Towards an analysis of student-centred learning in physical education

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Towards an analysis of student-centred learning in physical education

by

Judith Anne Matharu

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.

April 1991

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The study examines the background and philosophy of the term 'Student-centred Learning' and its implications for the teacher and student, in the light of recent initiatives and developments in Physical Education. The evidence of recent research indicates that much teaching of Physical Education is didactic and traditional in style (Spackman 1986) thus the implications of student-centred learning in Physical Education and the subsequent necessary change of focus are explored through the study.

Following an analysis of current practice and recent initiatives in this area in Physical Education, a framework and model for developing student-centred learning in Physical Education is proposed. This focus of learning is presented to professionals working in the field of Physical Education in schools, for their analysis and evaluations.

The subsequent data is interpreted and evaluated and provides some insight into the current practice and philosophy of practising Physical Education teachers.

The research indicates implications for those preparing to introduce change to teachers. It has implications for those working with teachers and highlights some of the difficulties and implications in initiating change or developments in practice for Physical Education teachers.
Acknowledgements.

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Finally to Sarb for his quiet persistence, encouragement and belief that the effort needed to be made.

The study would never have been completed without their help.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.M.I.</td>
<td>Her Majesty's Inspectorate.</td>
</tr>
<tr>
<td>G.C.S.E.</td>
<td>General Certificate of Secondary Education.</td>
</tr>
<tr>
<td>D.E.S.</td>
<td>Department of Education and Science.</td>
</tr>
<tr>
<td>T.V.E.I.</td>
<td>Technical and Vocational Education Initiative.</td>
</tr>
<tr>
<td>M.S.C.</td>
<td>Manpower Services Commission.</td>
</tr>
<tr>
<td>C.P.V.E.</td>
<td>Certificate of Pre-Vocational Education.</td>
</tr>
<tr>
<td>T.E.S.</td>
<td>Times Educational Supplement.</td>
</tr>
<tr>
<td>H.M.S.O.</td>
<td>Her Majesty's Stationary Office.</td>
</tr>
<tr>
<td>P.E.</td>
<td>Physical Education.</td>
</tr>
<tr>
<td>Y.T.S.</td>
<td>Youth Training Scheme.</td>
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<tr>
<td>F.E.U.</td>
<td>Further Education Curriculum Review and Development Unit.</td>
</tr>
<tr>
<td>P.S.E.</td>
<td>Personal and Social Education.</td>
</tr>
<tr>
<td>H.E.A.</td>
<td>Health Education Authority (formerly H.E.C., Health Education Council).</td>
</tr>
<tr>
<td>L.E.A.</td>
<td>Local Education Authority.</td>
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<tr>
<td>B.A.A.L.P.E.</td>
<td>British Association of Advisers and Lecturers of Physical Education.</td>
</tr>
<tr>
<td>R.O.A.</td>
<td>Records of Achievement.</td>
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<tr>
<td>Y.M.C.A.</td>
<td>Young Mens' Christian Association.</td>
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<tr>
<td>P.E.A.</td>
<td>Physical Education Association.</td>
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<tr>
<td>I.N.S.E.T.</td>
<td>In-Service Training.</td>
</tr>
<tr>
<td>A.T.W.</td>
<td>Active Tutorial Work</td>
</tr>
</tbody>
</table>

(iii)
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>(i)</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>(ii)</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>(iii)</td>
</tr>
<tr>
<td>Contents pages</td>
<td>(iv) (v) (vi) (vii) (viii)</td>
</tr>
</tbody>
</table>

### Chapter 1: Introduction to the Study

1.1 Introduction and Background to the Study .................................. 1
1.2 An exploration of developments in active approaches to learning within education ........................................... 5
1.3 DES/HMI Responses ........................................................................... 42
1.4 The personal and social development philosophy of learning .............. 48

### Chapter 2: The Background to Physical Education

2.1 Introduction ..................................................................................... 58
2.2 The background in physical education ............................................. 58
2.3 The HEA "Health and Physical Education Project", Loughborough University .................................................... 62
2.4 The "Games through Understanding" initiative .................................. 68
2.5 Developments in outdoor education ................................................ 74
2.6 Reciprocal teaching in gymnastics ................................................ 80
2.7 Personal and social development through physical education ............... 87
2.8 Other relevant literature ................................................................... 94
2.9 The case for the Study ..................................................................... 105

### Chapter 3: Research Procedures

3.1 Introduction ..................................................................................... 108
3.2 Review of Literature ........................................................................ 109
3.3 Research Methods ............................................................................ 110
3.4 Interview Procedure ........................................................................ 112
3.5 Preparation of the Interview Guide 115
3.6 The Interview 116
3.7 Transcribing the tapes 117
3.8 Consulting professionals 118
3.9 Consulting Heads, Advisers and Lecturers 120
3.10 The Teachers' Groups 121
3.11 Validation procedures 126

Chapter 4: Researching the field 128
4.1 Introduction 128
4.2 Consulting the experts in the field 128
4.3 "The Lifeskills and Health Education in the Secondary School Project" 130
4.4 The Supported Self-Study Initiative 136
4.5 Active Tutorial Work 137
4.6 Outdoor Pursuits: The Sports Council 141
4.7 Developments in personal and social education 147
4.8 The Development Training Initiative 149
4.9 Other perspectives and developments within student-centred learning 152
4.10 Exploring the essential elements and common ground 166

Chapter 5: The Development of the Model 171
5.1 Introduction 171
5.2 From framework to model 171
5.3 Developing the model and strategies for physical education 179

Chapter 6: The Responses from Professionals 202
6.1 Introduction 202
6.2 Case Studies H1 and H2 (Head Teachers) 202
6.3 Case Studies A3, A4, A5 and A6 (Education Advisers) 206
6.4 Case Studies L7, L8 and L9 (Physical Education lecturers) 212
6.5 Case Studies CT1 - CT14 (The Coventry Teachers' Group) 220
6.6 Case Studies ET1 - ET17 (The Essex Teachers' Group) 234
6.7 Case Studies WT1 - WT6 (The Wiltshire Teachers' Group) 246

Chapter 7: Analysis of Responses 252
7.1 Introduction 252
7.2 The responses from Head Teachers 252
7.3 The responses from Advisers 254
7.4 The responses from Lecturers 256
7.5 The responses from Coventry Teachers' Group 259
7.6 The responses from Essex Teachers' Group 265
7.7 The responses from Wiltshire Teachers' Group 268

Chapter 8: Reflections and Speculations 272
8.1 Introduction 272
8.2 Reflections upon the study: the problems raised 272
8.3 Issues arising from the Study 275
8.4 Recommendations 284
8.5 Conclusions 287

Appendices: Index (A-S) 294-295
A(i) and (ii) Letters to J.A, Project Director of 'The Lifeskills and Health Education in the Secondary School' Project, C.C.D.U.Leeds 296
A(iii) Reply from J.A 298
(vi) 299,300
B Letter to J. W; Supported Self-Study Co-ordinator, Coventry L.E.A. 301
C(i) Letter to J.B, Active Tutorial Work Project Director 302
C(ii) Reply from J.B 303
D(i) Letter to R.O; Outdoor Pursuits Director, The Sports Council, North West Region. 304
D(ii) Reply from R.O 305
E(i) Initial letter to C.W, Senior Adviser for Personal and Social Education, Gloucestershire L.E.A. 306
E(ii) Reply received from C.W 307
E(iii) Second letter to C.W 308
E(iv) Package comprising 12 sheets - brief background to the model(1) and (2) 309-320
- explanation of the components of the model (3) (4) (5) (6)
- suggested strategies (7) (8) (9) (10)
- evaluation sheets (11) (12)
E(v) Letter to C.W 321
F(i) Letter to D.K.B.Everard, Chairman, Development Training Advisory Group 322
F(ii) Reply from Dr. Everard 323
G Letter to T.O, Senior Training Adviser, Brathay Hall, Cumbria (also sent package outlined in E(iv)) 325
H(i) Letter sent to Coventry Heads of Physical Education Departments 326
H(ii) Package enclosed in the letter 327-336
I Letter received from R.O, The Sports Council 337
J(i) Standard letter sent to advisers and lecturers 338
J(ii) Letter received from Lecturer L(9) 339
K Evaluation sheet used with Essex teachers 340
L(i) Reply sent to HT(1) 341

(vii)
L(ii) Reply received from HT(1) 342
M Letter sent to HT(2) 343,
N Letter received from Coventry L.E.A. (S.Jeffray, County Adviser) 345, 346
O Letter received from Essex L.E.A. (M.F.Maunder, County Inspector) 347
P Letter received from Wiltshire L.E.A. (M.Cooper, County Adviser) 348
Q Letter received from Somerset L.E.A. (G.Cavill, County Adviser) 349
R Letter received from London Borough of Enfield L.E.A. (L.Hulbert, Advisory Teacher) 350
S(i)-(vi) Course handouts from the Health and Physical Education project, teachers' course, Leicestershire, February 1991 351-356

Bibliography 357-373

(viii)
Chapter 1: Introduction to the Study

1.1 Introduction and background to the study.

Although one could observe a variety of teaching styles in any observation of a secondary school or college, such as
- groupwork
- tutor talking
- discussion work
- partner work and practical activities,
and many more, there can be no doubt that for the most part the predominant observation would be of didacticism. There are many varied and complex reasons which account for this. Tradition plays a major part in perpetuating the model. Most teachers were trained in this manner from school and training college and were required to pass conventional examinations. It is assumed that "the teacher teaches", having acquired certain knowledge or skills with the emphasis on transmitting this to the learner, who learns". The focus is on the content, material or skills to be transmitted or acquired and the process is one of transfer of information from teacher to pupil. Most secondary-trained teachers have an extensive knowledge of their subject and rely largely on this subject expertise to establish a prestige with their classes, whether consciously or not.
Teachers need for their own security and status, to be seen to be in control. It is much 'safer' and far less threatening to be regarded as the provider of information for children - the role is unquestioned and the status of the teacher is preserved.

In this respect in the eyes of colleagues, parents and the wider community, a teacher has an authority and is in sole control of the direction of all learning which is important for the esteem and preservation of the profession. The conviction of the layperson that education is merely a simple matter of instruction from teacher to pupil may seem grossly exaggerated and outdated but it would appear to have prompted and perpetuated the profession's preoccupation with a didactic style over centuries.

There are other pressures which have contributed to and reinforced the perpetuation of the traditional approach. The size of most secondary school classes, the length of lessons, which is often quite short, the shortage of resources and the demands of a traditional exam system have all encouraged the predominance of the didactic approach as this can be made to fit into the framework of most schools. A syllabus could be produced which could be checked through a traditional examination. Such an examination of knowledge and skills made the
judgement of the syllabus and thus the accountability of the teacher much easier to determine, thus the model was refined, repeated and reinforced. This type of examination of how far knowledge and skills have been successfully transferred to pupils is far easier than making judgements or assessments of individual students' needs and abilities. Under a didactic system, the needs of the individual student as the learner may receive little attention. Such an approach has increasingly incurred considerable questioning and criticism from a variety of sources.

According to Dennison and Kirk (1990),

"At worst a pedagogy emerges which tries to provide answers when the potential learners have not yet asked the questions." (p.5)

HMI (1988) articulated their anxieties about styles of teaching and learning, in their report "Secondary Schools : An Appraisal by HMI",

" Many lessons indicated that for the majority of pupils learning and teaching in terms both of pace, content and approach, have changed little since 1979. Pupils continued to spend a large part of their time in classrooms listening or writing...... Lessons often contained little to help pupils to apply what they had learned beyond the classroom. Successive lessons frequently followed a similar sequence of activities, and
this contributed a sense of sameness and predictability to the pattern of the day." (p.18)

It is not the intention of this study to reflect extensively upon historical factors, but to examine more carefully those new practices and developments within education which have prompted some movement towards different approaches to teaching and learning. Specifically, the study considers the implications for the development of new approaches within physical education.

However a brief consideration of the historical background serves to illustrate the context within which these developments have occurred.

It must be recognised that there have been many sources, inspirations and pressures which have shaped current thinking about educational practice. These could be loosely grouped as follows:

(i) the influence of the philosophy of new approaches to teaching and learning from leading professionals and managers in education and training, psychology and sociology.

(ii) the introduction and development of new practices and initiatives from the government, both within the curriculum and in terms of assessment, which support new, more flexible approaches to learning.
(iii) the experience of professionals working in the field in the implementation of such initiatives over the past ten to twenty years.

1.2 An exploration of developments in active approaches to learning within education.

From early writings, crystalised in the work of the ancient Chinese philosopher, Lao tus,
"When the best leader's work is done,
The people say
'We did it ourselves',"
the 'humanist' school of thought has had impact upon educators. Psychologists such as Rogers (1979) have had considerable influence with the 'humanist' philosophy, of education, with its emphasis upon personal involvement which is evaluated by the learner himself and typifies the humanistic approach to learning.

Similarly Combs (1976), writes of learning as a subjective matter, having to do with what goes on in the personal experience of the student. He believes that effective teaching in such a frame of reference is not a matter of managing behaviour and manipulating curricula; it is a matter of facilitation; of encouraging, and of ministering to processes going on within the student, which
is clearly advocating the use of more flexible learning approaches.

In an article "Learning to be free" in the T.E.S. (1983), Carl Rogers writes passionately in favour of a person-centred approach to learning. He believes that, ".... traditional teaching is an almost completely futile, wasteful, over-rated function in today's changing world. It is successful mostly at giving children who can't grasp the material, a sense of failure." (p20)

"In contrast", he writes, "there is such a thing as significant, meaningful, experiential learning. When the toddler touches the warm radiator, she learns for herself the meaning of a word 'hot'... she has taken in these learnings in a significant, involved way....." (p20)

Rogers believes that education has traditionally been concerned with logical, step-by-step ideas and concepts, which he believes are associated with the left hemisphere of the brain. He outlines how the right hemisphere functions in a more intuitive way, grasping the essence before understanding the details, and is more aesthetic and creative. He articulates that significant learning combines the logical and the intuitive, the concept and the experience.
His argument that teaching in the sense of imparting knowledge makes sense only in an unchanging environment is a powerful one. The person who has learned how to learn, how to adapt and change, "... a reliance on process rather than static knowledge is the only thing that makes sense as a goal for education in the modern world". (p.20)

He focuses on creating a psychological climate in which a child is better equipped to face the pressures and demands of a changing world, will feel free to be curious, to make mistakes, to learn from the environment and fellow students and recapture the excitement of natural learning in infancy.

His person-centred approach expects young people to make more decisions and be capable of self-directed learning. In recognition that critics have often accused such an approach of woolliness and lack of evidence of effectiveness, Rogers expands upon research evidence from the National Consortium for Humanizing Education in the United States over a twenty year period which tends to support his approach. He believes, "The person-centred approach leads to accelerated academic learning, a problem solving orientation; better morale and less absenteeism," (p.21)

However Rogers acknowledges that the climate he believes important cannot be imposed upon teachers. As with all forms of learning, such a belief or attitude
has to come from within. But he maintains that teachers can be helped to develop in this way, if the initial interest and commitment is there.

There is evidence of considerable support for Rogers 'humanist' philosophy. The recognition that education is a lifelong process, rather than a short, discreet phase in life has become more widely accepted - thus the development of an aptitude for learning or "learning how to learn" becomes important. It then appears to be essential to teach not only subject or task-specific skills, but also the 'superordinate' skills or strategies that encourage children to integrate skills in a way which will encourage transfer from task to task. Similarly psychologists lend support to the recognition that children learn better when they are involved in their learning - children are not simply empty vessels soaking up knowledge as a sponge, they have a vital contribution to make to their own learning. In particular, emphasis is given to pupils becoming involved and taking responsibility. Nisbet and Shucksmith (1984) comment,

"Children need to speculate on their own cognition, examine own strategies for tackling tasks and reflect on their own performance". (p.82)

Similarly Bruner (1972) in his article "The Uses of Immaturity", urges that education should be more of a, "communal undertaking", (p.62)
and that children should take some responsibility for helping others.

Coleman (1974) proposes two objectives for schools. The first is 'self-centred', in that it attempts to achieve cognitive and non-cognitive skills and the second is centred around others, in that children should have the opportunity to be responsible for others. He believes that by creating opportunities for this to happen, the child will learn the sort of behaviour required of the socially responsible adult,

"Only with the experience of such responsibilities can youth move toward the mutually responsible and mutually rewarding involvement with others that constitutes social maturity". (p.18)

Nisbet and Shucksmith (1984) advocate that to truly harness the potential of young learners, the teacher needs to continually prompt children to plan and monitor their own activities, with the intention of handing over control as children are ready to take on responsibility.

The recognition that education involves the notion of 'understanding' rather than the mere acquisition of specific skills or limited bodies of knowledge moved the educational debate further towards a child-centred approach. Magee (1971) argues that,
"to educate is to bring about intentionally some kind of understanding, coupled with a disposition to use that understanding in appropriate ways". (p.90)

Similarly, the recognition that the curriculum should include affective as well as cognitive elements, widely known as confluent education, was gathering momentum with psychologists, philosophers, teachers and managers who placed emphasis on the development of the 'whole' person.

Thus a child-centred philosophy gathered support, becoming a more powerful force within education circles. The major developments occurred first in primary education in the late 1960's and 70's. Significant developments were to occur much later in secondary education. Researchers added weight with the claim that there was much in the person-centred approach to enhance self-esteem of pupils.

J. B. Thomas (1980), expands that,

"Teachers can enhance the self concept through the provision of special curriculum materials, through encouraging more personal and private talks with pupils in calm, supportive atmospheres...... and in general through becoming more person orientated in the classroom." (p.92)

"Teachers are on the verge of a teaching revolution and teachers and pupils alike face the same depersonalising threats of modern,
technological society", (p.93)

and,

"Only by seeing teaching as one of the helping professions and less an élitist procedure for purveying knowledge can we encourage a positive sense of worth not only in our pupils but in ourselves." (p.93)

Some consideration of the needs of adolescents will clearly be important in establishing any appropriate philosophy for adolescents' learning. The mostly widely accepted view of adolescence for most of this century has been of, 'Sturm und Drang' (Storm and stress), as advocated by Psychotherapists such as Freud (1937) Blos (1962) and Erikson (1968) who focus on the biological perspective in terms of physical and hormonal changes and changes in moods and relationships with parents and friends as a result. Thus this perspective regards adolescence as an identity crisis which adolescents must resolve through a process of self-analysis which ultimately leads to maturity. Thus the appropriate teaching strategy would be to help adolescents develop personal coping skills and take responsibility for resolving personal problems to deal with internal conflict. Clearly the fostering of self-esteem and feelings of significance will be most important to young people at this crucial stage of their development.
The other perspective on adolescence is a cultural or sociological one, as supported by Bettelheim (1969) and Elder (1968) which emphasises external factors as the major influence on adolescent behaviour. During adolescence, young people begin to reject or select roles according to social pressures and conflicting values in society which cause confusion for young people.

A balanced view would probably acknowledge both perspectives and see adolescence as a "psycho-social phenomenon". (Wall, 1977, p.26) Thus a teaching programme which focusses on what Ryder and Campbell (1988) call an,

"individual reflective psychology" (p.94),

may help pupils make sense of their personal circumstance and help foster self-esteem.

The classifications or taxonomies of learning are wide-ranging and varied. Investigators differ in the type of classification they adopt and the purpose to which they put it.

Gagne (1977) defines learning as:

"a change in disposition or capability which persists over a period of time, and which is not simply ascribable to process of growth." (p.3)

Blooms Taxonomy (1964) suggests four domains:

psychomotor (physical activity)
cognitive (knowledge)
affective (feelings)

interpersonal (relationships with others)

Bloom also suggests four levels of learning - memory, understanding, application and transfer. A more transmissive mode of teaching is frequently implicated when the student memorises information, understands, applies and transfers some knowledge and skills. However when more 'rounded' or 'complete' learning is sought which involves all four domains, the arguments against tutor domination and the transmissive mode are more powerful. If one concentrates on the cognitive element on the transfer of knowledge and skills, such a style has frequently been and continues to be widely adopted, whereas if one believes that understanding and the ability to transfer knowledge gained and skills acquired from one situation to another is also important, 'learning how to learn' takes on greater significance. By acknowledging and utilising a variety of approaches, teachers can help students become more aware of their own style of learning.

