachers to provide personal tutoring, counselling to every child and to help them to feel valued.

5.1.7 The evidence collected in the study and its analysis provided both the material for the working document and also support for some of the ideas and suggestions put forward. It was the intention of the study to provide teachers in schools with not only an academic theoretical thesis for the development of the physical education curriculum but also examples of good practice which they could observe and consider for their own programmes. It is the author's contention that the working document succeeds in both these aspirations.

5.2.0 Opinions

It is important to record that the majority of interviewees and participants in the seminars had been previously recognised for their active development of the curriculum or good practice. It was therefore imperative that other opinions were sought reflecting on the issues and these were made available at the lectures. Also, to provide a wider perspective again, the study provided opportunities for interviewees to give opinions on issues other than their own particular field. For example, the position of community education in schools was stated by the adviser for community education and also a tutor in community education. Further opinions were sought from headteachers, teachers and lecturers and this was true for all the major issues and trends emerging from the study and was a crucial aspect in the research procedure.
The author can speculate on the reasons why opinions and innovations came about, how they were implemented and the type of constraints which teachers can control.

For some interviewees, innovations came from an outside stimulus when they were "forced" to react to a directive. These directives were of a national, local or school origin and demanded schools, departments or teachers to respond. One teacher for example in response to her school's demand to examine 'language across the curriculum' recognised the need to totally review the physical education curriculum in her school. Coventry Education Committee appointed a Working Party to examine the future of post primary education in response to national publications by the D.E.S. The Working Party published their consultative document, 'Comprehensive Education for Life', and as a result, a number of interviewees were in posts specifically designated to examine the recommendations of that document.

Other aspects of curriculum development or good practice were responses to something which the authority or other establishment was trying to do. For example, a number of teachers were examining 'Teaching for Understanding in Games', a project initiated by Thorpe and Bunker at Loughborough University. Hull University had initiated, through Mick Mower, a curriculum review, particularly of the balance of the curriculum and a number of teachers were interviewed who were involved in this. Coventry Authority had set up a working party to examine personal and social development in physical education, and findings of this party were reflected in the opinions of some of the Coventry teachers and were behind some of the current thinking of teachers.
It appears that the vast majority of opinions and innovations initially came about by some sort of outside influence. But what this initial stimulus did was to help people reflect and review what they were trying to achieve in schools and to develop a rationale which could illustrate what the subject is trying to contribute to the whole curriculum. Having obtained a particular stance on the issues, people then continued to experience success from their actions. For many, they had learned something new, developed a new interest and so increased their enthusiasm. This increased interest and enthusiasm brought their own rewards and for most also brought recognition and status - an important factor in continuing curriculum development.

5.2.2 DIAGRAM 10.

```
HELPFUL

enthusiasm of staff  space in school  general school climate
external support  previous success
resources  staff skills  time on timetable
staff knowledge  some passive hostility
yet more innovations

HINDERING
```

The above diagram represents some of the author's thoughts on how innovations are (or are not), implemented. It was seen in Chapter 4 that interviewees, whilst recognising constraints, did not see them as a barrier to successfully implementing their ideas, whilst other teachers, not involved in curriculum development, did! These teachers felt they did not have the time to sit and think about the curriculum, they were too busy at lunchtime and after school with extra-curricular work. Some felt that they had too many non-specialists in their departments to cope with anything other than traditional games. Even schools with good facilities
felt they needed more to cope with changes. Many schools had lost contact time with youngsters on the timetable and therefore did not have the time available to add new courses. Other teachers saw p.e. as such a low status subject, (with the accompanying low morale), there was no point trying to change other people's view of the profession. (APPENDIX VA)

Because of their interest and enthusiasm, the examples given by the interviewees overcame these hindrances. They made time by setting priorities and valuing the work they were doing. They also involved senior management in schools or authorities in what they were doing to create a positive, supportive atmosphere in which to develop. In some schools, departments were able to negotiate for more p.e. specialists who could offer the school other skills rather than be left with timetable "leftovers". Courses were developed to take into account facilities which the school had or had access to such as the local sport centre or fitness club. These teachers did not feel they were adding to an already crowded programme but in fact were balancing the curriculum and thus providing a programme relevant and realistic for all young people. All this gave the subject status and departments involved in such innovations flaunted and shared with others their good practice.

The "Teaching for Understanding Games Project" was a good example of how an innovation was implemented and the problems faced. The project team provided the theory on the principles of teaching games to an invited audience and this was received with interest and a demand for more guidance. As there was no available case study to examine, Loughborough University offered to develop teachers' own case studies. They provided a two day induction
course based on practical participation and discussion supplemented by resource material. An effort was made to make the development experiential. Groups of teachers in local authorities set up support groups and committed themselves to five weeks exploration of the material and monitoring of their own teaching. This was followed by a six week scheme of work emphasising teaching for understanding.

The project was attempting to make the curriculum research and development relevant to school practices by involving teachers in the work and helping them to understand about teaching and translate the theory of an innovation into practice. The project team discovered that teachers found difficulty breaking out of traditional teaching habits and highlighted p.e. teachers' reluctance to develop new ideas. They also found that teachers were only confident following tried and trusted ways rather than translating an idea into practice. The team had to provide far more documentation for the teachers than they had envisaged and found that the development of group support structures as a learning medium needed improvement.

How is an idea absorbed and transformed into the culture of teaching? This question is worthy of a study in itself. However, in the context of this study and the working document (presenting ideas to practising teachers), the author drew on the experience and expertise already within the profession and endeavoured to take into account possible barriers. Strategies were offered to teachers to overcome these barriers which had been seen to exist amongst the teaching profession. There was also the need for the existence of at least part of the 'HELPFUL' environment as described in DIAGRAM 10.
5.3.0 New Courses to be Developed and Future Research

The study has raised a number of issues worthy of further research or development of courses. These fall into four areas:

- organisation of learning:
- courses in schools:
- assessment, evaluation and accreditation.
- definitive statement of physical education.