A more pupil-centred approach recognises that learners learn at different rates and have varied backgrounds, each one bringing with them a different perspective, different feelings, experiences, and thoughts about the tasks they are involved in within a school situation. It is clear that learning ability does not depend solely on cognitive development, an acknowledgement of the interrelatedness of all aspects would appear to be
important for learning to be 'rounded' and more 'complete'. This is emphasised by Ryder and Campbell (1988),

"For too long teachers have concentrated on intellect, ignoring the effects of students' feelings and emotions." (p.105)

Individual student differences also cannot be ignored.

If one acknowledges that pupils as individuals have individual needs, effective teaching must consider such needs. It is widely recognised that people learn differently and at different rates. Honey and Mumford (1982) proposed that four predominant styles exist. According to their findings they recognised the following:

(i) Activists are willing to become involved in new experiences, are attracted to new ideas and approaches and enthusiastic about such. They thrive on new challenges, but when enthusiasm falters, quickly become bored or restless.

(ii) Reflectors need time to consider new ideas and like to reflect upon new experiences or materials before committing themselves. They tend to keep a lower profile and are reluctant to commit themselves.

(iii) Theorists appear to be concerned with relationships and linkages between information. They need to establish how new information supports or
matches concepts they already understand. Generally speaking they need to understand the interactions between all aspects of a particular issue.

(iv) Pragmatists need to be convinced that ideas are relevant and can work. They are concerned with practicalities and unless they can appreciate the relevance of a skill or some knowledge, it is of little interest to them, as they do not believe it fulfils their needs.

Although such categorisation may be considered crude and an over-generalisation it is important to recognise that pupils are individuals and will have preferred styles of learning. By acknowledging that learning styles are varied and utilising a variety of approaches, teachers can help students become more aware of how they are learning. Clearly human learning is complex and dependent upon many factors. However, one teaching approach or style could not serve to meet the varying needs of all students within any typical secondary school class situation. Similarly, it could also be argued that an over-dominance of either the didactic style or an over-emphasis upon the process of learning narrows the learning experiences of pupils and restricts the potential outcome. A balanced teaching approach could possibly utilise a variety of strategies.

Dennison and Kirk (1990) support this view,

"There must be a twin focus on the 'how' and the 'what' of the learning" (p.30),
whereas other writers emphasise the need for students to,

"Learn how to learn, rather than simply learning how to be taught" (Ryder and Campbell, 1988, p.145)

Similarly, the development of autonomy is identified by Wall (1977) as,

"the most precious cognitive gift of education." (p.89)

"Manifesto for change" (1981) an article in 'The Times Educational Supplement' from a large group of educationalists, industrialists and heads of children's organisations, institutions and charities argues that secondary education does not develop fully

".... practical ability, the ability to get on with others, skill in solving real-life problems, and the necessary attributes for a full and effective life of judgement, responsibility and reliability." (p.18)

The report recognises that many of the personal and social skills young people need, cannot be acquired in large classes,

"They are the product of purposeful interaction in small groups" (p.18),

this being achieved within a caring and creative atmosphere.

It criticises the narrow one-dimensional form which much subject-teaching adopts and calls for subjects to broaden into experiences which draw out intellectual
capacity, feeling, aesthetic appreciation, practical application and social responsibility. The report emphasises the need for minds to be flexible, capable of adapting to constantly changing situations, which requires greater openness and imagination beyond that felt necessary when the traditional style of secondary education was first established.

The report insists that the skills it considers essential to effective living,

"sensitivity about others, commitment to common tasks, making choices, facility in communication, getting along with others, social awareness, an appreciation of moral values...." (p.18),

cannot simply be taught by pedagogical approaches, alone, but from within a caring, friendly and creative school community. The report calls for a,

"vigorous transformation of secondary education" (p.18),
to meet the demands of modern society at that time and in the future.

However, the debate within education concerning the "process" approach to teaching versus the didactic transmission of a body of knowledge, has been and continues to be, fiercely contested. It is clearly illustrated in an article in The Times by Scruton (1986) and the subsequent reply by Hargreaves (1987). In his article, Scruton described the GCSE development as one of the great educational catastrophes, a,

"deliberately infantilized system" (p.24),
which he accuses, is the product of an, "egalitarian mentality" (p.12)

He advocates pupils learning "solid facts", clearly through a didactic, more traditional study of the disciplines, in order for students to be ultimately more successful at 'A'level examination level.

In reply, Hargreaves (1987) defends the GCSE innovation, "No sane society in the modern world should subordinate the educational needs of 90 per cent of its population to those of the rest." (p.2) He argues that if the majority of the pupil population is to reach higher standards, "... the answer must be in finding means of increasing pupils' motivation within a broader, more relevant, more coherent curriculum." (p.2)

Although Hargreaves uses science teaching to illustrate his beliefs, his philosophy of sound practice is applicable to any curriculum area. He does not believe pupils would achieve more by the learning of "solid facts", but advocates a modular approach, using units of work of, "... relatively short duration with clear aims, processes, skills and content...." (p.2), which find common ground with other aspects of the subject and make links with other curriculum areas. This argument of "process teaching" versus learning of facts is further illustrated in the on-going debate evident in literature on science teaching. Jenkins
(1987) wrote in The Times Educational Supplement of the,

"Philosophical flaws" (p.46)
in his critique of 'process' science teaching. His contention is that,

"the process approach is philosophically untenable, psychologically suspect and pedagogically unsound...." (p.46)

Jenkins questions whether the assumption that the relevant processes of the approach can be identified, prescribed and taught in ways which enable pupils to acquire important and widely applicable 'skills', is valid? He queries the belief that process teaching involves pupils in learning in a more active manner, and questions the assumption that the transmission model of teaching fails to engage pupils actively in learning. He believes that each rests on the sterile distinction between process and content which he feels has characterised much of the science education debate.

Jenkins' argument seems to pose alternatives that do not necessarily exist as mutually exclusive - that pupils either learn through active involvement and discovery or they learn a body of scientific knowledge. It would appear that pupils can do both; an awareness that pupils can learn in a variety of ways and through a variety of teaching methods is as relevant to physical education as it is to science. In physical education there will be a necessity in certain
instances for teachers to instruct pupils in a more formal sense but the predominance of this mode to the exclusion of any other denies pupils the opportunity for creativity, greater involvement and thus enhanced personal meaning from such involvements in activity.

In "Science 5-16 : A Statement of Policy" (D.E.S. Welsh Office, March 1985), attention is drawn to the variety of teaching methods, defined in The Cockcroft Report for Mathematics (1982) and their suitability for science teaching,

"In particular, opportunities to contribute their own ideas to discussion are important" (p.17), and,

"Such a range of teaching approaches seems to be essential for the teaching of science as well as of mathematics; the key to success lies in flexibility and variety within such a repertoire !" (p.17)

There is growing support for flexibility in approaches to learning from government initiatives in both the curriculum and in assessment and recording of achievement. The Records of Achievement initiative, introduced by the Government through its policy statement in 1984, attempted to,

"bring together the wide range of pupils' achievements and progress, both within and outside the classroom, including experiences and achievements not tested by examinations. The
process leading to the production of the record ("the formative process") is as important as the record itself, focusing as it does on clear goals, self-appraisal and self-managed learning." (p.3)

Records of Achievement should support and extend the formative principles which underlie current developments in examinations and assessment. In terms of benefits for pupils, the report of the Records of Achievement National Steering Committee (1989), indicates,

"They should help pupils take increasing responsibility for their own learning" (p.5)

and,

"By developing skills of self-appraisal, self-management and self-presentation pupils will be better placed to present themselves...." (p.5)

The implications of such a reform are far-reaching, according to Hargreaves et al (1988),

"...designed to boost their (pupils') motivation, increase their independence and self-awareness, and make them active, negotiating partners in the teacher-pupil relationship." (p.35)

They suggest that it,

"... is something that is absolutely central to the entire educational process; something that is inextricably intertwined with curriculum, organisation, teaching style and assessment. It is a daring reform, more wide-ranging, radical and penetrating in its implications than almost

21
anything we have seen in secondary schools since comprehensive reorganisation." (p.135)

In its policy statement on Records of Achievement, the D.E.S. (1984) outlines its four main purposes. Records of Achievement,

"..... should recognise acknowledge and give credit for what pupils have achieved and experienced, not just in terms of results in public examinations, but in other ways as well. .... They should contribute to pupils' personal development and progress by improving their motivation, providing encouragement, and increasing their awareness of strengths, weaknesses and opportunities... (they) should help schools to identify the all round potential of their pupils....., (and they should provide) a short summary document or record which is recognised and valued by employers and institutions of further and higher education." (p.3)

The basic principle centres upon planned pupil/teacher discussions and the belief that pupils' self-appraisal about objectives, performance and progress are important in the management of learning and are fundamental to the record of achievement philosophy.

According to the Records of Achievement National Steering Committee (1989),
"Records of Achievement should be the cornerstone of schools' assessment arrangements, bringing together in one policy continuous assessment by teachers, self-assessment by pupils, public examination results, and in the future, reported assessments under the national curriculum." (p.5)

Despite this statement, the current confusion and uncertainty about the government's latest intentions with regard to records of achievement and its possible use as a vehicle for National Curriculum reporting to parents has created some confusion and at least, uncertainty as to their future. Whether records of achievement will become a compulsory feature of secondary education or an optional extra for schools to choose, has created an air of frustration and uncertainty.

With the introduction of TVEI, announced in November 1982, 'preparation for life', (the theme of Callaghan's speech to Ruskin College, 1977) as interpreted by schools, took on a new, significant meaning. It implied a radical shift for the role of the school, made possible by support from the Manpower Services Commission through the Department of Employment, rather than from the Department of Education. The original declarations from M.S.C. with regard to T.V.E.I. were vocational; educationalists took up the theme, and according to Pring (1987),
"Relevance" became the key word - relevance as "a basis for choice", relevance to the knowledge, skills and attitudes required for gaining employment, relevance to the personal and social demands made upon young people.

T.V.E.I. aimed to widen and enrich the school curriculum, in a manner appropriate to helping young people prepare for the real world of work and develop skills, interests and abilities to help them lead fuller lives with more to contribute, both to the community and the wider world of work.

The following excerpt from the mission statement of T.V.E.I. (1990) emphasises how this should be achieved,

"enabling young people to learn to be effective, enterprising and capable at work through active and practical learning methods;
- providing counselling, guidance, individual action plans, records of achievement and opportunities to progress to higher levels of achievement." (T.V.E.I. Statement, January 1990, p.2)

In their attempts to make the curriculum more relevant, many schools began to make a shift in both curriculum organisation and experience for fourteen to eighteen year old students. Such movements could be summarised as follows:

(i) Emphasis on basic skills such as literacy, numeracy and communication.
(ii) new units of study, particularly in new technology and business skills which equip young people more readily for the world of work.

(iii) more student-centred teaching methods involving experience-based learning.

(iv) greater negotiation between teacher and student.

(v) more emphasis placed on developing initiative, motivation and enterprise as well as problem-solving skills and a greater stress on personal responsibility.

(vi) work experience to provide experience of skills in a relevant work situation and help students make more informed decisions from first-hand experience of the world of work.

(vii) regular recording of achievements, such records or student profiles becoming the basis of personal guidance and counselling. A more comprehensive method of recording of students' skills, aptitudes and achievements rather than through more traditional examinations.

There is some evidence that the style and philosophy of T.V.E.I. has had some impact upon those curriculum areas which have developed units or modules of study for accreditation within the T.V.E.I. framework. These have been wide-ranging from creative arts, communication skills, political, legal and economic studies, information technology and technical literacy to design and technology modules. How far T.V.E.I. has
had a major or significant impact upon secondary school curriculum implementation is open to debate.

Outdoor education has played a major role in the inclusion of some form of residential experience which is a vital element of T.V.E.I. As a vehicle for experiential learning in the sense of 'planning', 'doing' and 'reviewing' an activity, it would appear that outdoor education has seized the opportunity to fulfil a major contribution within the T.V.E.I. framework. In his article in "Adventure Education" (1985) Keighley expands upon the possibilities for outdoor education within T.V.E.I,

"... in order for activities to affect personal and social development, have greater impact and more relevance, opportunities for preparation, evaluation and reflection should, where possible, always be carried out." (p.17)

He goes on to acknowledge,

"It will inevitably require a change of attitude for many leaders, because the teaching embodies a facilitative approach away from the conventional and all too familiar teaching styles of imparting instruction and directing." (p.17)

and,

"... It is therefore paramount that in order to enhance this learning process and enable personal and social development to take place, teachers and leaders should seize upon every opportunity to
plan, do and review those experiences in which they have shared with young people. This facilitative, enabling approach is indeed germane to the underlying philosophies of both the T.V.E.I. and C.P.V.E. initiatives." (p.17)

It would appear that developments in outdoor education, in terms of philosophy and appropriate teaching approaches, later explored in more detail in Chapter 2.5, are in sympathy with the philosophy of T.V.E.I. and can reinforce this through carefully structured residential experiences.

Other curriculum areas have clearly been influenced in terms of their approach, by the developments of T.V.E.I. and G.C.S.E.

In Maths teaching, since the publication of the Cockroft Report (1982) an awareness of the importance of problem solving and investigative work has been emphasised. The Report rejected rote learning and the call for a 'back to basics' philosophy. It did not lay down a definitive style for teaching mathematics, but recommended that maths teaching should include opportunities for:

- discussion between teacher and pupil and between pupils
- appropriate practical work
- problem solving and the application of maths to everyday situations
- investigations.
Further, a differentiated curriculum was felt to be an essential feature of any maths course. An article in the T.E.S. (1986) gives an account of an in-service course with teachers of Mathematics, who were sceptical to new approaches.

An experimental D.E.S. regional course to introduce new styles of teaching in Mathematics is described by Pirie (1986). Pirie describes the anxieties involved in changing one's teaching style,

"The personal cost of an attempt to approach pupil-learning in a novel way should not be underestimated. An act of faith is involved in the resolution 'I'll stop telling them everything and let them discover mathematics for themselves' - faith in pupil's inquisitiveness, faith in one's own class management, faith in the gospel that mathematics can be learned in this way." (p.42)

She goes on to describe how a more 'active' approach to Maths teaching which was deemed to be desirable for pupils, was employed with the teachers on the course. The teachers worked through problem-solving and investigative tasks to enable them to understand the benefits and sense of involvement inherent in this style of working,

"They experienced for themselves initial reluctance, which then gave way to involvement and enjoyment. They also experienced frustration,
panic, the need to ask and the desire to be told the answer." (p.41)

Other curriculum areas have apparently responded to the challenge to teaching approaches inherent in the philosophies of T.V.E.I. and G.C.S.E. Home Economics teaching has utilised the "process approach". Jepson (1987) explains,

"The emphasis is now on the skills the pupils develop during the process of making or doing rather than just on the end product. This will directly affect the curriculum in the choice of activities planned. Whether one uses the terms active learning, pupil-centred learning or problem-solving, the pupils should have the opportunity to think for themselves." (p.37)

Geen's article "Home Economics and T.V.E.I. : Taking the Initiative" (1987) indicates that research at University College Cardiff during 1985-86 suggests that teachers of Home Economics have participated fully in the introduction of T.V.E.I. and this has greatly influenced teaching styles. He notes that investigative work involving pupils in decision-making has always been an important aspect of work in Home Economics. Knowledge is required to make judgements, but knowledge of isolated facts is less valuable than the understanding of concepts and skills which can be used in decision-making exercises. Thus he concludes there
is much within Home Economics teaching which encompasses the essential features of T.V.E.I.

In a similar vein, the communicative approach to modern languages teaching, with its emphasis on learning from doing, i.e. learning from speaking and less preoccupation with learning by rote is more pupil-centred and less text book orientated. The use of language becomes more real and of greater significance when pupils are involved in a more practical application.

According to Pyke (1989),

"Language teachers are replacing "chalk and talk" with far more effective methods", (p.81),

describing how pupils with quite severe learning difficulties are able to achieve success in Modern Languages lessons through being involved in a practical use of language, which concentrates on developing speaking and listening skills, rather than undertaking a more traditional course based on the written word. Thus it is apparent from available literature that a range of subject areas are developing and utilising new approaches in an attempt to interest and motivate pupils to learn more appropriate, usable, transferable skills which will be of some relevance as they approach maturity.
The introduction of G.C.S.E. has encouraged teachers to consider the possibilities of more flexible ways of organising teaching and learning. G.C.S.E. emphasises the importance of course work. In most subjects the final mark depends not only on a written examination, but also on coursework and continuous assessment.

G.C.S.E. also, through the coursework emphasises the need for practical problem-solving approaches, oral work and communication skills. There is also a strong commitment to the principle of criteria-referenced grading. The effect of this is to emphasise what students know and can do, and builds upon positive achievement, rather than the reinforcement of failure.

G.C.S.E. has prompted teachers to explore more flexible approaches to teaching, learning and assessment procedures. Much of the continuous formative assessment in terms of profiling, records of achievement and assessments for G.C.S.E. can only be achieved between student and teacher, which implies a very different working relationship from the traditional role of the teacher.

The impact of the National Curriculum on teaching and learning approaches is as yet unknown. It is unclear as to what extent the proposed testing will impose rigid procedures on classroom work. There has been undoubted anxiety on the part of teachers that new
approaches to teaching and learning could be drastically restricted by the introduction of the National Curriculum.

However the D.E.S. consultative document (1987) recognises the need for some flexibility, stating that schools should have flexibility about how they organise their teaching, emphasising,

"There must be space to accommodate the enterprise of teachers, offering them sufficient flexibility....

.... to try out and develop new approaches, and to develop in pupils those personal qualities which cannot be written into a programme of study or attainment target." (p6)

The orders now being implemented in Science, Design and Technology and English illustrate that there is emphasis on general skills, which Waterhouse (1990) believes,

" are as much concerned with the processes of learning as with the content of the subject" (p38)
Much communication work is evident in terms of pupils' working cooperatively in pairs and groups, exercising communication skills at all levels.

"They should be encouraged to articulate their own ideas and work independently or contribute to group efforts." (p80) Science in the National Curriculum (1989)

and,

"They should be encouraged to articulate their own ideas and work independently or contribute to group efforts. They should develop research skills through selecting and using reference materials and through gathering and organising information from a number of sources and perspectives." (p75) Science in the National Curriculum (1989) HMSO

The Programme of Study for Key Stage 3 in Design and Technology gives another indication,

"Within the general requirements of design and technology, pupils should have increasing opportunities for more open ended research,
leading to the identification of tasks for designing and making." (p.30)

and the programmes of study for Information Technology stress the following,

"In each key stage pupils should develop Information Technology capabilities through a range of curriculum activities which will enable pupils to take greater responsibility for their own learning...." (p.51) (Technology in the National Curriculum 1990) HMSO

Thus it is expected that although at present, many teachers are understandably anxious of the burden of the National Curriculum introduction, there are some indications that flexible teaching and learning approaches will be advantageous and possibly essential in its implementation.

What then of physical education? It is clear that there are many and varied vocational opportunities in the industries of sport, recreation and leisure. Within G.C.S.E. Leisure Studies, a wide-ranging option choice enables students to explore a variety of aspects in detail and gain an appropriate qualification. Similarly there are few obstacles to physical education teachers designing and developing modules of work
within the T.V.E.I. framework, which relate to vocations and interests within sport, fitness and the leisure industries.

The breadth of relevant available experiences for such modules is considerable, thus there are implications for the role of the teacher. Often it may be necessary for a student to study individually. Students may need to attend meetings, seminars and tutorials with specialised staff in organisations and institutions other than the school.

Dickenson (1986) emphasises the changing role for the teacher,

"In this way the teacher becomes a facilitator, resource and aid." (Seminar report)

The implication that a student-centred approach and the use of resource-based learning is crucial for students to work and learn successfully is significant. A transmissive, didactic style could be most inappropriate, both in terms of practical considerations and in helping young people develop the skills of independent inquiry, research and study which are important in their own right.

The encouragement of constructive, fulfilling use of leisure time through physical recreation also falls
within the general framework of T.V.E.I., in terms of the wider perspective of "preparation for life". The promotion of an active lifestyle and personal and social development through activity is an important consideration for any physical education department. Allowing pupils to assume responsibility in a variety of ways can facilitate this. For example:

- selecting appropriate activities within a module of work
- devising own programmes, for example to improve personal fitness
- recording progress and identifying personal achievements
- forming their own activity clubs and organising activities
- planning and arranging activities outside of school, booking facilities, equipment, utilising other staff expertise

This may lead to pupils making more regular use of facilities outside of school, thus bridging the gap between 'school' and 'community' activity and developing confidence in terms of becoming an 'adult' sports participant.

In many respects, the teacher again needs to take on the role of 'enabler' rather than purely of an instructor. There is much here for young people to
develop and acquire for themselves which is arguably more 'relevant' and meaningful on a personal level, than receiving direct or formal instruction. This raises question marks over the most appropriate approach for the 10-14 year age range, as there are important implications for this age group if the 14-18 years programme is to be relevant, meaningful and successful.

Further, there are wider general implications for the physical education profession which merit consideration. One of the major innovations over recent years in P.E. later explored in more detail in Chapter 2, is the development of a health focus, where there is a requirement for young people ultimately to accept responsibility for making choices about their lifestyles. There is a clear need to incorporate opportunities for assuming and coping with responsibility and making decisions, into the work of physical educationalists. If physical education teachers aim to enable pupils to gradually assume independence from the teacher in order to facilitate secure participation in activity post-school, there will be a need to develop personal skills and qualities such as:

- using one's initiative
- developing resourcefulness
- showing commitment and determination
to facilitate such independence as students gradually assume autonomy. These are qualities which many physical education teachers would aspire to develop in young people - yet it is questionable how far the profession has moved towards structured practice which could truly be said to develop and support such qualities?

Moreover is a child-centred approach more likely to promote such qualities? If physical education teachers are convinced of their claims for their subject in terms of its potential contribution to personal and social development, a focus on the pupil, his thoughts, feelings and abilities would appear to be the essential starting-point, upon which to build, rather than a focus on the teaching material.

Biddle (1986) draws attention to the need to educate decision-making about exercise and the necessity for appropriate teaching strategies that encourage both short and long-term involvement. He refers to problem-solving as a strategy through which pupils may gain a greater personal control.

Hendry (1985) sees the need for schools to make,

"a radical change," (p.2)

to their practices, if they are to tackle the long-term process of education for leisure. His recommendations
Support the need for a cognitive and decision-making framework based upon awareness, understanding and reflection. This approach is supported by Nisbet and Shucksmith (1984) who discuss the kind of learning strategies that may lead to greater self-direction and personal control.

Thus one can have sympathy with the claim of Standeven (1987) that a health focus in the physical education curriculum will do little by itself to persuade young people towards an active lifestyle,

"unless considerable attention is given, not to the content, but to the learning strategies to be developed and used to deal with the content."

(p78)

In conclusion it would appear that teachers need to explore a variety of styles and approaches. This is emphasised by Mosston (1966),

"Teachers can learn to behave in alternative styles and thus affect change in learning styles..." (p6)

However, the implications for the changing role of the teacher required to implement such new initiatives are considerable and for many, most daunting. Implementing new curriculum ideas will require a radical shift in
terms of teaching style as well as in terms of the curriculum content.

In a Discussion Document on the 14-18 Curriculum, integrating CPVE, YTS and TVEI, from the Youth Education Service (1985), caution is expressed,

"This is one of the reasons why the in-service formulae of sending staff to one-day conferences or week-end seminars, where they might imbibe new ideas, is not necessarily effective, for there is no guaranteed way in which the knowledge, skills or attitudes internalised can effectively be implemented back in the work place." (p.36)

In their section on staff development, the editors stress that teachers need to be able and supported to try out new ideas in practice and to draw in their managers within schools.

They conclude,

"Consideration of group work approaches, individual counselling techniques, team-teaching methods and changed forms of assessment will require some significant changes in the traditional teaching role, and concepts such as experience-based learning, active tutorial systems, and negotiated learning may call for a
very careful appraisal of the organisational structures and "hidden curriculum" components operating within a school." (p.36)

It could be argued that the recent onslaught of educational initiatives over the past ten years have piled one on top of the next into the laps of teachers, with considerable implications for both the content of the curriculum and the teaching approaches believed to be most appropriate to meet the needs of their pupils. For example the almost simultaneous introduction of Records of Achievement and GCSE clearly made the increasingly heavy demands that major innovations make on teachers' time and commitment. No sooner had teachers come to terms with these when the full implications of the Education Reform Act (1988) and in particular the demands of the National Curriculum become known.

It is little wonder then, that in grappling with the most recent changes in curriculum shape and content, many teachers could be excused for uncertainty about new teaching styles or approaches, particularly when there may be conflicting messages from government directives, H.M.I. reports, headteachers and governors and the expectations of parents and pupils and the media, with respect to the on-going debate between 'traditional' and 'progressive' methods of teaching. How far physical education teachers have moved along
the road in respect of commitment to new styles of working merits further exploration and consideration.

1.3 DES/HMI Responses

Various DES and HMI publications in the last ten years have included in their reports references which are associated with teaching style. HMI documents starting with:

'Curticulum 5 - 16' (1985) acknowledges that,

"It follows that no single style of teaching will be suitable for all purposes .........." (page 10)

"The problem is how to individualise the teaching in ways which keep pupils at full stretch ............" (page 23)

'Ten Good Schools' (1977) comments,

"Good preparation, variety of approach, regular and constructive correction of pupils' work and consistent encouragement are the hallmarks of successful teaching seen." (page 28)

'A View of the Curticulum' (1980),

"Teaching methods, the way schools manage their time and organise the use of buildings, equipment, books and other materials and the way in which pupils are grouped and teachers are deployed, are not part of the curriculum. They are the means which enable the teaching and
learning to take place ...........

'Good Teachers' (1985),

"The teacher's manner and style are plainly important elements in children's learning ..........

"Good teachers need a variety of approaches and patterns of working and the flexibility to call on several different strategies within the space of one lesson." (page 4)

There is some criticism of the range of teaching approaches used in schools in the DES document 'Better Schools' (1985),

"Teaching is frequently directed towards the middle of the group and there is insufficient differentiation of teaching approaches ..........

" ........... in virtually all departments and schools there is often excessive direction by the teachers of pupils' work ...........

Yet inadequate help is offered within the documents as to what is expected by a variety of approaches and strategies or how these approaches may be utilised by the teacher.

Reference is made in 'The New Teacher in School' (1982) to,

"imaginative teaching approaches" (para 3.3)
and in 'Better Schools' (1985) of the importance to be, "able to make use of a repertoire of teaching styles".

Yet there remains a confusion of terminology - the use of 'styles', 'approaches', 'methods', 'patterns of working' and 'strategies' may prove unfamiliar to the teacher, perhaps more practised in the traditional direct teaching style.

The HMI Document

'Physical Education from 5 - 16', 'Curriculum Matters 16' (1989) recognises that pupils need, "Opportunities to share ideas and to lead and organise groups, as well as to act independently" (page 7) and the contribution that this can make to personal and social development.

Although this refers to older pupils of 16 years, there is also recognition that younger primary pupils can also benefit from working co-operatively and sharing the ownership of physical activity,

"Inventing games involves children in working co-operatively to agree some or all the circumstances in which their play takes place" and "when they have developed & refined a game, children can show it to others, explain it and help others to play it." (page 12)

As pupils mature and reach the middle teens, there is emphasis on working and sharing with others:
"Throughout, pupils need to be encouraged to take some responsibility for their own learning and to be able to work with, and help others." (p13)

In considering the principles of teaching and learning, a variety are advocated. There is the recognition that at times, the teacher will draw, "Upon suggestions which pupils themselves contribute." (p17)

Paragraph 41 expands upon this theme, "Rather than always receiving information from the teacher children can be encouraged to suggest ways in which they think their own work can be improved. This can be extended to helping a partner and to showing ideas in a group. They can also be given responsibility for their own learning in other ways, for example, by devising tactics in a game, setting up their own practices to improve skills, choosing and arranging apparatus in gymnastics, or constructing a personal programme of exercises for promoting fitness." (p18)

The possibilities for learning in a variety of ways - individual, group or whole class are clearly identified. Differentiation is stressed and examples given in both games work and gymnastics of pupils working alongside each other on different tasks of varying skill level, so that each pupil works towards a target of suitable challenge, appropriate to their
individual needs. Maximising each student’s particular strength and skills are encouraged by encouraging pupils to work together,

"Sometimes physically able pupils can be given the responsibility for helping those less able than themselves. Equally pupils who are inventive can be asked to work with others physically more adept but less imaginative." (page 19)

The paper recognises the contribution of a variety of teaching approaches in the complete physical education programme for pupils of all ages. It appears too, to recognise the importance of students becoming involved in their own learning.

The National Curriculum Council in its preliminary guidance, circular number 6 (1989) states that the whole curriculum will involve,

"......... a range of policies and practices to promote the personal and social development of pupils, to accommodate different teaching and learning styles .........." (para. 4)

The circular goes on to describe health education as one of the cross-curricular themes, where knowledge and understanding are as important as skills. The importance of these themes is seen as emphasising,

"......... practical activities, decision making, learning through experience, and the development of close links between the school and the wider world." (para. 17)
The D.E.S. (1985), urges that,

"... secondary schools might more often try to adopt the exploratory styles of learning which are characteristic of good primary school practice."

(p50)

The place and importance however of physical education remains unclear. Although labelled a 'foundation subject' it is somewhat disconcerting to find physical education apparently still open for some negotiation. The most recent comments from the Minister of Education (McGregor 1990) aired in the national press, that students of fourteen years could opt out of physical education to study extra academic subjects, gives further cause for concern. It will clearly be essential for physical educationlists to provide relevant and meaningful programmes for young people to demonstrate to the Department of Education and Science that physical education can respond to change and is an integral and essential aspect of a child's total educational experience, having much to contribute beyond the acquisition of physical skills.

The Education Reform Act (1988) is not prescriptive in terms of teaching methods. It is left to each school to decide upon the best and most appropriate means of teaching its pupils. In 'Curriculum Guidance 3, The Whole Curriculum' (1990) the National Curriculum Council states,

"If the whole curriculum is to mean anything then

47
it must be imparted by use of a wide range of teaching methods, formal and informal, class and group, didactic and practical" (p. 7),

and,

"The wide range of skills which pupils must acquire must be reflected in an equally wide variety of approaches to teaching."(p.7)

By implication it will be left to each curriculum area to consider its own approach and select appropriately in order to ensure access for each child to equality of opportunity.

1.4 The Personal and Social Development Philosophy of Education

"The personal and social development of the pupil is one way of describing the central purpose of education,"

(DES 'Aspects of Secondary Education in England', a survey by HM Inspectors of Schools 1979 page 206).

If one accepts Magee's viewpoint (1971) that education involves the notion of promoting 'understanding' rather than merely the simple acquisition of specific skills or limited bodies of knowledge, one acknowledges that personal growth and increased understanding and awareness are central to the education of the individual.

Pring (1983) argues that teachers will always be involved with the personal and social development of their pupils, whether knowingly or not,
"to educate children is to develop within them certain qualities of mind and of character that will affect the sort of persons they become, the interests they have, the values they hold, the relationships which they are able to maintain." (p.1)

It has been extensively argued in recent years that the curriculum should include a focus on the development of affective as well as cognitive areas, i.e., attitudes, values, personal awareness, and interpersonal relationships, as well as knowledge. Documents from national and government bodies endorse the view that the school has significant influence in developing certain qualities of mind and character affecting the interests, values, and attitudes and relationships maintained by young people and recognising the importance of the school’s role in preparing young people for adulthood.

From the Newsom (1963) and Plowden (1967) reports, Pring (1983) concludes that personal and social development has been recognised more explicitly as part of the school’s curriculum responsibility; the need for emotional as well as intellectual balance and the responsibility school’s should assume for meeting the personal and social needs of children.

Following these reports, other documents from the DES and HMI identify personal and social education as a priority curriculum area. Their wide-ranging definitions of the area serve to illustrate the vastness of the subject and identify many areas which could be included under the ‘umbrella’ term ‘personal and social development’.

The Munn Report (1977) identified 4 sets of aims for
secondary schools. These aims include the development of knowledge and understanding, both of the self and of the social and physical environment and interpersonal skills. To be concerned with the demands of society,

"pupils must acquire knowledge and skills which relate to the world of work, to leisure, to personal relationships and to family life, and to effective membership of the community." (page 22).

Curriculum 11 - 16 (1977) comments,

"Society is also justified in expecting schools .......... to make some contribution to the socialisation of the young, their induction into adulthood and their preparation as citizens, parents, wage earners and voters of the future." (page 11).

In 'The School Curriculum' (1981) explicit references are made to instilling moral values into children; in particular, tolerance of a multi-cultural society and a diverse range of personal values; appropriate to the more flexible and self-reliant work force required in the future and the necessity of equal treatment of men and women.

Other documents 'A View of the Curriculum' (1980) and 'The Practical Curriculum' (1981) from the Schools Council identify the capacity schools have to,

"contribute to every aspect of personal and social growth". (p.14)
One of the 'external pressures and changes in society', referred to by HMI in 'Aspects of Secondary Education in England' (1979) has clearly been the altered employment prospects for many young people which makes very different demands on today's schools leavers. Employers are placing much greater emphasis on social skills and personal qualities and for others the prospect of long term unemployment places considerable demands on the personal resources and motivation of school leavers. With this in view, there is continuing emphasis upon the development of social and personal qualities, often referred to as

'social and lifeskills' (FEU 1980; MSC 1977).

The FEU publication 'Developing Social and Lifeskills' (1980a) emphasises the acquisition of practical competencies or 'coping skills'; this is in keeping with recent educational thinking which has addressed itself to curriculum relevance and particularly the irrelevance of traditional curricular approaches to the less academically able. A more practical approach, with greater emphasis on learning from direct experience is suggested. The concept of 'education for capability' has been promoted by The Royal Society of Arts which relates to De Bono's concept of 'operacy' being a basic vital skill and the employment of action skills and the ability to tackle practical problems.

Hopson and Scally (1981) propose that these lifeskills could be categorised thus,
"me skills, the skills I need to manage and grow; me and you skills, the skills I need to be an effective member of the groups in which I live and work; me and other skills, the skills I need to relate effectively to others; me and specific situations skills, the skills that will be required in a variety of specific situation."

(adapted from p.25)

Thus much of the essence of work in P.S.E. recognises the need to prepare young people for adult life and development of the understanding and awareness necessary to assume independence. This is further explored by the Exploratory Group on Personal and Social Development of the DES Assessment of Performance Unit (1982) which when attempting to define the territory of the area commented that - personal and social development represents growth towards maturity and responsible citizenship.

They concluded that personal development may show itself by way of knowledge, understanding, practical application and attitude. They also defined general aspects of development such as social awareness and morality and particular aspects such as environmental and occupational considerations. Thus conceptually, the field is difficult to define, for the implications are wide ranging and diverse. In 'Personal and Social Development in the School Curriculum', Williams and Williams (1980) state that the difficulty is that Personal and Social Education can be
interpreted as such an all pervading and all embracing facet of school life, that its purposes and processes are rarely closely and publicly discussed or defined by a school in a holistic fashion.

The term 'personal and social development' may be only useful as an umbrella term, concerned with many aspects of a pupil's development such as attitudes, behaviours and feelings, as well as knowledge and skills and involves both academic and pastoral considerations.

Pring (1983) identifies many areas which have a contribution to this area and which it may be important to distinguish between; these include intellectual qualities, moral virtues, character traits, social competencies, practical know-how, theoretical knowledge and personal values.

Essentially, the focus of any work in this area concentrates on the individual, his understanding of himself, in relation to others and finally within society as a whole. There is evidence of support for Pring's conclusion (1984) in that,

"At the centre of it all lies the understanding of what it is to be a person and the ability to behave appropriately towards oneself and towards others as persons."

He places much emphasis on the need for schools to define those powers and qualities which are,

"definitive of being a person", (p.20)
but in need of development.

Hamblin (1978) concludes that the social education programme must move from self-exploration and a positive presentation of oneself in daily life, to involvement within the community.

Similarly The Schools Council (1981) identify the importance of the gradual movement away from understanding of oneself and one's attitude and behaviour to an awareness of others, followed by a more general consideration of social institutions, structures and organisation and the wider implications of the social and moral issues involved.

This focus on each individual emphasises the need to engage young people's attention and commitment as a starting point for all personal and social development, as is the learning experience itself which will form the content of the programme.

There may be certain facts or skills which it is deemed essential for pupils to learn and which are amenable to closely specified behavioral outcomes. However personal and social education must concern itself with developing a capacity for looking critically at beliefs and values and making judgments and decisions relating to them. Teachers' major concerns must be with providing procedures by which these judgements may be made. In this respect the procedures and the mode or process of learning become as important as the subject matter itself.

The teaching methodology of PSE often centres upon group work. The learning predominantly is achieved through active techniques such as collaborative group
work. It starts from what the students know to be their individual starting points, it is not confined to the classroom; it is subject to regular review and evaluation, of self and of group performance and uses intrinsic motivation of students.

Work often focuses on feelings, students are encouraged to think and talk about what they are learning - the cognitive and affective domains are given equal emphasis. The process is valued and discussed alongside the content.

Much PSE work involves pupils making decisions, organising their work and assuming responsibility within the classroom. Opportunities for pupils to share ideas, work co-operatively and assimilate many of the skills and values thought to be valuable, through experience of wide ranging situations, through role play or discussion work in pairs or groups are significant features of much PSE work.

However there is a widespread recognition that this philosophy should extend beyond the confines and boundaries of PSE courses in schools. In 'A View of the Curriculum' (1980) the chapter on 'The Curriculum in Secondary Schools' constitutes a strong plea for a considered programme of personal and social education, both as a separate constituent of the timetable and as a dimension of the timetable as a whole,

"It is also certain that schools need to secure for all pupils opportunities for learning particularly likely to contribute to personal and social development." (p.18)

Hargreaves et al (1988) support this view. They
believe that PSE programmes,

"should also help young people make rational, autonomous decisions about themselves and their world." (p. 176)

They go on to comment,

"They should help the pupils question and think, a requirement, one would imagine, not just of PSE in particular but of education itself." (p. 176)

They argue persuasively for the climate and approach which are fundamental to much positive PSE work in schools, to be consistent with a whole school approach throughout the curriculum. The authors support Tomlinson's view (1983),

"It is too often implied that the educational needs of children can in some ways be divided into cognitive and affective areas ........ In fact, the two kinds of development are inter-dependent." (p. 5)

They go further to speak of the need for consistency in that the processes of personal and social learning in PSE initiatives need to be at one with the processes of learning and development elsewhere in the school. If value is placed upon pupils' contributions to discussions, their use of initiative and the ability to work co-operatively within PSE, it appears contradictory if they are suppressed, limited to following the teacher's example or directions and expected to work in isolation whilst working in other areas of the curriculum.
Thus a model of curricular and pastoral integration would appear to be worth striving for. Generally there are indications that this has not been widely achieved. Measor and Woods (1984) have indicated that pupils who have been expected to exercise personal and social skills and the qualities of initiative and collaboration in primary schools, are given little opportunity to exercise them when they transfer to secondary schools. It seems likely that pupils' learning will be reinforced and enhanced if the processes of personal and social learning are at one with the processes of learning and developments elsewhere in the school. This has implications for every curriculum areas, including physical education, in that there may be much worthy of consideration in the personal and social education philosophy and methodology.
Chapter 2.1 The Background to Physical Education

2.1 Introduction

In Chapter 2, an analysis of curriculum initiatives in physical education will be undertaken. These initiatives represent the major developments which have occurred in the literature concerning physical education during the past ten years. Each of these innovations implies a child-centred philosophy in which the main focus would appear to be on the child and his needs rather than on the teacher or the subject matter.

Finally, some of the literature from North America will be discussed.

2.2 The Background in Physical Education

There is some evidence to suggest that much physical education is taught in the traditional formal instructional style.

Underwood's survey (1983) provided a comprehensive survey of the physical education curriculum in this country. Amongst his findings were the conclusions that teaching styles tended to be direct and that general trends showed that teachers placed most emphasis on the content of programmes. Less emphasis was placed on aims and objectives and teaching method and any form of evaluation was regarded as least important.

Dickenson's study (1987) contains implications that non-appropriate teaching styles may be adversely affecting pupils' attitudes to physical activity and
commitment to an active lifestyle. Under the heading 'Implications for Physical Education' he comments,

"If physical education is going to encourage young people to participate in physical activity and develop within them an understanding of the value of activity, then teachers need to adopt an individual approach to learning, which promotes the concept of pupils being involved in the learning process." (page 122)

In his conclusion of the areas for future consideration for the physical education departments involved in this study, he identifies,

"a move towards adopting individualised teaching methods and involving pupils in the process and direction of their education" (page 123),

as being significant and worthy of consideration.