5.3.1 Organisation of Learning

i) At the time of the study, there was no literature available on the inter-relationship of Personal and Social Development and physical education. How do teachers provide and develop opportunities in physical education for all children which can develop such qualities as confidence, trust, tolerance and enhance self-esteem? Many teachers at lectures often accepted that "it just happens"! Teachers need to plan carefully and deliberately structure learning so that opportunities and experiences that may enhance personal and social development are made accessible for all children. Teachers will need guidance for this, and this can only come from a research into good practice and documentation and demonstration of such practice through practical courses or video. Martin Underwood at Exeter University is at present tackling this problem; wider research is needed.

ii) Very closely associated with personal and social development are the teaching and learning processes teachers and children experience. There have been increasing statements from H.M.I. and from developments in T.V.E., G.C.S.E., C.P.V.E. for much more involvement from students in the learning
process. These call for a significant shift away from didactic teaching towards a more student-centred approach. There is to be continuing emphasis within schools on personal and social qualities as well as academic and practical skills through learning processes which facilitate independence, resourcefulness and autonomy of students. There is therefore the need to set up working groups to explore the need for alternative teaching processes in the context of a changing curriculum. Already, as a result of this study and the working document, a working party has been set up in Coventry and a teacher has been seconded for a year to identify teaching and learning strategies which can be employed by the physical education teacher.

iii) With the advent of a modular curriculum and re-structuring of the 14-18 curriculum, not only do teaching and learning processes have to be reviewed, but also the way that courses are constructed and delivered. T.V.E.-type modules will need to be delivered. These will be short courses of about twenty-five to forty hours organised in blocks of time such as an afternoon. They need to be student-centred and taught in a different way and not necessarily department specific. Modules are used to enable pupils to make regular decisions and are easily combined to personal tasks. They can provide curriculum breadth and also be free-standing and not qualification biased. Modules should be open to all students and need to be good motivators, especially useful for community education. Gender stereotyping can be overcome using the modular curriculum and youngsters should not find them too long nor 'boring'. Physical education should become involved in the modular approach for a variety of reasons highlighted in the study. P.E.
has been accused of being stereotyped and complacent and too didactic. Significant developments are possible via modularity. P.E. needs to relate more to the rest of the curriculum and teachers of p.e. need a vehicle to influence other curriculum areas. Through the study it can be seen that opportunities to develop well-structured, meaningful short courses are numerous and much future development is envisaged here. Already, Coventry L.E.A. are releasing teachers to write such courses and more will be needed.

iv) As was seen in the modular curriculum, opportunities for cross-curricular work is being seen as an important development, not only in the modular curriculum for 14-18 year olds but also in earlier years to present a more coherent approach to education. This area needs some research before the p.e. curriculum can offer areas of knowledge and understanding which can service the whole. The study found very little evidence of any significant work being produced in this area.

v) Comprehensive Education for Life recommends that all secondary schools should eventually become community colleges. Physical education teachers in the study welcome the proposal but will need guidance. In theory, there is agreement that the community is part of the whole process of education, but as found in this study, the relationship between the school curriculum and the community is an area for further development. Ideally, there should be a co-ordinated approach offering opportunities for the enhancement of the curriculum with community involvement as appropriate. Again, as a result of this study and the working document, a group of staff from the six existing Community Colleges came together with officers from Coventry L.E.A. to consider the issues as
a curriculum development project. This is to be seen as a start to further development when individual teachers and departments can explore their own ideas and aspirations against the background of colleagues' experience, with the intention of helping them to develop their own rationale and policies for physical education in a community college.

vi) The study revealed the need for all the community post 16 to have access to modules which introduce them to new areas of learning and experience or offer opportunities to reinforce or develop previous learning experiences. The concept put forward by many in the study for life-time education or activity relies heavily on the school providing links through curricular and extra-curricular activities and fostering a link with external agencies which can provide continuing participation through the community both local and regional. This will require:

- the organisation and development of a curriculum which provides access to all post 16;

- the production of a host of new modules;

- community involvement;

- a method of obtaining information about what is available;

- an evaluation process which monitors participation.

The study did not identify any of the above being widely in existence. Future research would identify what needs to be done and how that is to be achieved to facilitate learning for life.
5.3.2 Courses

i) It became clear during the study that there needs to be an urgent dialogue between different sections of the profession, particularly primary and secondary. In the same way that the 14-18 curriculum needs Foundation Courses taught in early secondary years, it was also obvious that a greater liaison between the primary and the secondary p.e. curriculum was called for. It would seem to the author that not only does the profession need the development of foundation courses for 11-14 but research is urgently required to look into the development and integration of the primary school p.e. curriculum with secondary education. Secondary teachers' comments would indicate a loss of faith in their primary school colleagues and in return, primary school teachers would argue that they have little training or expertise and little or no support in schools from heads, advisers or secondary colleagues. Research into the state of p.e. in primary schools would be invaluable and recommendations for future development very much welcomed by the whole profession.

ii) Throughout the study it was recognised that not all education takes place in school and that all youngsters ought to be introduced to learning experiences outside of the normal school environment. There were a variety of experiences presented as being worthwhile - urban and local adventure activities; visits to the countryside or a sport centre; residential experiences. Research and development into developing strategies for giving opportunities to learn away from school which was both stimulating and cost effective would go a long way to providing every child with the
opportunity to learn from direct learning.

iii) Leisure was another area in p.e. which the study revealed would make significant contributions to enhance and develop opportunities for all. As a direct result of this study, a project entitled 'Active Life Styles' has been set up from a partnership between the Sports Council, Coventry Education Authority and Coventry Leisure Services. This project will spend initially three years developing leisure study programmes and researching into ways of making active participation continue for young people in life after school.

iv) One of the most significant contributions to schools' curricula found in the study was the concept of health-related fitness and many schools visited during the study had begun to develop courses for themselves. Very little sharing was found to be in evidence during the study, and several interpretations about what was required made progress confusing and stagnant. A proper debate and co-ordinated research together with the development of resources would go a long way to provide p.e. teachers with a common focus for their work and make a crucial contribution to the notion of 'active life-styles'.

v) The place of dance and aesthetic and creative experiences were not fully articulated during the study. The notion of 'expressive arts' was merely hinted at and the study failed to employ any expertise within this field. Traditionally, dance has appeared in p.e. curricula and rarely taught to boys. In view of the T.V.E. proposals which advocate equal opportunities and condemn sex-stereotyping the place of dance needs serious review and its contribution to every child's development examined.
5.3.3 Assessment; evaluation; accreditation

It was evident during the study that there is some confusion throughout the profession over the various terms used in assessment. The Physical Education profession needs to address itself to clearly defining what it means by assessment; evaluation; records of achievement; reports; accreditation; attainment targets. In the past, references made in the study indicated, assessment was something done to pupils rather than with them. It seems vital that perceptions of the students are sought if teachers are to fully recognise achievement and learning difficulties.