Spackman's study (1986) 'The Systematic Observation of Teacher Behaviour in Physical Education: The Design of an Instrument' provides evidence of the traditional didactic style still being prevalent.

"The teachers were consistent in using a predominantly prescriptive teaching method preferring to address the whole class simultaneously." (page ii)

As she comments,

"By selecting this behaviour which is the hallmark of didactic teaching or coaching behaviour, the teacher is responsible for the
vast majority of the decisions in the physical education lesson" (page 133),

and notes that one of the reasons for this is due to teachers centering on the acquisition of motor skills rather than the development of understanding or attitudes towards physical education by the pupils.

She concludes that,

"the lessons appeared to be more concerned with physical training than with education of the physical through the physical ............" (pp.133-134)

Several features were noted in her study.

(1) Prescriptions were given as to the task to be followed, when and for how long it was to be done and how it was to be accomplished.

(2) Choice was rarely given either for the nature of task to be pursued or for the method of pursuit or the practice time available.

(3) Very short periods of time were given by teachers to asking pupils questions about their performance or about themselves or how they felt about involvement in the activity.

(4) Teachers did not engage in dialogue with pupils about their work for any length of time - feedback constituted a very short part of lesson time.
(5) Observation of pupils working appeared to be the second most important teacher behaviour for most teachers and it is typically followed by further prescription or feedback, sometimes both.

(6) Material seemed to be organised for all pupils in the same way, which does not take account of individual differences or that pupils may not learn equally well the same way as one another.

Spackman concludes that,

"It was difficult not to escape the conclusion that the physical education stereotype cited by Hendry (1973 and 1978) was very much in evidence in 1985." (page 137)

When considering the implications of her research for initial teacher education programmes in physical education, Spackman comments that whilst practice and command style teaching both have a part to play in the teaching of physical education, over use of both styles,

"........... deny the pupils the opportunity to make decisions, create their own work and be more responsible for their own learning." (page 142)

She also comments that the pupils were necessarily teacher-dependent due to the manner in which they were taught. She recommended that trainee teachers need familiarisation with alternative teaching styles, which would encourage the teacher to be more flexible in the forms of organisation chosen as the context for learning.
As Spackman acknowledges, the physical education curriculum is witnessing a change - both in content and methodology. The objectives appear to be shifting from predominantly promoting skill acquisition to developing knowledge, understanding and positive attitudes towards exercise and activity as evidenced by the growing interest in health-based physical education and the teaching games for understanding initiative over recent years. However these initiatives demand flexibility, new knowledge and sensitivity of attitude towards the subject and the learner, which seem incompatible with the stereotyped image of the physical education teacher of Spackman’s study.

2.3 The HEA 'Health and Physical Education Project', Loughborough University

The HEA 'Health and Physical Education Project' at Loughborough University launched in 1985 by The Health Education Council in conjunction with The Physical Education Association aspired to providing children with adequate practical knowledge to enable them to take responsible decisions regarding exercise, helping them to recognise the positive value of an active lifestyle as a means of enhancing the quality of life.

By promoting a health-based physical education within the curriculum, it was hoped that this would go some way to counteracting an over concern for competitive activities. The project identified a development and a research role in outlining its objectives in its first newsletter. As well as producing resource material by means of booklets offering a range of focuses in pupil activities, teaching approaches and
information packs, the project identified the need to develop, "teaching strategies involving children in their own learning." (1985, p. 11)

The project proposed to draw upon the expertise and research experience of teaching staff by establishing two inter-linked structures of communication. The 'inner network' comprised two small groups of specialists in health-based physical education, teachers and local authority advisers, enabling the project to draw upon a wide range of ideas and innovations. The group would act in an advisory and consulting capacity to the project. The outer network comprised of professionals who could keep in touch with the project through the project newsletters.

From outset the project recognised that pupils needed to become involved in their own learning to convince and motivate them of the need to pursue an active lifestyle; this was implicit from the outset of the project, if under-developed. It was evident from the project's contact with teachers that many physical education teachers were interested in and sympathetic to the need to examine their programmes in school and include health-related-fitness programmes, but were on fairly unfamiliar ground in terms of new approaches to implement this focus. It appeared that the content change was driving the innovation, the recognition that a dominance of competitive, traditional team games was unbalanced and needed modifying.

The researcher had embarked upon a major curriculum innovation in her own school, in developing health-related fitness courses for girls aged between thirteen and eighteen. To gain responses to the
innovation, she asked all those pupils involved to complete a questionnaire giving their opinions about the courses they had experienced. Two factors emerged from the survey conducted with 158 girls:

(a) The girls enjoyed the freedom they experienced to develop their own exercise programmes. This proved the most popular aspect of the course.

(b) Pupil-centred learning could be developed further. Pupils wanted to try out things for themselves rather than 'be told' what to do.

The researcher had conducted some work for Coventry Education Authority with ten Coventry schools who were involved in health-based physical education courses. Her contact with schools suggested that they were clarifying the content and timing of their courses, but that further attention was needed on how to help pupils' understanding. Some considerations were highlighted as follows:

- Whether teachers were encouraging pupils to solve their own fitness problems, plan for themselves and develop life time skills.

- Whether teachers were acknowledging progress in recognising positive changes in pupils' attitudes and work in this area.

- Developing the appropriate teaching strategies for teachers to communicate the significance of a health focus in a style and manner which is relevant to young people. Involving students in the process
"so that they are involved in the experience and value it for themselves" (p. vi),

was seen as crucial.

In the same newsletter, Matharu and Dowling (1987) wrote of the importance of enhancing pupils’ self esteem through physical activity. One of the factors they identified as important was of the importance of the atmosphere of the learning environment. Giving pupils access to taking responsibility, making decisions within lessons and instilling pupils with confidence through the encouragement of a sense of commitment and pleasure in activity were regarded as being of importance.

Four suggestions were put forward

"Develop ways for pupils to have the opportunity to try out ideas for themselves and explore through activity."

"Give pupils responsibility eg a chance to organise an event, competition or visit."

"Allow students to have greater responsibility for each other within lessons, eg reciprocal learning, partner challenges."

"Allow pupils to comment on their progress, eg through profiling." (p. iv)

These are in sympathy with a student-centred learning philosophy.

A key feature of the project’s work has been the
consistent emphasis on increasing participation through involvement of pupils. Almond (1989) recommends that pupils,

"Take responsibility for learning; and be involved in decision making about their learning and the kind of experiences appropriate to their needs and interests." (p31)

He suggests (1989) that P.E. teachers could organise set times within a school year when young people could, either individually or in pairs or groups, present something of their own, which can be valued within schools. He recognises the need for students to gain independence and emphasises that teachers need,

"to recognise the significance of student-centred learning to assist the transition from school to involvement in physical activity in the community." (p32)

This focus is clearly upon the student, his thoughts about activity and its place in his life and is in keeping with the philosophy of the Health & Physical Education Project, whose main aim has been to sensitise the teaching profession towards the recognition of the place and importance of a health focus in the physical education curriculum and provide them with the knowledge base and resources to implement this focus with the emphasis on a student-centred approach.

"...... it is imperative that we recognise the need for young people to move from dependence on the teacher...... towards an independence in
which responsibility for one's learning and one's actions is an acquired skill nurtured in the school setting." (Almond and Matharu 1987)

However it is clear that if we are teaching a health focus in physical education where there is a requirement for young people to ultimately accept responsibility for making choices about their lifestyle, there is a clear need to incorporate opportunities for assuming and coping with responsibility, making decisions and choices rather than imposing decisions and trying to enforce behaviour change by teachers direction. There is little evidence to support the view that people are particularly influenced in health education by being 'told' what to do, how to behave and so on. Firstly there is increasing evidence, Thomas (1978), Fox and Biddle (1988), that pupils self esteem is crucial to taking decisions about health matters and how poor self esteem appears to be associated with low health status. Thus there are implications for the importance of raising pupils' self esteem in physical education. How we work with young people would appear to be crucial if their experiences are to be positive and rewarding. Further, if we are aiming to enable pupils to gradually assume independence from the teacher in order to facilitate post school participation, there will be a need to develop resourcefulness showing commitment and determination to facilitate this movement towards autonomy. These are qualities which many physical education teachers would profess their subject develops in young people, yet it is questionable whether they are necessarily products of the physical education experience? If physical education teachers are serious in their claims for their subject in terms of its contribution
to such personal and social skills, a focus on the student, his thoughts, feelings and abilities would appear to be the essential starting point upon which to build.

2.4 The 'Games through Understanding' Initiative

It has become apparent that one of the major innovations within physical education in the 1980s has been the 'Games through Understanding' innovation. Much of the thrust of this work has been initiated from Bunker and Thorpe at Loughborough University, first outlined in 1982, and expanded upon in 'Rethinking Games Teaching' (Thorpe, Bunker, Almond 1986). Their close observations and experience of games teaching revealed highly structured lessons which they believed leaned heavily on the teaching of techniques or at worst, children themselves being required alone to sustain their own interest in the game. They believed this resulted in:

(a) a large majority of pupils achieving little success

or

(b) the majority knowing very little about games

(c) players who possess inflexible techniques or poor decision making capacity

(d) players who were largely dependent on their teacher/coach

(e) a failure to develop 'thinking' spectators or administrators.
They claim that traditional methods have tended to concentrate on specific motor responses and take little account of the contextual nature of games. Teachers tended to teach 'how?' before they teach 'why?' The reasons for this are complex and deep-rooted. The development of skill acquisition courses in teacher training institutions seem to have resulted in an over emphasis on technique instruction, particularly in games playing. Clearly it is easier to isolate and quantify techniques and trainee teachers could be more easily assessed in terms of their 'technical' knowledge and accuracy.

As curriculum developments occurred in other aspects of the physical education curriculum, games education seemed to have stood still, although still fulfilling a major part of most schools' physical education programme. Physical education students continued to be taught and taught how to teach themselves in this skill-orientated style.

In planning games lessons, physical education students have traditionally been encouraged to divide their lesson into a clear format of the Introductory Activity, the Technique Section and finally the Game. Such an approach ensured that a lecturer/tutor could check on the student teacher and gain insight of what was being covered in other lessons. Thus the techniques aspect became a vital component of the lesson for most teachers, who as skilled games players had mostly themselves been through such highly technique-orientated coaching sessions. Thus Bunker and Thorpe believe that the recognition that this rigid structure lead to a 'content' based, rather than a 'child' based approach was not widespread.
They maintain that a technique-orientated approach does not help children understand the game. If a teacher concentrates on a technique, he is in effect telling children that they must learn this before or in order to play the game. This in turn may enforce feelings of failure with those who are less able or deprive even the most able child of a real understanding of the game or of being in a position to make decisions about the employment of techniques.

Bunker and Thorpe (1982) developed a model for an understanding approach to games. The model was based upon the philosophy of helping children to understand games in order to open them to all children of all abilities. There is a reduction in the importance attached to the teaching of techniques in contrived situations and more of a focus on the child himself and his perceptions and awareness of the game and its implications. The focus is on the game form. Bunker and Thorpe's model has six stages. The approach starts with a game situation. From the outset, pupils need an awareness of rules to give the game some shape. Following this, children will need some tactical awareness - how to create or deny space to beat the opposition. From this point children will be in a position to make two decisions - 'what to do?' and 'how to do it?' It is only from this stage that skill execution can be refined as appropriate. This is important as the approach becomes more child-centred. It is introduced as it becomes appropriate and relevant to the child and arises from the child's involvement in the game, rather than a pre-requisite to play the game.

The key features of this model appear to be that children's motivation for and enjoyment of games
playing is enhanced, which is essential if they are to retain a life-long interest in games, both as a participant and as a spectator. It would appear that this focus for games education has its roots in a student-centred philosophy and could be fitted within such a framework.

To meet teachers' frequent criticisms that theoretical models are offered often with little guidance to facilitate their transfer into practice, Bunker and Thorpe attempted to work with teachers' groups in practical sessions, where they presented their ideas through this focus. Having attended one of these courses, the researcher became convinced of the approach in terms of pupils' responses, both of achievement and motivation and also in terms of the climate which was created as a result of this style of teaching and learning. She became convinced that there was a need to take this further and develop the approach as a total philosophy which could underpin the total physical education curriculum.

Another innovation within games teaching concerns Whitmore's concept of the 'Inner Game' (1982). This is an approach which is concerned with the learner concentrating himself on his experiences and his goals. The coach fulfills the role of facilitator, rather than instructor and prompts the learner to feel what is going on in his body, observe his immediate environment and notice his own mental processes.

Whitmore (1982) emphasises the transference of responsibility, "The common element of the shift ........... is that of a switch of responsibility, from the manager to the worker, the doctor to the patient, the teacher to his student and the coach to the
Much emphasis is given to the power of concentration and the overcoming of any mental barriers which may impede performance.

The learner is encouraged to ask himself 'what is happening?' and what he wants the outcome to be, so that he is clear about his specific underlying goal and motivation. He then learns through the experience of his movements and is helped to focus on his actions by his coach, but is rarely directly instructed.

Whitmore described the rewards to the student in terms of 'fluidity of movement, exhilaration of self discovery and the enhancement of self image.'

At times, the coach or teacher may coach or instruct in the traditional sense if the situation demands it, yet more frequently the learner is guided through a process of self discovery, in order for this to be more directly personal and meaningful for the learner - the focus is on the learner's thoughts, feelings and imagination rather than on those of the coach or teacher.

Throughout the physical education literature in journals, the 'games for understanding' approach has evidently dominated our thinking for the past ten years. This innovation in games is close to a student-centred approach, but some would argue that the educational gymnastics movement already preceded any such movement in games teaching. However, an examination of the available literature on gymnastics teaching (Williams 1974, 1978, Morison 1969, Mauldon and Layson 1979) reveals that the principal emphasis was on content rather than on the teaching approach, or the learning process. Morison (1969) expands at
length on the development of material by way of themes for gymnastics lessons, devoting one chapter to,

"Planning, Teaching and Observation." (p.133)

In this, some indication is given of the value of partner and group work,

"Working together entails adapting to someone else, sharing with them, planning, arranging, selecting, experiencing things together." (p.74)

and,

"There should be some partner or group work in every lesson at secondary school stage." (p.74)

Many ideas are suggested for developing the content in terms of partner activities and group work and it is stressed,

"These actions also demand very good team work and reliability from every member of the group. They should not be attempted unless people are fully capable of good co-operation .........."

(p.81)

Similarly, the concluding paragraph closes with,

"......... very much more important is the continuous educational process which fosters an ability to assess situations and to think independently .......... but most of all to develop attitudes of consideration for others and sympathetic relationships with them." (p.173)

However, one of the problems appears to be that there
is little indication of how to facilitate a caring, trusting atmosphere in which pupils are mutually supportive, yet gradually assuming independence. It would appear to be left to the teachers' imaginations to create the sort of positive atmospheres within lessons to develop such qualities in pupils.

Similarly Mauldon and Layson (1979) offer a wealth of ideas in terms of lesson content which again is in keeping with the child-centred focus. The value of co-operative partner and group work is emphasised again with the inclusion of many strategies for developing the content, yet there is little real emphasis on the teaching approach nor the means to create the appropriate atmosphere to enable a child-centred focus to flourish. Again this would appear to be left to teachers' discretion to interpret the content and introduce the vast selection of material in an appropriate manner. In this sense, the innovation was more content-orientated. Certainly a more flexible teaching approach was hinted at, but not thoroughly articulated. This could be regarded as somewhat surprising, as without doubt, the underlying philosophy was to move towards a child-centred approach which would better meet the needs of pupils of all abilities.

Once again, as with the 'teaching for understanding' approach, an appropriate pedagogy is not spelled out. It would seem necessary to articulate more forcefully the teaching/learning requirements which go hand in hand with a change of content.

2.5 Developments in Outdoor Education

It is widely recognised that, over the past twenty
years, there have been developments in the approach and focus used in outdoor education. As physical training became physical education, outdoor activities or outdoor pursuits became outdoor education. In the 1960s there was much emphasis on acquisition of skill through adventure, facing up to natural dangers which it was widely believed gave one 'character' and developed admirable personal qualities.

In his article 'Planning an Adventure Experience in the Outdoors', Olgilvie (1985) articulates the two contrasting approaches towards outdoor education of which he has personal experience and which he feels pose still pertinent questions in the 1980s.

The first was based upon a 'skills' approach underlying which were several assumptions. The first of these was that staff 'know best' and are best placed to instruct students towards a 'finished' model. Teachers are crucial to the process and are concerned with getting students to the finished ideal self sufficient state as quickly as possible in the time available, therefore they choose the method of teaching which facilitates learning the fastest and results in fewest mistakes or experimentation. Most of this learning is performed through student imitation of the teacher, to acquire the pre-determined skills as quickly as possible. The priorities and goals were staff chosen and the preoccupation was with technique or skill acquisition. Accordingly to Olgilvie,

"Task-orientation approach is the name I give to this type of programme." (p.38)

Olgilvie and his team of staff began to question
whether the methods and approach they were using were most likely to minimise the achievement of the personal and social development they aspired towards for their students. At the same time, humanist theories, largely expanded by Holt and Rogers, were being widely articulated and Olgilvie's team decided to identify exactly what social effects they were seeking from their courses and demonstrate this to be achievable through a different approach. The emphasis would be on people; the courses would be less important as ends in themselves and more,

"as a vehicle to facilitate journeys of a more personal nature within oneself." (p.39)

A complete re-structuring of course content and methodology was necessary. Students became involved in the decision-making about their courses, not only about activities, but about the handling of interpersonal problems. The approach was consultative and democratic and the shift of responsibility was adjusted towards the 'clients' and students. Self-discovery and a sense of personal growth were crucial aspects for students and staff alike. Reflection and review became more important features of experience-based learning,

"The other main development over the past years has been the ever increasing importance attached to the process whereby experiences are evaluated and appraised," (p.41)

and,

"Looking at what was done, how it was done and how you and others felt about it, can result in
According to Olgilvie, the focus switched onto people rather than things - i.e., skills. Approaches need to be matched to the group,

"It is important for outdoor educationalists to be aware that it is only with group-centred styles of approach that the social growth of young people, which we now say is what outdoor education is all about, can be facilitated."(p.42)

He recognises that the challenges posed by being required to be an active, contributing member of a group are just as severe as the environmental challenges. Such environmental challenges are easier to establish and access and for this reason Olgilvie speculates that this is for many the reason they cling to the former model. Facilitating personal growth and the development of sound human relationships is more abstract, more fraught with difficulties and more threatening for students and teachers alike; yet he remains convinced that if one believes that outdoor education is mainly about personal and social development, this approach is essential. He poses the dichotomy which he believes has always been present in thinking about outdoor education,

(a) "Is outdoor education about improving the quality and number of journeys made in the external environment?"

OR

(b) is outdoor education about helping
Orgill (1985) expands upon the theme in his article 'Adventure on your Doorstep'. In it, he questions the belief that,

"the value of the experience (or the good done unto) is directly proportional to the distance travelled" (p. 39),

and supports the value of urban outdoor pursuits which he claims will be more relevant and meaningful to many young urban dwellers. He advocates lively, imaginative, but locally-based activity programmes, where attention can be paid to personal and social development,

"through involvement with planning and preparation and the acceptance of responsibility in learning-centred approaches." (p. 12),

believing that this type of involvement with responsibility is more likely to promote self-reliance, independence and longer term participation, which is in sympathy with Olgilvie's view.

The importance of utilising experience, by transferring learning to new situations and building upon skills achieved is an important factor. This 'transfer of training' effect had been claimed by the Outward Bound Movement for several years. It has now been developed and refined, in many training institutions in different settings and contexts, but has been particularly developed and expanded in outdoor education circles, which have been at the
Development training essentially embraces a range of active approaches to learning which aim to develop people's ability to learn from experience. It combines adventure and discovery learning with individual target-setting. Trainers are facilitators, helping in direction finding, without providing it. Learners take increasing initiative in what they do, the base is confidence-building, allowing the learner responsibility in as many areas as possible, particularly for the decisions and choices which affect their future. Development trainers are generally directing students towards opportunities for developing greater self-direction. The outcomes depend largely upon the quality of the experience and the quality of the reviewing which follows.

Although development training has been associated and identified with outdoor pursuits, it is a process which is used widely within industry and commerce, on some YTS and youth employment training courses, voluntary organisations and charitable and commercial agencies and on personal development courses.

If one accepts that 'development training' is concerned with learning by doing, it is clearly organised in many apparently diverse forms. For example, 'education for capability', 'leadership training', 'social skills training', 'residential training' and 'outward bound' all include aspects of personal and social development training as a means to 'open up' participants to learn how to learn. However, Everard (1986) in his report as chairman of the Development Training Advisory Group identifies that,
"Its wider use in schools would lead to a more effective educational system" (p.73),

implying that the approach is not widespread within the school setting. With the help of Brathay Hall, Cumbria LEA is retraining its teachers through the approach. Using development training methods, teachers are helped to change from a didactic to an experiential style. Reporting to the Development Training Advisory Group, Howarth (1986) explained that the residential week at Brathay produced a 'quantum leap' in the impact on the way they teach and manage the rest of the course and he stated,

"The key features of development training are effective and welcomed by the teachers in helping them meet the challenges of school life in 1986."

(p.5)

Thus many organisations and institutions are using the development training approach in training their employees, clients or students. Outdoor education has been at the forefront of this approach, indeed many of the activities and experiences offered through outdoor education fit neatly with the development training approach, thus the relationship is logical and mutually supportive. It would appear that the potential for using development training within schools has yet to be fully explored. In particular physical education with its many and varied challenges through activity and its potential for group work is particularly appropriate for the development training approach.

2.6 Reciprocal Teaching in Gymnastics

Underwood's research (1985) explored what was involved
when a physical education teacher attempted to shift from the traditional style of physical education teaching in the teacher-directed mode, to an approach with personal and social development to the fore with pupils encouraged to make decisions and take responsibility within the sphere of gymnastics. Underwood (1985) notes,

"An authoritarian style of teaching demands conformity and minimal interaction. The process is one way and training institutions have frequently perpetuated a model of teaching which requires pupils to listen, absorb and respond uniformly, rather than debate, question and respond individually .........." (p.24)

He comments that on a DES regional course, not one from 60 participants from 18 different training establishments had ever been shown a method where there was an attempt to individualise programmes, use visual resources or explore the use of peers in the teaching process.

Underwood acknowledges that there is some literature to suggest that children can only learn efficiently from concrete situations for example,

"Learning takes place through a continuous process of interaction between the learner and his environment which results in the building up of consistent and stable patterns of behaviour, physical and mental. Each new experience reorganises, however slightly, the structure of the mind and contributes to the child's world picture." (Plowden Report 1967, p.262)

support the basis of development being encouraged through active experiences.

If pupils are to be helped towards autonomy there is a need for progressive stages towards independence with pupils gradually making decisions, instead of the teacher. Perrott (1982) makes the following observation of the teacher as the decision maker,

"Decisions are concerned with 3 basic teaching functions:

1. Planning.
2. Implementation.
3. Evaluation." (p.6)

Underwood notes that teachers traditionally make all of these decisions (p.84),

but need to move towards (p.85),
Underwood comments that,

"teaching styles must show progressions which gradually allow pupils to take more responsibility for decisions in each of these areas." (1985, p.95)

However he highlights the difficulty of working in this way if the rest of the school life is significantly different. Developing a climate of warmth, understanding and social acceptance will prove difficult and will not easily succeed if the rest of school is in direct contrast.

Underwood suggests that teachers have never considered autonomy as a major aim of their work. If it was accepted as a major responsibility, the process of learning would represent that fact.

Underwood notes that although the Nuffield and Schools Council Curriculum Science Packages encourage an enquiry approach to training and there have certainly been movements in physical education within dance and modern educational gymnastics towards this, it has rarely spread to other aspects of physical education.

Yet in Underwood's review of the available literature, he acknowledges a wealth of support for encouraging pupils to take decisions and of the need to transfer responsibility to the learner. He acknowledges Chruden and Sherman (1972) who declare,

"The most effective manager is .......... able to use a wide variety of approaches available to him in determining the degree to which the work
Underwood (1985) acknowledges Wragg (1984) who emphasises that the teacher must develop teaching strategies which not only transmit information, but also encourage children to learn independently as a member of a group.

Staniford (1983) is one of the few writers to analyse what he calls, "personalised physical education." (p154) He writes of pupils needing to make more of their own decisions - and of an environment where,

"personal encouragement, co-operation and interpersonal relations are used to the fullest." (p155)

His teaching styles rely heavily upon Mosston's work, particularly in reciprocal teaching and individualised programmes. He argues that these styles are particularly suitable,

"because they free the teacher to move round the class, continually challenging, inviting, stimulating and encouraging." (p156)

Underwood uses visual task cards at learning situations which help to free the teacher to spend more time asking questions, being supportive of children and encouraging peer and group support.

This view of physical education has its foundation in
the philosophy of allowing pupils more freedom to make decisions in the learning process. Nutting (1973) hints that greater behavioral changes occurred in groups where broad decision making was encouraged. Anderson et al (1972) emphasised that participation in the planning of activity was a strong factor in contributing to the overall enjoyment. This is linked strongly with the development of humanistic education (Hellison 1973) and the use of individualised programmes (Bishop 1971).

Bruner (1972) in his article 'The Uses of Immaturity' discusses the difficulties created for pupils by keeping them in the 'pupil' role. He urges that education should be of a 'communal undertaking' and that children should take some responsibility for helping others. Coleman (1974) supports this and proposes two objectives for schools. The first is 'self-centred' in that it attempts to achieve the cognitive and non-cognitive skills. The second is centred around 'others' in that children should have the opportunity to be responsible for others. He believes that by creating opportunities for this to happen, the child will learn the sort of behaviour required of the socially responsible adult. He believes that,

"Only with the experience of such responsibilities can youth move towards the mutually responsible and mutually rewarding involvement with others that constitutes social maturity." (p.18)

Underwood (1985) indicates that teachers of physical education appear to believe that the function is to achieve aims within the psychomotor domain, although
he acknowledges Kane's study (1974) which found that physical education teachers wanted to achieve aims within the affective domain, even though there was some incongruence in their stated aims and objectives.

However, Underwood's definition of physical education places emphasis on more than just the physical,

"Physical education is the nurturing of physical, social and health needs of the present and of the future." (p.55)

Underwood's implications for the social climate within physical education are that it should be one of co-operation, sharing, trust and understanding,

"Too often", says Underwood, "it is one of unfairness, conformity, irrationality and insensitivity." (p.83)

There is evidence of transference of responsibility in the first part of Underwood's study. His selection of task cards in gymnastics showed that it was possible to implement a range of teaching and learning styles which gave a variety of responsibilities. Gradually, pupils became responsible for their own warm-up. The class climate was enhanced by the lack of "barked commands" comments Underwood (p.48) The children devised their own handicap system to make the jumping activities fair. A fair degree of co-operation was evident as they helped each other achieve the tasks.

Pring (1984) refers to Underwood's initial project as,

"Possibly the most interesting innovation in physical education ........... and could have made
a most significant contribution to personal and social education." (p.134)

He notes that 'helping each other', 'non-aggression' and 'responsibility for tasks set' are overtly stressed and the independence of the student is of paramount importance.

2.7 Personal and Social Development through Physical Education

The DES statement (1979),

"the personal and social development of the pupils is one way of describing the central purpose of education, a purpose in which the school does not work alone" (p.206)

has implications for every curriculum area in schools. How far physical education has taken up personal and social development as a central focus of the subject is open to question. Physical education clearly places emphasis on skill acquisition and the growth of knowledge and understanding, but arguably the fostering of personal skills and qualities and the promotion of positive attitudes is left more to chance or to what Hargreaves (1982) calls 'The Hidden Curriculum'.

Facey (1984) emphasises that personal development should override all that we do in physical education, "if a young person feels valued, has self-esteem, has status and enjoys an active lifestyle, then the quality of his life will also be enhanced." (p.16)

Facey explores the core experiences and challenges to
which each student is entitled. However, it is the focus of his framework rather than the content which is crucial.

Understanding Learning about me Improvement

Valuing pupils' opinions
involving pupils in their own learning
allowing pupils to accept responsibility

(taken from 'Physical Education for Life' Coventry LEA (1984) para. 2.68)

Facey's focus is in keeping with the APU (1981) which identified the importance of 'self' to young people. The importance of raising the self-esteem and emphasis on improvement is all important. Young people need to set realistic, achievable targets which induce feelings of being useful and wanted for successful learning to take place.

Facey emphasises that the ethos of the physical education department (and ultimately of the school) is crucial for pupils to feel important and valued within the school community, "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." (para. 2.72)

Facey (1983) questions whether, despite physical education teachers' claims in terms of personal and
social development through PE, there are real indications of how this might be achieved. How far do young people develop 'confidence' and 'trust' in physical education? If 'tolerance' and 'leadership' are qualities which physical education teachers profess to develop - how are lessons planned, structured and executed to facilitate these? Facey describes 5 areas which a PE department could develop to maximise the opportunities for personal and social development.

1 "A little more awareness .............

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 PASP 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 Develop group work skills to enhance learning situations." (Peppe, Personal and Social Development: Through PE, 1983)

His last point is an interesting one. Hopson and Scally (1981) have identified the potential that group work offers to enhance learning. Similarly, Baldwin and Wells (1981) have demonstrated the possibilities for encouraging learning through group work and clearly recognise the influence of a peer group interaction, yet this is not as yet fully explored within physical education. Group work of varying
group sizes forms the basis of much work in P.E., yet the learning potential offered through group interaction and dynamics could be further explored. Almond (1983) proposes a framework for P.E. with a focus on two aspects - the content and the context. His emphasis is on pupils' understanding and focusing on themselves which is in sympathy with Facey's viewpoint,

"We can develop practical experiments which help young people learn about themselves." (Bulletin of Physical Education, p8)

Almond's context describes the climate and ethos of the working environment, where pupils are involved, valued and genuinely involved in their own learning. He stresses that teachers need to develop skills to capitalise on specific situations which arise in lessons.

Almond (1983) suggests that learning needs to be more person-centred, if teachers are to be more concerned with improvement rather than an over-emphasis on performance level alone. His challenges move away from the solely competitive - he offers a variety of challenges which are available in P.E. - imaginative, competitive, physical, performance/matching models, problem solving, making/inventing/creating, personal (concentration, perseverance, consistency, confidence).

The style and tone of Almond's article (1983) in the British Journal of P.E. is clearly intended to pose questions to P.E. teachers and prompt thought. How
far PE teachers have taken up this case is open for debate. There is little evidence from other authors of personal and social development as a major focus of physical education teaching.

Almond and Matharu (1987) furthered the debate by expanding on this theme. They introduced Matharu’s framework for student-centred learning upon which to hang Almond’s previously identified content and context, through the identification of ‘learning from doing’, ‘empowerment’, ‘sharing’ and ‘ownership’ which were described as the essential elements of a student-centred framework.

Various other key professionals have spoken convincingly to teachers of the value of physical education in terms of personal and social development, notably Wise (1986) Downey (1985) and Belshaw (1984).

The Association ‘Playboard’ (1985) suggests a new perspective on winning,

“What is needed is a new view of competition which emphasises the personal challenge and rewards of

- trying to do better than last time
- persistence
- setting one’s goals and finding the discipline to pursue them
- co-operation of playing for the team
- sheer athletic joy”, (p.6)

which is in keeping with the focus of developing social and personal skills through sport.

One area which has explored the potential for PASD is
the field of outdoor education. Much of the Outward Bound philosophy is based upon the work of Carl Rogers. Rogers (1983) cites evidence that the person who has a good understanding of himself, who has a sense of inner freedom and responsible choice is less likely to be controlled by outward environmental forces. The person who lacks these qualities is more likely to cope less effectively with the stress, be less open to learning from his experience, less capable of responding to change.

The report of the Review Group on Outward Bound Programmes to the Chairman and members of the Outward Bound Council (1986) identified the process underpinning personal development through Outward Bound. They identified the following core features,

"It is -

**student centred**, in that it starts from where each student is

**engaging of the whole person**, ie it involves physical, emotional, mental, moral, social and spiritual qualities

**dynamic**, ie it has pace, progression and flexibility to adapt to emerging needs and events

**challenging**, ie it places the student in unknown circumstances away from the normal environment

**provocative**, ie it forces the facing of issues and stretches capabilities through involvement
reflective, ie it provides for self-review through group mirroring

positive, ie it builds on and from achievement

trusting, ie it awards responsibilities to the student and works towards autonomy

disciplined, ie it offers structure and active method (eg to plan, learn, try, review and try again)

supportive, ie it provides physical and psychological support from tutors and fellow students" (App. 3, pp. 1.2)

much of which is appropriate to physical education. The Outward Bound experience is described as being "a catalyst and a springboard." (p. 2)

It is an incentive to positive planning for the future, for goal setting and for action to achieve those goals, not an end in itself. This valuation of the process is important. Too often in physical education, there is an over-emphasis on the end product or outcome.

(Taken from the Review Group’s report to the Outward Bound Council, 1986).

As Belshaw stated (1984),

"If well taught, the product in physical education can make a significant contribution to personal and social development and we should never lose sight of this. However, in both content and methodology in physical education
opportunities abound for allowing the activities to become a vehicle through which the educational process can take place. In general, the profession is not as effective as it should be on capitalising on these opportunities." (p 15)

2.8 Other Relevant Literature

In their article in The International Journal of PE, Mancini et al (1983) provide some evidence of research to indicate that students' involvement in physical education is enhanced by sharing in decision making. Anderson, Elliot and La Berge (1972) demonstrated that participation in the planning of an activity has a positive effect on the enjoyment of that activity. Bany and Johnson (1964) suggested that a greater change in behaviour is produced when students are permitted to participate in decision making rather than when all decisions are imposed by the teacher. Mosston (1981) contends that the greater the amount of student input into decisions, the greater the progress of the teacher and student together towards achievement of cognitive, affective and psychomotor objectives.

The findings of Mancini et al (1983), and Schempp (1977) similarly support that pupils involved in decision making developed more positive attitudes towards physical education and showed improved interest in learning skills. This would appear to reinforce Anderson et al findings (1972) that having a role in the planning of an activity has some influence on the enjoyment of the activity.

Thus Mancini, Wuest, Cheffers and Rich (1983) conclude that students will have an improved sense of purpose
and commitment to learning if they are encouraged to become involved and have some input into their learning. They indicate that if children feel good about themselves and have their self esteem enhanced, they are more likely to repeat an activity. They conclude,

"If one of our educational goals is to teach students to learn how to think and make effective decisions, then permitting students to share in the decision making process is a viable means to accomplish this objective." (p.22)

Similarly, Mancini, Cheffers and Zaichkowsky (1976) found results which indicated positive attitudes from the younger pupils when children were given the experience of decision making. They showed greater interaction with teachers, greater initiative over their contributions and increased variety in responses.

Teacher attitude and behaviour is seen in two studies to have influence over pupils' participation and interest. Griffin's study (1984) found that girls' interactions with both the teacher and other pupils in the class had an effect on their participation levels. Whether she was ignored, ridiculed, encouraged, included in the game interactions or praised, all had an effect on the part she chose to play in the lesson. Figley (1985) found that there were two major factors which influenced pupils' attitudes towards physical education; firstly the curriculum and secondly the teachers' behaviour.

Morris (1985) is one of few authors to highlight the implications for teaching style rather than simply
focusing on content. In 'PE from Intent to Action' he encourages teachers to encourage pupils to accept greater responsibility for the results of their actions. He suggests that teachers structure activities that offer more choice, self direction and participation, emphasising the need for change style as well as content. He considers which methods and materials best draw students’ attention and poses the following suggestions:

- use a variety of stimuli - videos, records, cartoons, for example

- change body language; ask relevant questions

- create suspense and a sense of expectancy

- introduce new activities, key into current trends and interests

- focus on local events, happenings, local interest, local people

- vary group size from large to small groups, pair work to individual work

- vary the roles of pupils from follower to leader, creator.

- provide activity-centred, self-guiding materials and learning options

- ask intriguing questions, pose questions which provoke thought, elicit feelings and encourage movement
- allow pupils to take the initiative; avoid 'I want you to .........'

- ask pupils to try something different, challenge them; 'who can ............?', 'how else ............?', 'what other way ............?', 'isn't it possible to ............?', 'see if you can ............?'

- above all, encourage a relaxed atmosphere where there is a degree of freedom to explore by oneself and with others, encourage curiosity and use of the imagination.

Many of Morris' suggestions are 'personalising' physical education and are in keeping with Hellison's 'Humanist Physical Education' (1973) where the focus is on the student first, rather than the subject matter.

There is some literature in support of the development of a student-centred learning approach within physical education. The American physical educator, Hellison, has written extensively of his 'humanist' philosophy of physical education (1973). Humanist physical education focuses on the person. Hellison (1978) argues,

"that this orientation places student self esteem, self actualization, self understanding and interpersonal relations at the centre of the physical education teaching/learning act." (p.1)

Aware that criticisms levelled at such an approach include being 'weak and fuzzy' (1978 p.3) Hellison identifies three goals,
(1) To help students in their search for a sense of personal identity through physical education.

(2) To provide a sense of community.

(3) To facilitate active playful sport which focuses on the moment and the activity for its own sake, rather than extrinsic motives and pre-planned goals. Traditional physical education goals focus on exposure to, and for some, acquisition of sports and exercise skills.

According to Hellison (1985),

"the need of self responsibility is usually ignored." (p.4)

He believes strongly in the need for physical education to deal directly with the self control issue whilst also teaching students to become involved in the subject matter. His following comment seems appropriate and in sympathy with this study,

"Our students also need to learn how to take responsibility for their own learning, for making wise choices, and for developing a meaningful and personally satisfying lifestyle if they are going to make any sense out of the world in which they are growing up. They also need to learn now to co-operate and to support and help one another if they want to achieve any social stability in this rapidly changing world." (pp.4-5)

Hellison developed five levels as a development framework for his approach. Level 0 is the base of students who are undisciplined and unmotivated to
participate, also socially irresponsible. Level I is the beginning of the shift of responsibility towards the students. Students at Level I are beginning to control their behaviour and acquire self control. Level II describes students who are involved in the subject with a degree of self control. They are probably working within the supervision of the teacher, but are happy to participate in activity. Level III is called "Self Responsibility'. Students at this level not only direct supervision and take responsibility for their intentions and actions. According to Hellison (1985),

"This goal fully rests on the assumption that kids can independently reflect, plan, work and play if given proper guidance and an appropriate framework." (p.7)

Level IV "Caring" describes students who are motivated enough to extend their sense of responsibility by giving support, showing concern, cooperating and helping others. This assumes that students must meet some of their own needs before being in a position to help others.

Hellison recognises that identification of these levels alone will not ensure that students will progress through them. He recommends that if the ultimate goal is self responsibility, this needs signalling to students and they must spend time practising 'being responsible'.

He identifies the means to implement such a framework through the following general integration strategies.

(1) Teacher Talk - how and what the teacher says to
students. Explain the levels, and the need for them.

(2) Modelling – how the teacher behaves towards the students. The teacher's attitude is important and should reflect different styles, most appropriate to the level in consideration.

(3) Reinforcement – teachers’ praise, rewards, awards, grades can reinforce if it is genuine, positive, specific and appropriate.

(4) Reflection time – students will need time thinking about their attitudes and behaviours in relation to the levels.

(5) Student Sharing – asking students’ opinions about the programme and how best to encourage the various qualities appropriate to the levels.

(6) Specific Strategies – specified activities which facilitate or increase interaction at a specific level

Taken from 'Goals and Strategies for Teaching Physical Education', Donald R Hellison, (1985), pp. 9-10.

Hellison gives many examples of specific strategies, such as 'The Talking Bench' where students who are having an argument are sent to resolve the problem themselves, self officiating strategies for Level I; negotiation, choice options and challenges within activities for Level II, increasing choices, providing task cards for pupils to work independently, allowing pupils to devise their own programmes and make
contracts, keep self reports and check sheets for Level III; creating co-operative games, sharing goals, group work, reciprocal teaching, cross age teaching, community projects under Level IV.

What is interesting is that Hellison has achieved much success with what he calls 'alienated pre-delinquent, troubled, hostile, problem youth - in other words the dregs of the school' in realising their potential for self responsibility and fulfilment in PE, through his model and strategies. There would appear to be no reason why the same approach would not work successfully with all students, irrespective of their aptitude or ability in physical education.