"We want to raise standards and improve the levels of achievement of young people, but it cannot be done by curriculum development alone; and I am sure it cannot be done by a zealolus concentration on assessment. In what we are doing now we must not lose sight of the need to get the right balance, and the appropriate connection between assessment, curriculum and pedagogy. Methods of teaching and learning are harder to change than curriculum content or methods of assessment. Too many of our curriculum developments, I fear, are leaving methods of teaching and learning on one side, as if somehow they will automatically follow if we just change the curriculum content or procedures of assessment. I don't think this is so. It is new forms of teaching and learning, and most notably the generator of active learning roles of students which are most likely in themselves to raise levels of pupil commitment and motivation and the higher standards to be reflected in better assessment procedures."

David Hargreaves, December 1985.

Students may have a poor understanding and application of skill in a specific activity. This may be attributable to low level performance or ineffectual teaching. Assessment should be a means to learning and achievement, not an end. It should provide "feed-back" and also "feed-forward" in the form of a continuous, diagnostic, formative process focused on each individual student. What is measured goes beyond the "can dos" including the ability to co-operate, to compete, to cope, to take responsibility for one's own actions, and should differentiate between all abilities.
The teacher and pupil must share the process.

Future research is needed to produce guidelines and attainment targets related to a wide range of learning objectives, including health and fitness, personal and social development, aesthetic and communicative skills as well as physical skills and personal performance in specific activities. Methods of recording and reporting are required and a system of accreditation developed. The author sees this as a vital area of development and found in the study that it was as an area of great misunderstanding and ignorance.

5.3.4 Definitive Statement

Various bodies reflect on the state of physical education in this country and make frequent statements. Often these statements are opposites. The statements pertaining to physical education which are made by H.M.I. are usually made sometime after other national statements and this throws the profession into confusion and some concern. Whilst they are waiting for a statement to be made for guidance, other bodies such as The Physical Education Association, The British Association of Advisers and Lecturers in Physical Education, The Sports Council, The Central Council for Physical Recreation produce their own guidelines, often in conflict with each other reflecting their own interests. Local Authorities attempt to respond to national statements in their own way and again, through the country, different interpretations and emphasis are produced by the various physical education advisers. These also are rarely in agreement. Faced with these many often conflicting statements about physical education, the teachers in schools feel confused and lack confidence in their leadership, leading to low morale and a feeling of lowly status. The answers to the question "What do you hope a school leaver takes into life
from P.E.?" in Appendix VB shows the disparity of teachers', advisers' and lecturers' expectations of physical education. The author feels that a definitive statement covering all aspects of physical education needs to be made so that the whole of the profession can focus on the issues and feel that physical education is a greater contributor to education as a whole, and not just an appendage.

5.4.0 The Role of the Teacher

H.M.I. in their document '11-16 Curriculum': Towards a Statement of Entitlement (1983) expressed a strong view that the didactic information giver must go and be replaced by a guide, critic, resource provider, somebody who can encourage, persuade, judge and at times keep quiet: This will prove a difficult change for many teachers. Throughout the study, both in the literature research and case studies, there were significant references to the changing role of the teacher towards specialising in teaching and learning processes and students becoming more involved in their own learning. Changes in teachers' practices are needed to bring about active learning, and positive planning and structuring is required to present challenges and utilise learning approaches which will bring about understanding, improvement and 'learning about me'.

Changes in the content and in particular changes in presentation of the content such as the modular curriculum, cross-curricular learning and the negotiated curriculum will be new concepts to many and teachers will need to be re-trained in the knowledge and skills required to implement them. The concept of "Education for Life" sees the community as an educating force involving all
people in the community in their own learning and recreation. This also will be new for many teachers and a great deal of planning and training will need to be done to achieve "Education for Life" - for all! Physical Education teachers will need to develop their role as a link with the community and provide life-long activities and facilities for students.

Learning in physical education takes place in a social context and is a sharing process. Many involved in the study recognised the importance of child-centred learning, involving the individual as an active participant and reviewing and reflecting on their learning. The teacher's role needs to contribute to this process not dominate it. Having identified specific learning objectives, teachers must devise and organise experiences and challenges which will allow learning to take place.

Teaching strategies when the teacher is not the focus are required. Groupwork, (Hopson and Scally 1981) is an ideal medium to promote active learning providing opportunities for negotiation, problem-solving, reflective learning and reciprocal learning. These are described in the working document (Chapter 3). Again, teachers will need training in group-work skills.

Changes in society will eventually shape the curriculum and developments examined in this study were made against a realistic appraisal of the issues affecting society. Often the content of the curriculum remains the same: The difference lies in the changing role of the teacher and the processes of teaching and learning. If young people are to become involved in their own learning, take responsibility and make informed decisions, changes in presentation and teaching styles are required. This
will be a long-term development and will need an inbuilt evaluation process.

5.4.1 Many involved in the study regarded in-service training critical to the development of the school, themselves and the profession. The changing role of the teacher underlines the need for extensive and sustained in-service programmes. H.M.I., local authorities and teachers themselves are demanding change in how education is delivered, and so time, resources and expertise need to be found to help teachers come to terms with these developments. D.E.S. courses, although not accessible to many, can set the scene on a national basis, and members attending these courses can set up local authority or higher education run courses. This would give some continuity to training up and down the country. Teachers attending these more localised courses then need to disseminate the course contents to their colleagues back at school as part of a school-based in-service programme. It seems that in-service programmes, whether based in schools, local authorities, higher education establishments or national or regional D.E.S. centres, need to be co-ordinated in order to provide the profession with coherent, realistic and relevant in-service training opportunities. One case study saw in-service courses as giving teachers the chance to "learn about themselves", and that was a worthwhile reason for in-service programmes in itself.