There is much depth and source of inspiration in Hellison's work for the would-be innovator of this type of approach in physical education. He encourages teachers to take whatever appeals to them from his ideas and develop or expand them as much or as little as they choose,

"You may choose to stop anywhere along the way, go beyond what I have done, or not take the trip at all." (Hellison, 1978, p.67)

Vivid and revealing accounts of his experiences and his undoubted commitment and enthusiasm for the philosophy are both stimulating and inspirational as a source of ideas for the would-be innovator, interested in developing such a focus.

In Britain, there is some evidence that approaches are changing and that the physical education profession is beginning to recognise the value of a student-centred approach.
The City of Coventry Education Department (1987) in its document, 'Coventry Teachers reflect ........... on aspects of student centred learning' (Active Lifestyles Project) reflects a changing philosophy and practice in the participating schools.

"This booklet indicates ways in which student-centred learning is fundamental to encouraging young people to adopt an active lifestyle." (p.1)

Written by teachers involved in the Coventry Active Lifestyles Project, there is evidence of the value and most importantly, success of their philosophy of involving students in their own learning in health-related fitness, games, community sporting activities, and in the general running, atmosphere and ethos of a community physical education department.

The emphasis is clearly upon:

(a) reflection and review of experience

(b) consultation and negotiation about activities rules and targets

(c) sharing, working co-operatively with others

(d) planning, organising one's own activities - assuming responsibility, encouraging independence.

Interestingly, many of the contributing teachers speak of their satisfaction from employing a different approach. Masters' comment (1987) was typical,

"The course offers a break away from more
traditional activities and approaches, and this has a very real effect on the interest and morale of staff" (p.10),

emphasising the benefits to teachers as well as students from a different approach.

Fox and Whitehead (1987) in their chapter on 'Student-Centred Physical Education' in 'Foundations of Health-Related Fitness in Physical Education' advocate a model which centres around students' needs, rather than the traditional sports-centred mode. They described their courses with secondary age pupils in health-related fitness, where the emphasis is on learning the skills of fitness, as well as acquiring knowledge and understanding through the experience of learning "how to exercise". However, they emphasise that more important than the content, is the adoption of a student-centred teaching style,

"We attempt to be more sensitive to our students' feelings and problems and look at them as individuals with differing needs, rather than as a group." (p.100)

They believe,

".......... our teaching can become more effective, whatever the situation with an understanding and humanistic approach." (p.100)

Each student is helped to assess his or her own needs and create an individual activity programme which is relevant to those particular circumstances. Again, this reinforces the impression that curriculum developments in health-based physical education are
leading the way in terms of developments in approach. The profession would appear to be more sensitive to the need for a student-centred approach when implementing a health focus yet the approach would not, as yet, appear to be central to the total physical education experience.

The BAALPE National Study Group (1989) describe the work of ten participating local authorities who investigated different approaches used in the teaching and learning of physical education. Each participating LEA supported two or three teachers as they explored the use of different selected strategies or a particular style based upon Mosston’s continuum of styles. The case studies highlighted some interesting observations about the value of the use of varied teaching styles. Reciprocal teaching was seen to have a positive effect upon pupils’ social development and communication skills. Improvements in pupil-teacher communications were noted. Longer periods of active learning were apparent and teachers felt that children benefited from receiving more constant feedback. The style had impact on teachers in that they became more aware of the personal and social needs of their pupils.

The problem-solving style was found to involve children more and provide more opportunities for children to think about their actions. However the decisions to be made need to be real and of importance,

"Decision-making improved when the children had more responsibility." (p. 79)

Many teachers felt that children were being asked to
think and reflect, rather than just acquire physical skills, thus a more valuable ‘total educational experience’ was being facilitated by working this way.

The major benefit of the pilot project was clearly in the raising of awareness of the teachers involved. The opportunity to reflect objectively about personal styles, experience other techniques and be critical about one’s own performance within a support group, gave many of the participating teachers a sense of confidence and renewed purpose in their teaching.

To be effective, change must start from where the teacher and pupil are, and move forwards in small steps. The teachers involved in the project felt they were more likely to develop and expand their repertoire of teaching strategies having made the initial commitment to take part in the pilot scheme. However, one over-riding observation must be that when teachers were given the opportunity to experiment with different approaches, in every case study, the teacher found several aspects of value in a different teaching style, other than the traditional, didactic mode, which most of them were familiar with. It appears that given the necessary stimulus and support of colleagues or the LEA, many physical education teachers are prepared to innovate and could be receptive to new ideas.

2.9 The case for the study

Any change can be seen as threatening or challenging the basis of much that has been accepted as sound practice. It was becoming clear that despite the developments of the initiatives outlined previously, research indicated that many physical education
teachers, for whatever reason, remained in the traditional, formal style, with the emphasis on direct instruction. Curriculum content development did not appear to be influencing teaching approaches.

The author was interested to discover whether this was still an accurate reflection of physical education teachers; how far they would be receptive to a change of focus? Having a personal interest in the field and having begun the slow and gradual process of personal reflection upon her own philosophy of teaching physical education, she was convinced that to effect attitude and behavioral change and to develop an understanding of the role and importance of physical activity to young people, it was necessary to adjust one's focus and approach. To focus on the student and his starting point, give him more responsibility to become involved in his learning, making decisions where appropriate; to help him focus on the actual experiences offered through the challenges of physical education and build on achievement accordingly, seemed worthy of exploration.

The researcher became interested in developing a model or framework for student-centred learning in physical education and gathering responses from colleagues about their response and interest in such a focus. Thus an initial interest grew; there was much 'mulling-over' of ideas with colleagues and professionals in the field, in particular from the staff of 'The Health and Physical Education Project' at Loughborough University, with whom the author was associated through her work in school.

There was some scepticism from some colleagues within physical education and some ferocious debate on
occasions that this was just another 'trendy' philosophy, in keeping with the 'educational band wagon' of the moment, in terms of similar developments in TVEI, CPVE, GCSE, ROA and so on, with the current 'in-vogue' jargon to match.

However, if anything, this further strengthened the resolve and with the support and encouragement of the staff of The Health and Physical Education Project, in particular the Project Director, whose faith in the value of the study was unwavering, the initial idea was expanded and hatched into reality. To develop a framework for student-centred learning in physical education and gain responses from teachers became a reality.
Chapter 3: Research Procedures

3.1 Introduction

The purpose of the chapter is to describe the processes used to devise the method of researching information for the study and to examine the principles underpinning such methods. In this chapter, instead of bringing together the problems and difficulties in a final section, these will be discussed throughout the chapter within their appropriate sections.

A review of literature was undertaken to explore the background. At the same time, critical dialogue was conducted with a number of associates and colleagues of 'The Health and Physical Education Project' at Loughborough University. The commitment of the staff of the Project at that time, to the development of an active approach in introducing ideas for a health focus in PE, was a valuable encouragement to conduct the research. At the time, the project was developing practical ideas for physical educators to use in schools and attempting to sensitise the teaching profession to the development of a health focus. What was missing was an underlying rationale and practical guidelines for the implementation of student-centred strategies in support of such a health focus in PE. Thus many ideas and implications were "mulled over" in critical dialogue with other professionals in the field at the outset and beginning of the period of study which proved stimulating and helpful in formulating the research procedures to be followed.

The initial purpose of the study was to identify existing leading initiatives in student-centred
learning and examine their underlying philosophy and possible common ground. From here it was hoped to:

(i) develop an appropriate rationale and subsequent model and strategies for student-centred learning in physical education

(ii) obtain and evaluate feedback from colleagues working in the field of physical education, with regard to their perceptions and ideas relating to the model and strategies

(iii) amend or adjust the model accordingly, if necessary

(iv) draw conclusions from the teachers' responses which could support groups engaged in initiating a new curricular approach.

3.2 Review of Literature

The initial purpose was to draw together the threads of any developments and initiatives which embodied a student-centred learning approach and specifically those within the field of physical education.

To identify the existence of such developments, a library search and review of literature was undertaken. This involved examining literature from DES/HMI reports and surveys, reports, journals, books and papers from 1970 onwards and physical education literature in similar form from the same period. From this review of the available literature, consideration could be given to the significance of those projects or initiatives to be investigated in more depth.
3.3 Research Methods

Having decided to research existing projects or initiatives which were committed to using student-centred learning methods, it was necessary to decide upon the means of data collection. There were various options available including questionnaires, interviews or observations. A combination of these methods may have been ideal; however the practicalities of having only one researcher in the field suggested that an interview with the Project Director or Co-ordinator might be an appropriate instrument. It was felt that there were several advantages of the personal nature of an informal interview which would give the interviewer the opportunity to:

(i) probe answers more fully than through a questionnaire

(ii) gain more insight and learn more fully from the interviewee's experience and knowledge of the subject matter.

(iii) It was also felt that the personal nature of an interview would promote more interest rather than the more impersonal practice of sending a questionnaire or evaluation sheet, which might prompt little or no response.

The author had to select which 'experts' in the field to contact regarding the possibility of an interview. From the literature available concerning projects or initiatives which supported the philosophy of 'active' learning, a list of suitable candidates for interview had to be drawn up and finalised. It was necessary to consider the route to 'getting in' as described by
Loﬂand and Loﬂand (1984) in gaining the acceptance of the people to be interviewed.

This ease of access had some inﬂuence over the projects selected. One of the proposed interviewees was a former colleague of the researcher, and 4 others of the remaining 5 were familiar with either the LEA in which the researcher was employed, or vaguely acquainted with the work of 'The Health and Physical Education Project' at Loughborough University, or its director.

The projects selected were:

(1) Active Tutorial Work, St Martin’s College, Lancaster.

(2) The Lifeskills and Health Project, Leeds.

(3) The Sports Council; Developments in Outdoor Pursuits, Northern Region.

(4) Coventry Supported Self Study Initiative, Coventry LEA.

(5) Development Training, Brathay Hall, Cumbria.

(6) Developments in Personal and Social Education, Gloucester LEA.

An initial contact was made by telephone to establish the ﬁrst contact and introduce the researcher to the particular project. A request for an interview was made, immediately followed up with a letter requesting such an interview. Clearly the interviewee needed to know the purpose and nature of the interview and a
brief account was given regarding:

(i) the researcher’s background; the nature of her secondment

(ii) a plan for developing a rationale for student-centred learning in PE

(iii) the request to discuss the important philosophies underpinning the interviewee’s particular project or field and the central features of their work.

All of the requests met with a favorable response. The following is an account of the procedures which were followed.

3.4 Interview Procedure

The researcher deliberated over the nature of the interviews to be held. It was necessary to consider the three types of face-to-face interview. A structured interview is based on a carefully worded interview schedule which frequently requires only short answers. Such a structured interview based on a carefully worded interview schedule could possibly:

(i) restrict answers

(ii) result in short answers which might not reveal philosophies or attitudes which would be central to the future development of the model.

The aim of the interview was to learn from the
interviewee's experience and draw out the essential philosophy of the project within which the interviewee was involved. Thus flexibility and adaptability on behalf of the interviewee would be essential to facilitate this, thus the format identified by Lofland and Lofland (1984) as,

"intensive interviewing;"

or,

"unstructured interviewing;"

was one possibility. However, an unstructured interview requires a considerable degree of skill and experience on the part of the interviewer to probe in depth the answers of the interviewee and keep the interview on the right course to extract the appropriate information. It was the aim of the interviewer to retrieve particular information in terms of underlying philosophy, questions would be directed at obtaining attitudes and philosophies and so it was felt most suitable to use a semi-structured interview. This could follow an established outline, but allow a degree of flexibility to prompt or digress as appropriate, according to the response of the interviewee. As the researcher wished to draw upon the interviewee's experience and ideas, a certain amount of flexibility was deemed essential to pause or pursue certain aspects as appropriate. The researcher felt most comfortable with a semi-structured interview; she had not extensive interviewing experience, but felt at ease with the margin of freedom provided by this type of interview.

The style of interviewing was trialled on a number of
occasions, prior to actually undertaking the interviews, with a variety of interested parties, namely two teachers, a teacher adviser and two project officers from the University. Their comments on the questions and the proposed interview procedures were invaluable in planning the format and questions to be asked.

The interview was to be conducted at the interviewee's convenience, within his or her work setting.

The means of collecting and recording information required consideration. When writing about the strengths and weaknesses of using tape recorders, Macdonald and Sanger (1982) suggest,

"At one level it rests upon the conception of the interview as a creative process that demands of the interviewer full commitment to the generation of data." (p. 182)

Processing and reporting is delayed when a recorder is used, with the effect that the interviewer can concentrate on the interviewee without the need for writing extensive notes. The wish was to create a natural, relaxed atmosphere which might be difficult enough, as with one exception, the other 'experts' to be interviewed were not personally familiar with the interviewer. Through the use of a tape recorder, the interviewer could be an interested listener. Note taking might also decrease the interviewing capacity.

Thus the researcher decided to use the tape recorder, with the interviewee's permissions and take brief notes of key phrases or words to facilitate writing up.
3.5 Preparation of the Interview Guide

In intensive interviewing the data is initially logged via an instrument known as an 'interview guide'. The preparation of such a guide presented several problems in that the researcher wanted to draw out the key elements of the project's philosophy in terms of 'active' or student-centred learning, thus a guide with a flexible format rather than a rigid structure was deemed important. Thus the interview needed to take on the format of what Lofland and Lofland call the "guided conversation."

The following leading questions or prompts were prepared:

(i) Could you explain the underlying philosophy behind your project/initiative/work?

(ii) What does your project/initiative/team mean by the term 'student-centred' learning?

and (if appropriate)

(iii) Have you any thoughts or comments on my ideas for student-centred learning in physical education which you could share with me?

The researcher was prepared to prompt, if necessary, through a series of additional questions. For example:

"Tell me about that ........."
"How would this be implemented?"

"How do you achieve this?"

"Have you encountered any difficulties?"

"What are the strengths of your project?"

to ensure that the conversation flowed.

3.6 The Interview

The researcher explained the purpose for the visit, gave a brief account of her background within physical education and the purpose of the study. A request was made to make a record of the conversation on audio tapes. Each interviewee was given the opportunity of stopping the tape at any time if they wished. No objections were made by any of the interviewees to this procedure. A small, fairly unobtrusive tape recorder was placed to one side of both parties.

It became apparent that the interviewees felt relaxed and comfortable. They were on familiar ground in that they were describing their work and underlying philosophy. They talked freely and generally with enthusiasm. The use of the tape recorder did not appear to restrict the conversation.

It was apparent, with the exception of C.W . . . and R·O, . . . , the others interviewed, although interested and supportive of the researcher’s ideas for physical education, felt able to contribute little or nothing. The researcher had anticipated this and briefly outlined her thinking to date. This did not present a major problem, as the main purpose was to
draw on their particular experiences and ideas from within their own fields.

The interview concluded with a brief thanks for giving up time to assist. At the close each interviewee was asked if they wished to have a copy of the tape. It was played back and they were given the opportunity to add to or delete any comment. They were informed that the tape would remain confidential to the researcher and that no other person would have access to it. The researcher then left, to listen to the tape and transcribe it, extracting themes or major features. Common ground was to be established, if evident, and a framework for physical education developed.

Only one of the interviewee's requested a transcript of her conversation with the researcher. This was for the specific purpose of sharing some of the ideas discussed with her colleagues, who were working alongside teachers in schools, as she felt it demonstrated that physical education teachers may be receptive to new ideas and approaches.

3.7 Transcribing the Tapes

On the surface, the interviews had gone well; the atmosphere had been supportive and the researcher experienced a surge of renewed confidence and a sense of inspiration that these individuals were convinced of the value and importance of student-centred approaches.

Upon beginning to transcribe the tapes, this sense of elation began to evaporate as it became obvious that in a new setting, the tapes sounded almost 'ordinary' and fairly uninspiring.
The content and nature of the interviews seemed almost banal and quite dry compared to the lively exchange of the actual interviews themselves. Thus the initial 'buzz' from the lively exchange at the time, was not evident and there was a sense of disappointment and anti-climax initially as to the value of the interviews. In fact, at first, the tapes did not appear tremendously helpful and the researcher experienced doubts and anxiety as to their value and contribution to her intended purpose. Upon closer examination their significance became more apparent and the researcher began to extract common themes. There were inevitable doubts that the interviews had been too loosely constructed, with hindsight it was perhaps easier to reflect that a more tightly constructed interview may have resulted in easier comparisons between interviews, which appeared a major difficulty.

Although the interviews were each conducted on the same basis, upon first reflections their outcomes appeared vastly different, making analysis and comparison more difficult.

Once more detailed consideration of the interviews was begun, these initial doubts receded somewhat and common or core elements became apparent in the philosophies of the projects visited.

3.8 Consulting Professionals

It was clear that once an appropriate model for physical education was drawn up, it would be essential to present it to members of the teaching profession for their comments and observations. Although the
researcher was mainly interested in the reactions of physical education teachers, it was felt important to seek out opinion from a small group of head teachers, advisers and physical education lecturers to understand how educators in general were thinking about such a focus in physical education.

The important process of sharing ideas with fellow teachers and tutorial staff at the university proved invaluable in formulating ideas into a first loose framework. There were many discussions, both formal and informal which provoked consideration of the implications and potential difficulties which teachers might face in developing such a focus in schools.

The professionals selected for consultation were:

(i) Two Coventry Head Teachers

(ii) Five LEA Advisors in a variety of disciplines, including physical education, personal and social education and supported self study

(iii) Three lecturers in physical education from higher education teacher training institutions

(iv) Three groups of teachers from local authorities on INSET courses in:

(a) Essex

(b) Wiltshire
Personal contacts were used in researching opinion from groups (i), (ii) and (iii). The 2 head teachers were personally known by the researcher as it was felt that this would facilitate a genuine interest and commitment to completing the appropriate evaluation sheet.

The respondents used in (ii) and (iii) were either known to the researcher or known to the Health and Physical Education Project at Loughborough University. After much consideration it was perceived that this may facilitate a more interested and genuine response, rather than seeking opinion from unknown individuals. It would be true to say that those interviewees selected were professionals who the researcher either knew, or knew of, through work in the field and respected for their professional standing and capabilities.

However that is not to say that they were necessarily thought to be in sympathy with the ideas inherent in the model and strategies; in fact at least half of them would be described as 'more traditional' in approach by other professionals.

3.9 Consulting Heads, Advisers, Lecturers

Ideally the researcher would have preferred to have met all of the respondents individually to discuss the model and its implications for physical education in schools. However the limitations of having only one researcher in the field presented restrictions upon this and it was decided to correspond with those concerned instead.
It was felt important to give them as much information as possible, thus they were forwarded a package comprising:

(i) An introductory letter of explanation of the researcher's brief

(ii) Two sheets outlining briefly the background to the model

(iii) Four sheets explaining the 4 components of the model - learning from doing, sharing, ownership and self-empowerment

(iv) Four sheets identifying teaching strategies for the four components

(v) An evaluation sheet(s)

(Appendices E (iv) All of the requests met with a favourable response in that all recipients replied in one form or another, as described later in the study.

In the same way that the interview procedure was trialled in differing settings, an evaluation sheet was prepared and four colleagues at Loughborough University were asked to examine the language and logic of the questions, the way they were framed and the order of presentation. After much discussion, a final order and framing of questions was prepared.

3.10 The Teachers Groups

From this point, the researcher needed to gain
responses and feedback from practising physical education teachers. By this time, two local education authorities had contacted the researcher for some input into their in-service programmes in terms of stimulating thought and discussion with physical education teachers regarding student-centred learning in PE. The authorities requested a presentation on the researcher's current thinking and the present state of the model for teachers to consider and comment on.

This presented an ideal opportunity to share ideas with groups of teachers from Essex and Wiltshire LEAs. In addition, the researcher was seconded by Coventry LEA and there was a firm support and commitment by the LEA through its educational adviser to use Coventry teachers as a 'sounding board' for the ideas being developed within the model and framework. Therefore Coventry provided a third group of teachers with whom the researcher would work.

The format for the 3 teachers groups, after considerable thought and discussions within the university, was quite different for each. The reasons for this were many and varied, but in essence were as follows:

(i) Firstly each LEA had its own style and method in working with its teachers. This needed to be respected and a flexible approach was needed to be sensitive to this factor. Each LEA for itself, wanted something different for and from its teachers' course depending on their current thinking and needs.
(ii) Secondly the researcher wanted to gain as much and as many responses as possible from practising teachers. One particular style might prevent this, it may not appeal to everyone and may inhibit some from responding as fully as they might.

(iii) It would be interesting to see, as in the case of the Coventry Teachers, having had considerably more time to digest the material, discuss it with their departments and then make their responses at a later stage, if their responses were in keeping with the other two groups who would hear a presentation and see some of the material, but would have to respond on the same day.

(iv) There was also the opportunity to 'fine tune' the format of each session before the next. For example, after the Essex meeting, it was decided by the researcher that the presentation was too 'static', ironically too didactic and was not allowing enough contribution or involvement from the audience!

To improve this, the format was slightly altered for the Wiltshire group to provide more opportunity for group work and group responses, to facilitate better discussions and more involvement by participants.

The Coventry Group

At the beginning of the Summer Term, all of Coventry’s
heads of physical education departments received in their schools, a package enclosing the framework for student-centred learning and suggested strategies for the four elements of the model. (See Appendix H (i) and H (ii). This was sent to them by the LEA adviser which would give official status to the matter, with a request to consider the material, discuss within their departments over a three week period and complete an evaluation sheet, which they should bring to the City Heads of Departments' meeting scheduled for 11 May 1987. There would then be a further opportunity to discuss the implications of the model and strategies at that meeting as the researcher would be present and would make a brief presentation following by a discussion and the collection of evaluation sheets. Nineteen schools were circulated. Thirteen schools were represented at the meeting on 11 May and 11 sheets were received; subsequently a further 3 evaluation sheets were received resulting in a total of 14 responses from Coventry physical education departments through their heads of departments.

The Essex Group

This was a group of 20 teachers attending a 3 part in-service training course on teaching styles in physical education. They had attended one session previously when the emphasis was on consideration of Mosston's teaching styles. The styles were identified and analysed and teachers had gone back into schools to prepare a video of themselves teaching in one of the styles to bring to the next session.

Session 2 of the course involved looking at and discussing the videos in groups, followed by a
presentation in terms of a lecture using overheads from the researcher relating to her research so far and presenting her proposed model and selected strategies, this culminated in a group discussion at the end of the session. Over lunch, the group were invited to complete and hand in an evaluation sheet, which 16 out of 20 participants did. (See Appendix K)

The Wiltshire Group

This was a group of 28 teachers of science, health education and physical education who were involved in the 'Wiltshire Health Start Project' together with advisers and health education officers (5) who were similarly involved.

The group listened to a presentation and were then put into seven groups of four for group work. They were given a sheet with a question or statement to discuss as a group. They recorded their main ideas and upon completion, folded over the paper, thus concealing their thoughts and passed on to another group who did the same.

The questions/statements heading the sheets were as follows:

(i) What are the implications for the role of the teacher in student-centred learning? (six groups answered this)

(ii) What would your group like to add to, or delete from, the ideas presented on student-learning, within the context of your project? (six groups answered this)
(iii) What does your group feel could be the advantages and disadvantages of a student-centred learning approach? (six groups answered this)

(iv) Personal and Social development will be enhanced by student-centred learning. Discuss and comment. (three groups answered this)

The final group to complete the task, wrote their comments and were then asked to open up the paper and look at previous comments, discuss and ask questions, if necessary, of another group. There was then a full and lively group discussion on some of the issues raised. During this discussion, the researcher made brief notes of key comments. The comment sheets were collected by the researcher and the responses stored to be transcribed at a later date.

3.11 Validation Procedures

In consideration of the interviews with experts, the following observations are made with regard to validity. As the interview procedures and protocol had been thoroughly explored in a variety of settings, with different groups of people, it was felt that one can establish confidence in the ability of the interviewer to conduct the interviews. In the same way this enabled the researcher to establish consistency. All formalities were pursued in terms of:

(a) explanation as to the interviewee's purpose and intent.
(b) the format and content of the interview.

(c) the methods of recording data.

(d) the processing of data through the transcript procedure when, other than altering grammar, and removing faltering or hesitations, the original form of the script was unaltered.

Thus the interviews were regarded as fair and validated. In terms of the responses received from Heads, Advisers, Lecturers and Teachers, it must be recognised that a belief in the integrity, honesty and professionalism of those who contributed is acknowledged. However there is no reason to suppose that any of these professionals consulted would have any motive or potential gain from deliberately giving false opinions or statements. The researcher had no reason to doubt any of the respondents in this respect and thus it can be assumed that the data gathered was valid as a result.
Chapter 4: Researching the Field

4.1 Introduction
In this chapter, the interviews with those experts consulted are transcribed. At the end of the chapter, other perspectives and notable developments within student-centred learning are explored. Finally the essential elements and any common ground between the projects examined are discussed.

4.2 Consulting the experts in the field.
The researcher selected several 'experts' to consult about their particular fields of student-centred learning. This was with a view to determining what was meant by experiential learning, what developments were taking place in their particular fields and where there were similarities in terms of philosophy and/or practice.

The 'experts' selected were:
(i) J.A., Project Director 'The Lifeskills and Health Education in the Secondary Schools Project,' Leeds. (16 October 1986)
(ii) J.W., Coventry Supported Self-Study Co-ordinator, Coventry LEA (10 November 1986)
(iii) J.B., Active Tutorial Work Project Director, Active Tutorial Work Development Project, St. Martin's College, Lancaster. (11 November 1986)
(v) C.W., Senior Adviser for Personal and Social Education, Gloucestershire LEA. (13 January 1987)
(vi) T. O'C., Senior Training Adviser, Centre for Youth Learning, Old Brathay, Ambleside, Cumbria. (13 March 1987)

These were selected for their diversity and range of experience in terms of ideology and practice, but also for their similarity with their 'client' groups notably being young people and for their accent on 'active learning'. These were the key leaders in the field at that moment in time.

The first interviews, (i) to (iv), were completed during the months of October and November 1986. As soon as these were completed, the researcher began to develop ideas relating to physical education, identifying aspects of student-centred learning which were appropriate and relevant within the field of physical education in secondary schools. This was a deliberate policy as the researcher wished to have some ideas formulated into a basic framework of a model for discussion with experts (v) and (vi) in particular. Expert (v) had a physical education background, being a qualified physical education teacher of some experience and reputation who had become an adviser for P.S.E within the Gloucestershire LEA. The researcher wished
to make use of this by drawing on the interviewee's specialist knowledge and understanding of physical education.

Similarly expert (vi) was very involved with the use of physical 'risk' activities of an outdoor adventure nature at a training centre in Cumbria which employed 'development training', thus the researcher wished to draw on this expertise.

To do this, the format for the interviews needed altering slightly. The researcher contacted the 'expert' with an explanatory letter giving the background to the field of the study enclosing a brief account of the researcher's initial thoughts on developing a framework for student-centred learning and physical education.

These two interviews then focused on the interviewee's perceptions of such a framework and consisted of a sharing of ideas on this theme.

4.3 The 'Lifeskills and Health Education in the Secondary School Project'

The researcher conducted an interview with J A, Director of the Lifeskills and Health Education in the Secondary School Project (HEC) in Leeds on 16 October 1986.

This was to explore some of the underlying principles and core philosophy of the project in terms of student-centred learning. J A outlined the broad concepts of lifeskills teaching (Hopson and Scally 1981 inspired).
The following is a transcript of the interviewee's comments:

"There are three important elements. Firstly the philosophy of self-empowerment (by that, we mean the process by which one increasingly takes charge of oneself and one's life). To do this it is necessary to increase the awareness of self, of other people and systems in which we live. There is a need to clarify our goals and increase our commitment to these goals.

The second element is the lifeskills model which lists personal and inter-personal skills. For example, being positive about oneself, making effective decisions, learning how to discover personal values and beliefs, coping with stress - amongst others, all related to health education.

The final element involves the teaching method which is called structured group teaching. This is an active learning process which enables skills to be explored, practised and developed by drawing on the experience of group members.

Projects which have been conducted so far include:

(a) exercises developed for the classroom such as the linking of assertiveness to alcohol education

(b) a stress management programme which included diet

(c) a group skills programme to encourage
feelings of self-worth and autonomy.

Students are taught using experiential methods which make it possible for them to explore their attitudes and feelings. They are encouraged to feel self-empowerment - that they have greater charge of themselves and are capable of making their own decisions about health matters."
J.A. talked through the following paper:

**Key Elements of "Lifeskills and Health Education in the Secondary School" Project, Leeds**

Hopson and Scally Inspired

("Lifeskills Teaching" 1981)

(A) **Student Self Empowerment**

- awareness of self, of others, of systems and organisations
- goals; owning a goal, setting a goal
- values; valuing oneself
- information; skills of finding out, applying information
- lifeskills; health skills to use this awareness

(B) **Acquiring Skills**

- awareness
- motivation
- analysis
- practice
- review
- apply the skill

(C) **Method Structured Group Teaching**

An active learning process which enables skills to be explored, practised and developed by drawing on experience of group members.

**Key Features**

- Experiential learning structured, participatory group exercises - either through role play or by asking students to reflect on a real experience.
Students have opportunities to explore knowledge, skills and attitudes and apply these to themselves and their situation. Feelings of self-empowerment are encouraged which enable students to feel in greater charge of themselves, their lives and consequently their health. We believe that if people are not empowered, the sense of ownership is unfulfilled and there is a little commitment to someone else’s goals.
An example of:

**Teacher's checklist for working with small groups**

What will my leadership role be?  
Where can I give responsibility/decision-making to the learner?  
What will I do to produce the required learning climate?

<table>
<thead>
<tr>
<th>Project identifies:</th>
</tr>
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<tbody>
<tr>
<td>1  Contracting questions</td>
</tr>
<tr>
<td>2  Design questions</td>
</tr>
<tr>
<td>3  Preparation questions</td>
</tr>
<tr>
<td>4  Managing questions</td>
</tr>
<tr>
<td>5  Follow up questions</td>
</tr>
<tr>
<td>6  Evaluation questions</td>
</tr>
</tbody>
</table>

What are teaching objectives?  
What are specific learning outcomes?  
What will I do to produce the required learning climate?  
How will I make the work appropriate to this group?

What are specific learning outcomes?  
knowledge gained?  
skills acquired?  
attitudes developed?

What is negotiable and non-negotiable?
4.4 **Supported Self Study Initiative**

Interview with J.W., Coventry Supported Self Study Co-ordinator. The following is a transcript of her comments to the researcher at the interview on 10 November 1986 in Coventry.

"The Coventry TVEI project is concerned to provide students with increased opportunities for independent learning. Supported self-study is one important way in which this can be achieved. The thinking behind supported self-study contains a number of separate but related components:

- A belief that secondary education should educate the whole person, treat people as individuals and help people become autonomous.

- A desire to enjoy personal relationships with pupils which are supporting in style, rather than confronting and domineering.

- A belief that an important task for the secondary school is to help pupils learn how to learn.

The term 'supported self-study' is relatively new, but elements of this type of learning can be readily found in 'resource-based learning,' 'independent learning,' 'individualised learning' and in the FE sector in 'open learning' and 'distance learning.'

Supported self-study is an attempt to provide students with learning resources and tutorial support that will enable them to learn and work more effectively and independently. The educational objectives
underpinning supported self-study embrace the approaches of TVEI and OCEA and can be seen as the start of 'life-long education' (Coventry L.E.A., 1982).

Supported self-study offers some possible coherence and continuity for learning from 14 to 18 and beyond, across all educational initiatives and training schemes. The three main components of supported self-study are:

- learning materials specially chosen for the independent learner
- a strong support from regular tutoring organised in small groups
- a management system for monitoring age control.

I should emphasise that supported self-study is not a 'do-it-yourself' system of education managed without a teacher. The teacher's role is as important as ever. Helping people to learn, without the constant prop and presence of a teacher is an important skill.

Units of work, TVEI modules, new courses as well as existing GCSE and A level work have integrated supported self-study into teaching. At present there are no developments in this work in physical education in Coventry. The only development in supported self-study I know of, within physical education, is at Holyrood School, Chard in Somerset where supported self-study has developed in PE and dance."

4.5 Active Tutorial Work

Interview with J B, Active Tutorial Work
The following is a transcript of J·B's comments to the researcher on the focus of Active Tutorial Work and her observations on the researcher's ideas for developments within PE.

"The terms of reference we are using, such as 'experiential learning', 'active learning', 'student-centred learning' and 'participatory learning', often mean the same thing, or are similar in that they focus on the student's own position and centre of his experiences, thoughts and feelings rather than being teacher-centred or subject-centred, the student himself becomes the central focus and the learning process starts from there.

The development of independence, the autonomy of the student to control his own future is of paramount importance. The ability to make decisions, assume responsibility and take up a position in adult life is vital. For this to happen, pupils must gradually be given opportunities to assume control. Structured experiences which facilitate this are central to Active Tutorial Work.

Active Tutorial Work was a response to do something positive in schools' tutorial time, when it was felt much time was used ineffectively. The idea of form tutor periods when other 'active tutorial work' could be done was developed by an interested working party of teachers under the guidance of J·B and
Harry Wells, who were Curriculum Development Officers with Lancashire. The emphasis was as much on approach as content and was concerned with raising pupils' awareness of themselves and in relation to others. The teaching programme aimed at facilitating a pupil's personal growth and development through his own active participation, was developed for use in schools. It was realised that teachers wanted guidelines; practical help with what to do, so Active Tutorial Work Books 1 to 5 were developed, with Book 6 added later. Use has been widespread throughout the country - more than 70 LEAs officially use this type of work.

As far as some of the problems we identified are concerned, it created an academic/pastoral 'split' in many senses for a long period. Teachers felt that this approach was largely for 'tutor time' and it has taken a long time for the implications of a 'student-centred' approach right across the curriculum to be considered. Now this is happening and developing, in that more teachers are recognising the potential of the approach in all areas of education and are transferring skills across all aspects of the curriculum. Initiatives such as TVEI and CPVE are reinforcing this so active tutorial work has moved from being confined to pastoral work, to a broader perspective. This is being developed by student-centred approaches to learning (at the time $\mathcal{J} \mathcal{B}$; was working with Paul Ginnis, co-author of "A Guide to Student-Centred Learning' 1986).

It is interesting that on the whole, physical
education teachers have not identified their area as available for development of active learning. The general feeling seems to be that physical education is practical and active, in the sense that children are moving about and involved and therefore that it is student-centred. In reality, probably much of it is teacher-centred and largely dependent upon the teacher in every sense. It is one area where nothing much seems to be developing in terms of the approach - or not that I have heard of which springs immediately to mind.

I feel that the possibilities for physical education to explore could be:

1. The impact and importance of the small groups; the powerful nature of peer group identification and support. Pupils can learn well from each other, as well as from the teacher.

2. The need to establish a truly supportive working environment at the beginning. Time needs spending on this otherwise it is unreasonable to expect students to work well with peers or small groups in PE.

3. The possibilities for reflecting and reviewing work must be examined and become part of the learning process otherwise work cannot be said to be 'experiential'. Often I suspect students are not given much opportunity to reflect.

4. Examine the possibilities for students to
have responsibility and the opportunity to make decisions.

5 A commitment to the approach, as much as to the content is vital.

Teachers may feel threatened or insecure because of the high risk factor involved. They may feel that they are not covering as much 'skills' work as they had hoped for. To begin with this approach may take longer until children become used to working in this way.

Teachers may feel that safety is a major constraint and erect a barrier to prevent this sort of approach. Some teachers may find this difficult in that transferring 'ownership of learning' to students is a risk and possibly threatening. They may be unsure of where to start, especially with older students, who have become conditioned to working in a rather different way with a teacher at the centre of operations. It is an exciting prospect for PE teachers to explore working in a different way."

4.6 Outdoor Pursuits: The Sports Council

Interview with R·O, Outdoor Pursuits Director, Sports Council in Manchester, 26 November 1986. The interview was conducted on the theme of involving students in their own learning within the field of outdoor education. The researcher asked Roger Orgill to identify in what ways outdoor education was attempting to do this. The following is a transcript of his comments:
"The difficulty with outdoor education is in counteracting the stereotyped image that many physical education teachers have of the subject—that the experience is necessarily residential and conducted many miles away from school, with all of the commitments and constraints implicated at working at a highly specialised level.

To try to counteract this image, the Sports Council are identifying and drawing attention to programmes which can take place in urban areas, going into the challenging areas of the inner cities and working with environmentalists in using the emerging resources. For example, the creation of river valleys of the Manchester areas, which is available to Greater Manchester for recreational purposes. The Sports Council are working with the education service, with the youth service and the play movement together with The Rangers to use the potential of the river valleys. Hopefully this sort of project will present opportunities for the teaching profession to utilise resources closer to home and incorporate this into their school programmes.

I am aware that many outdoor education activities in the past have been pre-planned and prepared largely by group leaders; one might even go so far as to say that young people have almost been exploited by leaders who have organised experiences for themselves, rather than for young people. However, increasingly now, outdoor education is concerned with turning the whole thing round and not short-cutting the valuable learning experience, which comes from being involved in a planning process."
Here again, if one talks to youth workers or teachers whose concept is the old one, as soon as there is talk of a pupil involvement, they inevitably raise issues of safety as they can only envisage activities of a high skill level taking place in our uplands or on water. But if you look at what is going on in some of our primary schools where primary children themselves are involved and planning and preparing over a number of weeks a project such as the setting up of an overnight expedition, for which they have been totally responsible for planning - this has often been done in a local area in a country park for example.

It is conceivable if we can shift our own thinking to a lower level, that young people can become totally involved in this planning process. Generally there is a move within outdoor education to make youngsters more self-reliant and self-sufficient when contemplating the outdoors. This has been proved to be possible even at the highest levels. In Birmingham, for example, over a two year period, the group was able to work up to organising a trip to the Swiss Alps for themselves, having experienced the necessary training. At a lower level, at a recent conference a primary head teacher gave an account of a group of primary school children who assumed responsibility for planning an outing. This involved investigations, research into local coach companies regarding price, booking a coach and planning the details of the trip. Upon reflection, the coach company director decided that he had never been so thoroughly questioned.
about prices and the service he offered by adults, let alone primary children. It proves that this type of experience is feasible and valuable and depends on where it is pitched, according to the child’s abilities and skills.

I feel it is true to say that there is a definite movement in outdoor education towards participatory education or experiences which involve children fully in adventure activities. In the past, one could only imagine very active, older teenagers taking part in outdoor pursuits - we are now widening our horizons to some very young groups enjoying adventure activities by adjusting our thinking of what we can offer. We look at where the students are, what they perceive outdoor education is, what their starting points are and then provide relevant experiences for them.

Increasingly this is coming into the training of trainers, but it is important to bear in mind that training is very limited. There are national governing bodies awards schemes which basically are proficiency awards in a variety of activities, but they have little bearing on the leadership of others. It is left to employing authorities and agencies to apply themselves to this problem - this is a large deficiency in Britain and in need of urgent action over the next few years. National training courses tend to concentrate on awards, so generally there are few courses for teachers or leaders concerned with methods of leading or organising groups. If attitudes are to change, much attention must be paid to initial teacher training in colleges and
universities. There is a growing awareness within outdoor education that in terms of leadership approaches, there is a need to be much more flexible and a need to use different approaches at different stages of a young person's development. The National Association for Outdoor Education is working closely with an association called Education for Capability to make more young people successful in education; help them to achieve more. Tied in with this is the concept of making physical activity and recreation more 'humane'; in reducing an overemphasis on competition when this is inappropriate and making activity more personally relevant, rather than competitive in the sense of one individual against another.

The concept of 'development training' arose from outward bound and is certainly not new, it has been around since the war. However, over the last ten years it has been picked up and developed, articulated well and this is now making an impression and being used by groups throughout the country such as Outward Bound, and many other private institutions such as the Brathay Trust of the Lake District, YMCA, the Lakeside National Training Centre and a group of centres run by the Lindley Lodge Trust. It has become quite refined and is quite a strong force - an absolute process which young people are going through. At one end of the spectrum, YTS trainees and TVEI school students are going through it and at the other end of the scale, management trainees from industry. Some of the major institutions are putting their young executives through challenging experiences based
on development training techniques.

A group called the steering group of development training is attempting to set up a council for development training because with the influx of money from MSC, a lot of private enterprises have started, some of which are good, some leave a lot to be desired. So it is an attempt to retain a degree of respectability for development training. It is felt that if this could be absorbed into the education system, this approach could be used by involving young people in planning their own learning experiences. The way forward is blocked at present as the chairman of the steering group has been to the DES but told he must speak with chief education officers and head teachers first. I see potential for physical education to key into this concept. Any creative medium would find opportunity for development here - but at present the outdoor adventure aspect has been explored.