5.4.2 The changes in education, particularly in the role of the teacher need to be reflected in initial teacher-training courses. Students entering the profession need to be made fully aware
of the current changes occurring in education and have the skills to participate in them, no matter the context of their particular schools. Even for young students entering the teaching profession, the changes in the role of the teacher will be different from their perceptions of their role as a teacher and so an intensive course in teaching and learning processes is required. Schools can help in this process by firstly providing the expertise in the form of visiting 'lecturers' to the students and secondly, providing opportunity and guidance to students through school visits and practice. But again, this all needs co-ordinating to ensure all students have equal opportunities to develop professional skills and understanding. At present there does not appear to be a consensus. This perhaps is another area for research and the development of initial teacher-training.

5.5.0 Professional Development of the Researcher

This study provided the author with many opportunities. Over the period of study, a great many L.E. Authorities were visited and nearly all the secondary schools in Coventry. This gave a tremendous overview of how authorities were organised and an insight into how schools and departments functioned. The author feels this gave him an excellent experience in education administration and management. Within these authorities and schools, the author was able to observe learning and teaching processes and evaluate what and how youngsters learned and especially important, the author was able to enter into a critical dialogue with colleagues from a wide background and experience. This provided the author with access to teaching expertise otherwise probably left hidden to him.
The study gave the author time to examine literature previously unknown to him and discover the current trends throughout education, and identify those pertaining to physical education. Also from the study, the author was able to recognise the place of physical education within the whole curriculum and also the role physical education had in the personal and social development of young people. During the study, the author was able to recognise the development of the modular curriculum and cross-curricular links and speculate on the role these would play in the future. On his return to school, the author was able to participate in the debate for T.V.E. as a knowledgeable and experienced observer of the initiative.

At another level, during the period of study the author was able to present arguments and raise issues to a wide and varied audience and this not only underpinned personal beliefs and principles but also helped develop non-management skills. Particularly important were the experiences gained in dealing with people which developed skills in advising and counselling and these could be very important to the author's professional development and future career.

To have both concluded a period of study at Loughborough University and to have developed and produced a working 'document for Coventry L.E.A. was a privilege and a great learning experience, and the author was very proud to be a representative in the national debate concerned with physical education at the time of the study.
5.6.0 Conclusion

There are four main parts to this study, the evolution of the study and working document, the study itself, the working document, and finally the way ahead.

5.6.1 Reaction to the evolving study and working document.

Throughout the time spent at Loughborough University, the work for both the study and the document were complementary. However, it was difficult initially to focus on the initial research as this took up a great deal of time and personal commitment. The literature review was relatively straightforward and very important background to the study and eventually the document. The review provided material for future research during the study and re-introduced the author to the discipline of academic study. However, the interviews were particularly time-consuming and took a long period of time to complete. This meant that as the document was evolving from literature reviews, seminars and lectures, evidence from the interviews was seen to be often confirmation of views held rather than the trigger to pursue fresh avenues of research. Nevertheless, by strict time-tabling and long hours, after rigorous field tests the interviews provided an invaluable critical dialogue which drew together major trends within education and physical education and formed the basis for the working document. The evidence not only supported the document but also indicated areas for future development.

The seminars and lectures provided the author with an extremely enjoyable opportunity to become fully involved in debate, and this was critical to the focus of the working document. These
aspects of the study were of great value, and gave the working
document a realistic perspective on teachers' thinking.

The end of the secondment period coincided with the dateline
for the working document, and for three months the author
concentrated solely on writing the document. This proved to
be very rewarding. After all the hard work and long hours
gathering evidence and sounding out ideas with others in the
profession, something tangible began to take shape. It was
pleasing to see the document evolve and succeed in fulfilling
the wishes of the Coventry Authority which was to provide a
framework for developing the Physical Education Curriculum.
The author felt very proud and satisfied when it was published
in November 1984.

However, the hardest part of the study was now to begin. Having
spent so many hours writing one document, it was very frustrating
having to basically start all over again and write another document
for another audience. Although the period of research was over,
the study was still evolving and the academic criteria rightly
had to be satisfied, and without the time and academic discipline
and support from the University this proved to be very difficult.
However, on reflection, it is doubtful whether the working
document could have evolved in any other way and it is probable
that the process undertaken to complete it gave it credibility
and authenticity. It was a document produced for the profession
and evolved from ideas contributed by the profession.

5.6.2 The Study

There were a number of significant contributions to the study,
and a common philosophy began to emerge. This philosophy was born out of the critical dialogue which was beginning to take place amongst the profession at the time of the study and people at various stages began to feel this philosophy from within themselves. If people felt something was right, they developed their ideas. No panacea was offered, no prescription to build bridges but more of a feeling which began to emerge as the direction for development. The philosophy of Coventry Authority, for example, sees education as a life-long process, something that goes beyond the school gates. When the problems in education are examined, it becomes clear that a partnership between teachers and the community is needed to create a positive attitude amongst young people. Participating learning is recognised as a successful practice to help motivation and the Authority is looking for an entirely new curriculum facilitating learning for life.

Throughout the study, contributors described how the process of education can help youngsters to find genuine enjoyment in participation. Sport and recreational activities in school should be an educative process, but the curriculum needs to be planned and structured in order to help youngsters effectively control their behaviour to reflect their attitudes and through informed choices achieve independence. That is achieved when young people seek activity on their own in their community. This is brought about by a balanced curriculum focussing on health and fitness, education for leisure and a concern for personal and social development. Examples of good practice were found and during the study youngsters were observed finding out for themselves what was available to them and becoming familiar with locations outside of school whilst they were still at school.
only preparation for life.

Many people involved in the study referred to the notion of life-time commitment to activity, the desire to see in youngsters the development of a programme for activity. They suggested that that programme will enhance youngsters' self-image, bringing with that the confidence to live their lives of their own choosing in society. References were constantly made to health and fitness, and this became a major focus. Teachers throughout the country were developing teaching and learning processes which not only sensitised young people to the value of health and fitness but also gave support and skills to help young people alter their behaviour if they so wished. Also, throughout the study, a feeling grew that youngsters are entitled to sample from the richness and potential available in physical education and to then pursue activities of their choice to as high a level as possible and for the rest of their lives. This means that activities and facilities need to be accessible to all.

The study examined some practice which attempted to develop these notions and raise issues where there was no apparent development. It was felt that in schools youngsters needed to be given the skills to enable them to make their own life-time choices and various teaching and learning processes were put forward. These implied a significant change in the role of the teacher into one of a facilitator; guide; enabler. Secondly, through the way they are taught, youngsters needed to be sensitised into leading an active life-style and encouraged and further developed through the provision of activities and facilities outside of school life such as local sport centres, local clubs, community groups and sport governing bodies. Thirdly, attitudes needed to be developed
in young people at all levels if participation which considered tolerance, fair-play, a value and concern for others. Finally, schools needed to initiate greater links between age-groups and open a debate into finding common ground, a need for future research.

The student-centred learning approach advocated by most participants in the study should achieve understanding, improvement and help young people learn about themselves in sport, dance and physical activities. This would lead to an independence of the teacher, coach, parent and help develop truly life-long activity. Throughout the dialogue, the study highlighted the need for commitment by all groups concerned. This involves time as well as facilities, a philosophy for physical education for life. Schools needed to encourage participation and clubs and centres needed to continue to satisfy this desire for activity. The profession agreed that it needed to share ideas, good practice, expertise and resources. Finally, the study illustrated that there was a need to form a partnership with all connected in the development and provision of sport, dance and physical activities to help develop in youngsters the desire to take an active part in life through physical activity.

5.6.3 The Working Document

The working document, entitled 'Physical Education for Life' proposes guidelines for developing the physical education curriculum and offers strategies for reviewing the curriculum and implementing curriculum change. It does not intend to be prescriptive but indicates a way forward based on current educational thinking both locally and nationally. The ideas expressed in
this document give a direction and focus for future work in physical education and reflect the total concept of community education which is a feature of educational development in Coventry.

Changes in society will eventually shape the curriculum in schools and the proposals for this framework for development are made against a realistic appraisal of the issues affecting society at the time of the study. In addition to providing an educational background, there are suggestions for translating theory into practice in both the content and the context of the physical education programme.

Coventry Education Authority, through the Director of Education, formally accepted this document and adopted its philosophy. Every secondary school in the Authority was represented at the launch of the document by the headteacher and all physical education heads of department. Since that launch of some seventy copies, nine hundred and forty (940) copies have been sold throughout the country and also abroad!

As a direct response to the working document a National Demonstration Project was set up called 'Active Life Styles'. This is a partnership between the Coventry Education Committee and The Sports Council. This was initially funded for three years and provided a seconded senior teacher of physical education, a project worker, secretarial support and funds for developing programmes in four secondary schools. Its task was to implement the working document 'Physical Education for Life'.

Another major response to the document was the seconding of
another senior physical education teacher to research into the teaching and learning processes available in physical education and to develop further in-service courses for teachers in Coventry to help implement the ideas expressed in the working document.

A working party was also set up to draw together their experiences of physical education in community colleges and to compile resource materials to assist colleagues in schools which plan to develop as community colleges. This group produced another working document, 'Physical Education in Community Colleges' which represented a starting point from which individual teachers and departments can explore their own ideas and aspirations against the background of colleagues' experience.

The study and working document admitted to a paucity of research into dance and creative aspects of physical education. This deficiency has been recognised and the Authority has set up a working party and provided staff cover to allow teachers to examine and develop all aspects of the expressive arts.

The focus on health and fitness also has received additional resources and in-service training and has become a major aspect of work in Coventry schools.

5.6.4 The Way Ahead

The study and working document raise many questions about schools' Physical Education programmes and challenge teachers to review their practice both in terms of content and teaching and learning processes. Physical Education teachers are invited to respond
to this challenge in their own schools, using the suggestions and ideas offered in the document as guidelines.

The framework is intended to be used as a starting point against which teachers can measure their thinking. By co-operating and sharing ideas, both within departments and with other colleagues, Physical Education staff can work together and help each other to understand what kind of rationale is needed in their own school to illustrate what the subject is trying to achieve in the context of the whole curriculum. It is only by critical debate amongst teachers themselves that a rationale specific to individual schools can be formulated and the senior management of the school should be invited to participate in this debate. At an appropriate stage in the articulation of the rationale, it is important to commit it to paper with a view towards documenting the department's practice.

Once the rationale has been established, Physical Education staff will have to consider what they teach and how they teach it. The rationale can then be measured against the reality in practice and the process of curriculum review will be underway.

As the study and document indicate, the Physical Education curriculum should be a cohesive, balanced whole, rather than a series of activities strung together. Curriculum review will lead to an awareness of the need for clearly defined courses which, when linked together, create a coherence between all the elements involved. These will include transition courses, bridging pupils' move from primary to secondary school, foundation courses which form the basis of the programme in the early years and specific courses for older pupils which constitute lines of
development from the foundation courses. Each course will be a complete unit of work with its own aims, objectives, components, teaching strategies and methods of assessment and review. The context in which the content of the curriculum is delivered is also highlighted by this document as another major area for review.

It will take time to achieve all this and the process of working together as a team with regular opportunities to discuss and review what the group is trying to achieve, offers opportunities for personal growth and professional development. Individual teachers will acquire the skills of self evaluation which can be extended to a wider audience when they submit their own practice to the scrutiny of critical friends within the Authority. The way ahead is demanding and exciting as the profession works towards the aim of improving the quality of young people's experience in Physical Education.
APPENDICES
<table>
<thead>
<tr>
<th>Number</th>
<th>Gender</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Female</td>
<td>Head of Girls' P.E., A Coventry Community College.</td>
</tr>
<tr>
<td>Two</td>
<td>Male</td>
<td>Community Tutor, Teacher-trained, Coventry Comprehensive School.</td>
</tr>
<tr>
<td>Three</td>
<td>Male</td>
<td>Adviser, Seconded Teacher, Coventry Topshop Training Centre.</td>
</tr>
<tr>
<td>Four</td>
<td>Male</td>
<td>Lecturer in P.E., A Coventry F.E. College.</td>
</tr>
<tr>
<td>Five</td>
<td>Male</td>
<td>Lecturer/Head of P.E., A Coventry F.E. College.</td>
</tr>
<tr>
<td>Six</td>
<td>Female</td>
<td>Headteacher, A Coventry Special School.</td>
</tr>
<tr>
<td>Seven</td>
<td>Male</td>
<td>Headteacher, A Coventry Comprehensive School.</td>
</tr>
<tr>
<td>Eight</td>
<td>Male</td>
<td>Head of Boys' P.E., A Coventry Boys' Comprehensive School.</td>
</tr>
<tr>
<td>Ten</td>
<td>Male</td>
<td>Head of P.E., A Coventry Community College.</td>
</tr>
<tr>
<td>Eleven</td>
<td>Male</td>
<td>Head of Boys' P.E., A Coventry Comprehensive School.</td>
</tr>
<tr>
<td>Twelve</td>
<td>Female</td>
<td>Y.T.S. Supervisor, Teacher-trained, Coventry Recreation Industry Project.</td>
</tr>
<tr>
<td>Thirteen</td>
<td>Male</td>
<td>Head of Humanities, A Coventry Community College.</td>
</tr>
<tr>
<td>Fourteen</td>
<td>Female</td>
<td>Head of Girls' P.E., A Coventry Girls' Comprehensive School.</td>
</tr>
<tr>
<td>Fifteen</td>
<td>Male</td>
<td>Lecturer in P.E., Exeter University.</td>
</tr>
<tr>
<td>Sixteen</td>
<td>Female</td>
<td>Head of P.E., A Coventry Community College.</td>
</tr>
<tr>
<td>Twenty</td>
<td>Male</td>
<td>Head of Boys' P.E., A Coventry Comprehensive School.</td>
</tr>
<tr>
<td>Twenty-One</td>
<td>Male</td>
<td>Head of P.E., A Coventry Community College.</td>
</tr>
<tr>
<td>Twenty-Two</td>
<td>Male</td>
<td>H.M.I., Physical Education and Personal and Social Development.</td>
</tr>
<tr>
<td>Twenty-Three</td>
<td>Male</td>
<td>Lecturer in P.E., Nonnington College.</td>
</tr>
<tr>
<td>Twenty-Four</td>
<td>Female</td>
<td>Adviser in Community Education, Coventry L.E.A.</td>
</tr>
<tr>
<td>Twenty-Five</td>
<td>Male</td>
<td>Adviser in Personal and Social Development, Seconded Teacher, Ex-Head of P.E., Coventry L.E.A.</td>
</tr>
</tbody>
</table>
APPENDIX II

INTERVIEW SCHEDULE

- A Letters
- B Newsletter
- C Timetable
- D Interview Questions

A. Letters

The first letter, (a), was sent to all Headteachers of secondary schools in Coventry.

The second letter, (b), was sent to Directors of Education in Leicestershire, Cambridgeshire, Derbyshire and Hull. It was also sent to the Adviser for P.E. in Wirral and Exeter and Hull Universities.

The third letter, (c), was typical of the replies received.

B. Newsletter

The newsheet, (d), was sent to all departments of physical education in Coventry secondary schools.
To: Headteachers of all Secondary Schools.

Dear Head,

As part of the curriculum development programme, Mr. Peter Facey, Alderman Callow School and Community College has been given secondment to Loughborough University for the academic year 1983-84, to undertake research and development in the Physical Education Curriculum 14 - 18. His brief includes researching good practice in Physical Education in Coventry and elsewhere.

It is possible that he will wish to visit your school to discuss the Physical Education programme with the Head of Department. If you have no objection to this, I shall ask Mr. Facey to contact your Head of Physical Education and arrange an appointment for a mutually convenient time.

Please let me know if you anticipate any difficulties.

Yours sincerely,

A.P. Sanday
Chief Inspector
20th October 1983.

Dear

I am Head of Faculty for Physical Education and Recreation in a Community College at present seconded by Coventry Education Authority to examine good practice in "the 14-18 Curriculum in a Community Setting." During my year, I hope to visit several authorities throughout the country to discuss good practice and observe it in action in schools and colleges. I have recently prepared a paper for the S.A.A.L.P.E. Bulletin which outlines a rationale for Personal and Social Development from a P.E. viewpoint, and knowing your interest and involvement with this aspect of education, I would welcome the opportunity for discussing the possibilities expressed in this paper and to listen to your views on the place of personal and social development in our schools.

If this were possible could I ask for your further assistance I would be grateful if you could put me in touch with schools in your area which you believe operate some interesting curriculum ideas in the 14-18 age range, or are developing community education in a successful way. I could then seek permission to visit those schools and be able to combine my visit with you with some school visits.

I see this analysis as one possible way of breaking down the insularity sometimes displayed by our profession by sharing the expertise from up and down the country and which may improve the quality of experience presented to 14-18 year olds, in and out of schools.

Yours faithfully,

Pete Pacey.

Mr P.C. Pacey,
Head of Faculty P.E. & Rec.,
Alderman Callow Community Coll.
Dear Peter,

Thank you for your letter of the 19th October 1983.

Your secondment sounds very interesting and highly relevant, and I will be pleased to help in any way I am able. We are indeed running 4 "pilot" courses in Association Football at a number of schools here on the Wirral. The first two schools involved are already running the courses, which will finish at Christmas. The other two schools will start in January and finish at Easter. It will be a pleasure to meet you here on the Wirral, and I will be very happy to take you to one or more of the schools involved in these particular projects.

You may also be interested to know that we are into "Community Sports Leadership" sponsored by the C.C.P.R. in 3 of our secondary schools. The first course has been completed and was run as part of a community activities week at a Wallasey Comprehensive School. The second course is presently under way and is part of a Community Schools Programme, running on a Sunday afternoon and involving not only pupils from the school but also people from the Local Community. The third project involves a secondary school and is being run as part of a fourth and fifth year course during school time. If you do come up for the day you may be interested in meeting some of those teachers as well.

Please feel free to contact me when you have a date or dates that you think would be convenient, and I would be very happy to set the meetings up as you think fit.

Yours sincerely,

Terry Williamson
General Inspector - PE
Peter Facey is well underway with his studies in research and development in Physical Education on the Authority's behalf at the University of Loughborough. He writes:

I would like to briefly outline the framework for my year of study in terms of what I hope to examine, how I intend to pursue that examination and highlight one or two areas which I have already made some research into.

In this study I am examining the Physical Education Curriculum in a Community Setting with specific reference to the 14-19 phase. This will involve identifying examples of good practice drawn from different parts of the country. In addition I would like to discuss with Coventry teachers their perceptions of what is appropriate work for the latter part of secondary schooling.

Already I have examined in some detail the role of personal and social development and life skills, physical education option schemes, community sports leadership schemes and health-related-fitness courses. A paper on personal and social development will be available for all Coventry teachers shortly. Further papers of different topics will be prepared and as soon as they are published, teachers will have access to them.

During the course of the next year I would like to arrange meetings with any colleagues who are interested in constructing a variety of approaches to the 14-19 curriculum. At the end of the year I shall produce a comprehensive report which will be available for all teachers to consult. In addition the report will be discussed at a seminar. If any teachers would like to contact me, I should be pleased to hear from them.

A copy of a paper written by Peter as a framework for discussion is enclosed for your interest and information. There will be an opportunity to discuss the ideas set out in this paper at the next Heads of Department's meeting which has been arranged for **MONDAY 23rd JANUARY 1984 4.15p.m. at Elm Bank Teachers' Centre.**

Shirley Jeffray
Educational Adviser
C. **Timetable**

The interviews were timetabled in advance and structured to facilitate the extensive secretarial requirements. They were held as follows:

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28.11.83</td>
<td>9. 7.2.84</td>
<td>17. 22.3.84</td>
</tr>
<tr>
<td>2</td>
<td>26.1.84</td>
<td>10. 13.2.84</td>
<td>18. 22.3.84</td>
</tr>
<tr>
<td>3</td>
<td>30.1.84</td>
<td>11. 13.2.84</td>
<td>19. 22.3.84</td>
</tr>
<tr>
<td>4</td>
<td>31.1.84</td>
<td>12. 14.2.84</td>
<td>20. 26.3.84</td>
</tr>
<tr>
<td>5</td>
<td>6.2.84</td>
<td>13. 27.2.84</td>
<td>21. 27.3.84</td>
</tr>
<tr>
<td>6</td>
<td>6.2.84</td>
<td>14. 5.3.84</td>
<td>22. 28.3.84</td>
</tr>
<tr>
<td>7</td>
<td>7.2.84</td>
<td>15. 15.3.84</td>
<td>23. 28.3.84</td>
</tr>
<tr>
<td>8</td>
<td>7.2.84</td>
<td>16. 19.3.84</td>
<td>24. 4.4.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25. 11.4.84</td>
</tr>
</tbody>
</table>
D. Interview Questions

The outline of the interview examined five areas:

i) The Background of the Case Study.
ii) Aspirations, intentions or expectations of the Case Study.
iii) How these were to be arrived at.
iv) How they would be evaluated.
v) Future development.

Typical questions used to extract information.

i) Would you tell me briefly your experiences in .....?  
   How was your course developed?
   What areas of the curriculum are you developing?
   What is the background of your pupils?
   What is your personal philosophy on .....?
   What role do you see P.E. playing in the school/community?

ii) What are your hopes for the course?  
   What benefits do you expect the children to receive from it?

iii) How do you see your course being implemented?  
   What planning have you made?
   What is the content of the course?
   What strategies do you employ?

iv) How would you assess this?  
   What strikes you as being significant about the course?
   How have the children reacted?
   How have other staff reacted?
   What constraints are there? Or do you envisage any?
   What good things have you seen in P.E.?

v) Where do you see the development going in five years?  
   What lines of development do you envisage?
   What are your hopes for the future?
APPENDIX III  SEMINAR GROUPS

As a consequence of long discussions with the following people, it was possible to articulate and develop ideas by testing them out with various sections of the profession.

At Loughborough

L. Almond - Lecturer
R. Belshaw - H.M.I.
K. Booth - Teacher
D. Bunker - Lecturer
S. Doolittle - Teacher
C. Hardy - Lecturer
R. Hazeldine - Lecturer
C. Hill - Teacher
D. Kirk - Student
R. Orgill - Adviser
L. Spackman - Lecturer
C. Rose - Adviser
R. Thorpe - Lecturer
M. Underwood - Lecturer
A. Wade - Lecturer
T. Williamson - Adviser

Students on M.Sc. Course 1983/84.

At Coventry

Study Group 1

Members of working parties examining:
  - health and fitness
  - performing arts
  - personal and social development
  - community leadership and 16+ P.E.

Study Group 2

Members of the group developing the document 'Physical Education in Community Colleges' Coventry 1985.
Study Group 3
Members of schools developing the 'Teaching for Understanding in Games' Project
Alderman Callow
Bluecoats
Ernesford Grange
Stoke Park
Tile Hill Wood
Woodlands

Study Group 4
Heads of department, previously listed above, who were interested in the study.
APPENDIX IV   LECTURES

As a consequence of giving lectures at various venues and getting participants actively involved, it was possible to develop ideas and receive valuable feedback.

Lectures given at D.E.S. Courses:

<table>
<thead>
<tr>
<th>Venue</th>
<th>Year</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Midlands</td>
<td>1983</td>
<td>Personal Development through P.E.</td>
</tr>
<tr>
<td></td>
<td>1985</td>
<td>Planning for Personal and Social Development.</td>
</tr>
<tr>
<td>West Glamorgan</td>
<td>1983</td>
<td>Personal Development in P.E.</td>
</tr>
<tr>
<td>Dyffed</td>
<td>1983</td>
<td>Curriculum Development in P.E.</td>
</tr>
<tr>
<td>National DES (Leeds)</td>
<td>1983</td>
<td>The Role of P.E. within the whole curriculum.</td>
</tr>
<tr>
<td>Mid Glamorgan</td>
<td>1984</td>
<td>Re-structuring the P.E. Curriculum.</td>
</tr>
<tr>
<td>West of England</td>
<td>1984</td>
<td>The Changing Focus of P.E.</td>
</tr>
<tr>
<td>Liverpool</td>
<td>1984</td>
<td>Curriculum Leadership in P.E. in the Primary School</td>
</tr>
</tbody>
</table>

L.E.A. Courses other than Coventry:

<table>
<thead>
<tr>
<th>Venue</th>
<th>Year</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wirral</td>
<td>1983</td>
<td>Personal and Social Development in P.E.</td>
</tr>
<tr>
<td>Somerset</td>
<td>1983</td>
<td>Personal and Social Development through P.E.</td>
</tr>
<tr>
<td>Leeds</td>
<td>1984</td>
<td>Strategies to improve the quality of experience in P.E.</td>
</tr>
<tr>
<td>Derbyshire</td>
<td>1983</td>
<td>Re-Shaping the Curriculum.</td>
</tr>
<tr>
<td>Avon</td>
<td>1983</td>
<td>Health and Fitness.</td>
</tr>
<tr>
<td>Rotherham</td>
<td>1984</td>
<td>Curriculum Development and Innovation in P.E.</td>
</tr>
<tr>
<td>Guernsey</td>
<td>1985</td>
<td>The Changing Focus of P.E.</td>
</tr>
</tbody>
</table>

Higher Education other than Loughborough University:

<table>
<thead>
<tr>
<th>Venue</th>
<th>Year</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warwick</td>
<td>1983/84/85/86</td>
<td>Areas of Curriculum Development</td>
</tr>
<tr>
<td>Hull</td>
<td>1984</td>
<td>Personal and Social Development through P.E.</td>
</tr>
<tr>
<td></td>
<td>1986</td>
<td>A Curriculum to meet Young People's Needs</td>
</tr>
<tr>
<td>London</td>
<td>1984</td>
<td>A Framework for P.E.</td>
</tr>
<tr>
<td>City</td>
<td>Year</td>
<td>Title</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bedford</td>
<td>1984</td>
<td>The Changing Curriculum</td>
</tr>
<tr>
<td></td>
<td>1985</td>
<td>Health-Related Fitness</td>
</tr>
<tr>
<td>Birmingham</td>
<td>1983</td>
<td>Personal Development through P.E.</td>
</tr>
<tr>
<td></td>
<td>1985</td>
<td>Health-Related Fitness</td>
</tr>
<tr>
<td>Nottingham</td>
<td>1985</td>
<td>Promoting pupils' personal and social development through P.E.</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Council</td>
<td>1985</td>
<td>A Curriculum to meet young people's needs.</td>
</tr>
</tbody>
</table>
A. This question was asked at several lectures to ascertain what possible constraints could prevent a department innovating and implementing a new idea. It was usually answered firstly in pairs and fours and then brainstormed onto an overhead projector, leaving all answers unchallenged.

Time;   timetabling;
facilities; finance;
attitudes/apathy of senior management towards P.E; change of emphasis = lack of direction;
accountability; low morale of P.E. staff;
lack of job mobility; lack of support for teams;
lack of support from ancillary services in schools; the widening curriculum;
staff/pupil ratio; non-specialists teaching P.E.
changing social values and attitudes; value of P.E. in schools;
external influences; change for the sake of change;
lack of professional development; transport for extra-curricular work;
balance in the curriculum; political cutbacks;
role demands of heads of department; competing/conflicting priorities;
having to justify P.E. on the timetable; time for planning/thinking;
standards of behaviour amongst pupils; reluctance to accept change in the profession;
increase in sedentary activities; staff commitment;
lack of liaison with other schools; adaptability to recreation movement;
too much paper work; catering for fitness boom;
poor attitudes towards kit; lack of parental support;
coping with the community aspect; school policies;
personal expertise; heads' priorities;
relationships between staff/pupil; pupils' perspectives;
falling rolls; 
curriculum versus extra-curriculum; 
P.E. versus examinations; 
activity versus discussing;
B. This question was asked at every lecture to help focus on the things that the profession said they hoped would happen, and then challenged it to say how it did occur and also offer ways and alternatives to teach these aspirations. These answers were also discussed and brainstormed.

"What do you hope a school leaver will take into life from P.E?"

Motor skills; skills for physical activity;
enjoyment of physical appreciation of physical activity;
activity;
knowledge for life in being able to look after yourself;
recreation, leisure, non-work understanding body's potential;
time;
making the best of yourself; confidence;
appreciation of values; able to relax;
pursuit of excellence; well-balanced and socially integrated;
being able to plan own experience of a wide range of
programme;
enthusiasm;
positive attitude towards positive attitude towards activity;
health and fitness;
tolerance and understanding;
socialisation;
understanding of fitness;
well-being;
participation;
awareness of own/others' self-esteem;
strengths and weaknesses;
social competence/skills;
good habits;
moral values;
skills in first aid; fitness for living;
sense of fair play; being fit and healthy;
good spectators; life-long interest;
life-long interest;
fulfil potential in sport; improvement;
autonomy; able to organise;
ability to lead and follow awareness co-operation;
ability to make decisions;
knowledge of local facilities;
pursuit of excellence;
able to organise all activities;
ability to make informed decisions;
able to work in a group;
life-long interest;
fulfil potential in sport;
autonomy;
wide movement range ability to make informed decisions;
experience;
able to organise;
co-operation;
ability to lead and follow awareness
of environmental potential;
ability to make decisions;
knowledge of local facilities;
pursuit of excellence;
able to organise all activities;
ability to make informed decisions;
able to work in a group;
an active lifestyle;

These were the main responses which were repeated frequently throughout
the study.
REFERENCES


ROTHERHAM L.E.A. (1979). *Personal and Social Education - findings of a study group*.


SCOTTISH CENTRAL COMMITTEE ON P.E. (1979). *Assessment in P.E.* 6137 SCO