There is a tendency for people to work in isolation, which is often ineffective if we do share common ground. The Sports Council are working on an inter-agency approach, involving teachers, play leaders, youth workers and social workers. There are possibilities for us to forge stronger links and work together more closely through development training programmes. Physical education could look towards other agencies to share partnerships. At present the Sports Council are finding the probation and social services rather more approachable than the education service. An example of this is in Manchester at present, we are using the probation
service to try to reach young women and girls and involve them in recreation. If you take the needs of the people and the resources we share, there is much common ground but we need so much more flexibility in approach.

There will be a need for leadership roles to be more flexible, clearly there will still be a need for a direct approach on occasions, with the teacher instructing the class in a formal manner but there is this need to be flexible, to be aware and skilled in alternative styles and how to employ them successfully. The approach is so vital.

It is not enough to simply experience activity. The experience must be carefully structured, with the opportunity for reflection and review fully utilised for its learning potential.

It is very sad to find young people who are 'switched off' the idea of trying new activities, even before they have experienced them. Often this is simply down to the approach used. They are 'told' they are going to try an activity and associate it with everything else they have experienced - immediately it is rejected as there is no feeling of personal choice or control. This is largely due to the approach of introducing the new experience - which is why I am interested in and excited by your ideas for student-centred learning in physical education.'
Gloucestershire LEA for Personal and Social Education on 13 January 1987. The following is a transcript of the comments relating to the researcher’s ideas in terms of physical education:

"I think that your model has two main implications. Firstly the implied change of role for the learner needs consideration. At present many secondary pupils are in a state of 'learned helplessness'. They have probably experienced a more 'open' classroom with considerably more freedom in the primary school but upon entering the secondary school may find that this is repressed and become accustomed to the teacher directing all activity. Therefore, there may be rejection from pupils themselves at first - as involvement in their own learning involves them thinking more, working this out for themselves and more hard work! They may reject this at first, be suspicious and prefer to be 'spoon-fed' rather than be involved.

The second implication is of the change for the role of the teacher - from 'giver of knowledge' to 'enabler' and 'facilitator' which will present problems and barriers for many teachers to overcome. I like the analogy of PE teachers being rather like Steve Davis, when they ought to be like André Previn. At present they have all the skills, make all the moves, play all the right shots whereas André Previn acknowledges that everyone has something to offer and he brings it altogether successfully to make the whole orchestra complement each other and work as a whole. At times I feel that we (PE teachers) provide answers to questions that pupils don’t
With regard to your ideas on negotiation - this may be only partly possible. Some things are not negotiable and this needs to be fairly clear in teachers' and pupils' minds - otherwise a pretence of negotiation could be damaging - as bad or worse than no negotiation at all.

The dilemma for PE teachers is that they have to make a decision about whether they are after products or outcomes - or whether they want pupils to experience a process? If we believe that the process pupils go through is important, we have to avoid short-cutting the learning experience to hurry up the outcome (that is, the skill we wish them to acquire). Many physical education teachers believe that motor skill acquisition is all they are about and that the most direct route to that point is the only one worth pursuing.

I feel that the model represents major change for teachers, so the idea of 'lead-up' steps is important, to gradually lead into this way of working as it is going to be a time consuming process. This, I feel will be successfully achieved little by little, so that teachers can take on more as they gradually achieve more confidence in working in this way."

4.8 The Development Training Initiative

Interview of T. O, Senior Training Adviser Centre for Youth Learning, Old Brathay, Ambleside, Cumbria on 13 March 1987.

149
The following is a transcript of his comments to the researcher at that interview on the focus of 'development training' and the training of trainers, and finally on the implications of the researcher's thoughts for physical education.

"Development training is difficult to define. Essentially, put very simply, it is 'learning by doing'. Learners apply what they are doing in one activity to the next. It often combines adventure and discovery learning with individual target setting. Development training embraces a range of active approaches to learning which aim to develop pupils' ability to learn from experience. However this ability is not just another competence to add to other skills, because the consequences are far-reaching. Learners take increasing initiative in what they do; essentially the base is building confidence, providing something on which to build and develop.

Many aspects of active learning, active tutorial work, trainee centred learning, action learning, outdoor education, adventure training, youth and community work, social work, education for capability, intermediate treatment and lots of others are based either wholly or partly on experiential learning and so fall within the scope or 'umbrella' of development training. It is about the development of the whole person, personal development in an all round sense. The outcomes of development training depend largely on the quality of the experiences and the quality of the reviewing. It usually involves people
doing things they are not used to in a way that leads to a growth in competence and confidence. Often it involves exploring in an environmental climate which may be unfamiliar and challenging. It should not be assumed the challenges are always 'outdoor' ones - often they are, but development training also takes place without using the outdoors - it is the process the person goes through, not the setting, which is important - and how this process is used.

In some respects, development training is a very simple concept. It is fairly easy to communicate its general nature, but it is easier to describe than to define. It is wide ranging and far reaching and because of this, sometimes may give the impression of being 'woolly'. The self-fulfilling prophecy - if you treat people as responsible, independent, goal achieving, creative and understanding and give them opportunities to be so, they become so, is crucial to development training. Another description of development training is 'capitalising on experience' - using one's experience as a learning medium. The experience is carefully structured, it needs to be appropriate for the skills you wish to build and develop.

I think there are elements of development training which apply to any aspect of education - which is that people learn from being involved, they don't learn as well or as thoroughly from being 'told' what to do, how to feel etc. That can mean little or nothing and misses the vital essential elements of 'learning from experience'.

151
I could never understand why physical education on the whole has never built on this. I think it is to do with the fact that the subject is largely active; because pupils are 'doing', one assumes they must be 'active' and subsequently learning from doing. Clearly that is not necessarily the case. They may not be thinking about what they are doing, reviewing or reflecting upon it or target setting for the next step - in other words, the 'doing' has not been fully explored to maximise the potential for learning.

I guess that teachers may be sceptical, may not be prepared to sacrifice some of their content for the belief in the process and what it could contribute to personal development. You seem to be advocating that PE is about personal development - I am not sure that all PE teachers will agree!"

4.9 Other perspectives and developments within student-centred learning

It is clear that a wide spectrum of styles and strategies of instruction exist, from which teachers can select the most appropriate. The FEU classification (1982) of the four major categories may prove to be helpful in establishing the fundamental principles,

"A the extent to which the instructional process involves expository (didactic) or discovery based (heuristic) strategies."
B the extent to which leaning is 'experiential', that is, based upon or involving students' direct or indirect experiences, or the degree to which it is 'non-experiential' or theoretical.

C the extent to which learning outcomes are teacher-controlled or student-centred and therefore, the extent to which learning can be said to be 'open ended.'

D the extent to which learning is teacher-based or involves techniques or strategies which do not require direct teacher involvement. The latter techniques are essentially self-instructional procedures."

(from 'Curriculum Styles and Strategies, 1982 p.45)

Expository teaching involves the teachers stating the knowledge and skills believed to be worthy of instruction. The other end of the spectrum involves the learner acquiring the knowledge through discovery, rather than through the teacher stating this overtly. This is often termed 'discovery learning'. However along the spectrum between expository teaching at one end and discovery learning at the other, are several intermediate positions which may include varying degrees of discovery of exposition. Much primary teaching appears to be committed to the discovery style of learning and some secondary curriculum initiatives, particularly those of the Schools Council in the 1970s, lean towards the discovery end of the spectrum. However the FEU (1982) suggest that the term 'guided discovery' which is widely used, creates an ambiguity in that it does not reveal the nature of the guidance which is provided to the learner.
Further 'guided discovery' is open to different interpretations, depending on the balance between discovery and exposition that is involved.

There are two possibilities about the 'guidance' which is given by the teacher:

(i) guidance is provided about the knowledge to be acquired

(ii) guidance is provided about the strategies and processes to be adopted by the learner for discovering the knowledge.

It is clear that both types of guidance have their place in the practical implementation of guided discovery. Both are valuable in their own right for different purposes; however the teacher needs to consider carefully what he is aiming for and what type of guidance will meet most effectively.

Over recent years, more of the secondary school experience attempts to promote student-based, enquiry-orientated procedures and encourages students to solve problems, often through group work. Many secondary courses, for example in GCSE course work in subjects such as Humanities, require different types and degrees of teacher intervention. The teacher is involved in a certain amount of theoretical explanation about the nature and use of geographical concepts and strategies of enquiry for the problem-solving activities. Such procedures will structure the content of learning in a very specific way, and, according to the FEU (1982);

"......... requiring the teacher to be
constantly moving between the different roles of disseminator of information, facilitator and guide." (p.48)

This could also be regarded as true today when the introduction of the National Curriculum will undoubtedly prescribe more rigidly the content to be taught, if not the methods to be utilised. In Curriculum Guidance 5 on 'Health Education', the National Curriculum Council (1990) supports flexible teaching approaches,

"if a health education programme is to help pupils make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of lessons. The participation of pupils is essential in order to encourage pupils to learn from others ..........." (p.7)

and,

"Opportunities should be provided for pupils to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently and with confidence " (p.7)

"........... much of the teaching in health education will be based on the active involvement of pupils." (p.7),

thus it is clear that the formal didactic style will be inappropriate; demands apparently will be made upon teachers in terms of the employment of new and flexible teaching approaches which maximise pupils'
active involvement.

The second classification, along which instructional procedures, can be analysed according to the FEU concerns the extent to which the learner is provided with direct or indirect experiences of what is to be learned or the extent to which such learning is more abstract. The provision of 'experience' in the context of instruction is seen,

"as involving the deliberate exposure of the learner to phenomena or situations about which or through which learning is to take place." (p.49)

This could be achieved by:

(i) direct experiences which allow familiarity of the individual with the situation, for example participating in high risk adventure activities to experience fear, excitement or triumph over the elements.

(ii) indirect experiences which allow familiarity to be gained through either vicariously; a 'second hand' involvement by observing plays, films, demonstrations etc or analogues such as role play activities, simulation exercises etc.

Clearly experiential learning will make the situation more 'alive' and concrete for pupils. The FEU (1982) emphasise that,

"The absence of such experiences from an instructional situation will inevitable tax the learner's abstract
Thus the increasing emphasis in education over recent years to utilise experiential learning is a logical move to assist learners' understanding of the issues or concepts to be considered. Those individuals with lesser imaginative or creative powers may struggle to cope with a high level of abstract thinking, thus experiential learning may make a learning situation more meaningful through making it more real to such individuals.

Much has been written about the value of experiential learning. Magee (1971) comments that although he believes students learn best from experience, the experience can be as meaningless as words if unstructured. He believes it is most significant for the student and therefore most effective within the context of problem solving. Dewey (1963) places experiential learning at the heart of a student centred approach,

"Rather than learning from texts and teachers, students learn from experience. Instead of acquiring isolated skills and techniques by drill, students acquire them as a means of attaining ends which make direct vital appeal."

(Author's own version of p.5)

Most writers emphasise that the opportunity to reflect upon the experience and learn from it as the crucial factor in experiential learning. Dennison and Kirk (1990) describe Kirk's Learning Cycle (1987) as,

"Do, review, learn, apply." (p.4)

They emphasise the importance of the review or
reflection stage, sometimes titled 'debriefing'. Clearly a high level of facilitatory skill is necessary from the teacher and a high level of commitment and planning to successfully help students to reflect upon three stages:

(i) What happened?

(ii) How do I feel?

(iii) What does it mean, what have I learned?

The atmosphere of such a reviewing session needs to be based upon trust, acceptance and a mutual respect of individual feelings and perceptions.

There is further support for the importance of the reflection stage from Revans (1980) and Kolb (1984). According to Kolb (1984):

"reflection, or reflective observation is the process which provides a crucial link between experience and the process of change and adaptation in the mind."

Thus a commitment to incorporating experiential learning within a student-centred framework is apparent. It is clear that rather than merely participating in an activity, students will need to have structured opportunity to pause for reflection and consideration, as an ongoing feature of their work.

A further aspect to consider is the notion of student control. When the aims, goals and objectives of a lesson or an activity are flexible and subject to the
interests, aptitudes and inclinations of the learner, the direction of the learning and the learning outcomes are determined or influenced by the learner. This is referred to by the FEU (1982) as being indicative of student control. Many examples of teacher control can be observed in a variety of settings in any secondary school, when the teacher decides and generates the activity and generally dominates the proceedings. Very often, teachers retain control by adopting a formal didactic style of instruction and dissemination of information.

However, the idea of student control over learning outcomes has been noticeably afforded more status since the introduction of TVEI and GCSE where there is emphasis on negotiation between student and teacher over the content of the learning experience. Increasingly, students are encouraged to both identify and solve their own problems in areas of interest, in the belief that if a student has a personal interest in and commitment to what he is learning, it may be more relevant and meaningful, thus learning will be enhanced. This has been expanded through TVEI to the development of new terminology. 'Flexible learning' is a term which has been adopted by TVEI to describe their approach to learning. The TVEI Flexible Learning Project (1989) stipulates the following definition of flexible learning,

"As the name implies, flexible learning is a means of delivering the curriculum involving the flexible use and management of a range of human resources, materials, activities and situation more accurately to meet the learning needs of students as individuals. This will allow learning to be optimised. Additionally it will
also encourage the learner to take responsibility for his/her own learning, with ownership devolved to the learner so that he/she can more easily apply the experience in a wide variety of situations including life long learning."

(Training Agency, 1989)

Thus flexible learning could be described as an 'umbrella' term as it incorporates aspects of individual learning and experiential learning.

The emphasis on students becoming involved, assuming responsibility and having a sense of ownership of their learning are each important features of a student centred philosophy. Under the term flexible learning, a variety of types and systems exist under a variety of names including:

- individual learning
- programmed learning
- resource based learning
- open learning (institution based)
- open access workshops
- distance learning
- supported self study

Although there are differences between these various styles of learning, their common feature is that they
reduce significantly, and in some instances, eliminate altogether the direct control of the learning environment by the teacher and transfer control to the learner. The role of the teacher in all of the systems identified above is quite different from the traditional mode.

Waterhouse (1990) maintains that confusion results from the definitions of different systems and that variety and flexibility of approach are more important than any firm classification. He suggests that for any good teaching or learning to occur, the following approach should be adopted:

"A variety of styles and techniques are regularly used. This would include inspiring whole class teaching as well as well organised small group and individual work.

The teacher should create frequent opportunities to work personally with students in very small groups in order that his/her example and influence should be maximised.

Arrangements which create the environment for teaching and learning are flexible with the needs of the student constantly at the fore."

(taken from 'Flexible Learning: An Outline', p.72)

One of the problems would appear to be the adoption of new terminology and some inevitable confusion about the precise meanings of such terminology.

The term 'action' or 'active learning' is widely used and appears to cover a wide range of methods and
techniques. According to Waterhouse (1990):

"The basic characteristics are an emphasis on learning by doing and an emphasis on student decision making." (p.57),

both of which imply work of an experiential and participatory nature.

When devising active techniques, Waterhouse advocates teachers consider just two questions;

"What will the students actually do? What decisions will be demanded of the students? The aim is to increase the amount of student activity and decision making to as high a level as possible." (p.58)

Waterhouse identifies the strategies of active learning in the following terms:

- encouraging students to contribute to discussion and the generation of ideas.
- challenging students to help others as well as themselves.
- using problem solving, encouraging students to solve their own problems.
- use of student reviewing (both of self and of others).
- facilitating student self assessment.
- valuing students' ideas and contributions within
lessons.

- encouraging students to assume responsibility when appropriate and a teaching role for other students.

However the over riding element in Waterhouse's analysis is the emphasis on experiential learning.

This confusion between terms in expounded that experiential learning has frequently been called by other names including 'active learning' and 'action learning.' Pederson and Kirk (1990) believe these mean the same as 'learning by doing' and that the focus is,

"......... on the individual learner rather than the material to be learned and the thrust towards the 'wholeness' of the learning experience." (p.5)

Ryder and Campbell (1988) acknowledge that much "jargon" exists and recognise some criticism, as a result,

"......... some phrases have become labelled as 'jargon' and are thereby prey to criticism, for example, for being trendy, platitudinous or sloppy." (p.154)

They comment further that the terms are often used interchangeably and not always with the originator's own interpretation or perspective. Their definition of 'active' is in the sense of students being engaged with their own progress as well as with the end product of their learning. Again, they stress the medium of structured group work as being the basis or context for much active learning to:
encourage students to work collaboratively, interact and share knowledge.

(ii) to provide opportunities for reflection and the potential improvement of interpersonal relationships between students.

through a variety of teaching strategies which accommodate different student needs.

Again 'active learning' and 'experiential learning' are similar. Spencer's advice (1985) from the Coventry LEA TRIST team of in-service trainers in a paper to Coventry teachers emphasises that,

"......... learning is active rather than passive. The approach is participatory, the learning comes from the experience of being involved " (p.1),

thus stressing the experiential and participatory nature of active learning.

It is clear that the significance of active learning has grown to a position of some importance, particularly at secondary level through TVEI, CPVE and TVEI Related In Service Training (TRIST). The prompting of such innovations and the influence of such projects as Active Tutorial Work in the encouragement of active methods to be applied across the whole curriculum, has helped focus attention upon the value of the approach. There is no doubt that TVEI and GCSE have developed this, but the influence of Active Tutorial Work cannot be underestimated in spreading active tutorial work into active learning as
a whole. As Bolam and Medlock (1985) discovered, in their evaluation of active tutorial work, pupils very quickly become aware of inconsistencies between the approaches of tutorial periods and those employed in subject teaching.

Hargreaves et al (1988) describe much developmental group work in PSE as work of an

"active, experiential character," (p.63),

and acknowledge Button's work (1982) in this field, in that he stressed that merely talking about topics is not enough,

"relationships and responsible attitudes need to be experienced and practised"; (p.63),

for work to be truly active.

They recognise similarly the influence of the Tutorial Work Project, as devised by Baldwin and Wells (1981, 1983). Like Button, Baldwin and Wells (1981) endorse Button's emphasis on developmental group work through the title given to their project, they stress the active, experiential style of their programmes, with the emphasis on a wide use of:

- role play and simulation exercises
- discussion work
- action research
- trust exercises
- planning for and receiving visitors
- problem solving exercises

Their advice on the teaching skills required is most specific, not only do they indicate, in considerable detail, the content to be introduced, but supply extensive teachers' notes to enable teachers to feel confident in using such new approaches.

Further Baldin and Wells embarked upon a major training initiative. Hargreaves et al (1988) recognise this,

"Moreover, in each case, the required changes in teaching skill and approach have been backed up with the force of intensive, experiential based training programmes. Nothing could be a greater intrusion on teachers' pedagogical choices than this." (p.62)

4.10 Exploring the essential elements and common ground

Key elements of the 'Lifeskills and Health Education in the Secondary School Project':

(i) Empowering students to take charge of themselves and their lives. Increasing awareness of self, clarifying goals and helping to increase commitment to them.

(ii) Enhancing positive self-esteem and acquiring skills, discovering one's own values and beliefs, rather than having them imposed.

(iii) The teaching method used by the project
places an emphasis on structured group teaching using an active learning process, which allows students to work through situations, thoughts and feelings in experiential learning situations.

**Key elements of Supported Self Study**

(i) Encouraging pupils to learn how to learn - to stimulate life-long education.

(ii) A belief that secondary education should educate the whole person, treat people as individuals and help them to become autonomous.

(iii) An emphasis on supportive relationships with pupils.

(iv) Learning materials chosen which are relevant for the independent learner.

**Key elements of Active Tutorial Work**

(i) Focus is on the student, his own experiences, thoughts and feelings and the learning starts from this position.

(ii) The development of the autonomy of the student is crucial. Pupils are gradually given opportunities to assume control.

(iii) Maximum participation and interaction for each student.

(iv) The emphasis is on developmental group work,
active learning involving experiential, participating exercises which involve students as fully as possible.

**Key elements in Outdoor Education**

(i) A commitment to the value of the process, rather than the product.

(ii) Participatory learning, in the sense of involving students in the planning of exercises.

(iii) An emphasis on experiential learning, in terms of planning, doing and reviewing activities, with particular attention paid to reflection and review.

**Key elements in Development Training**

(i) An emphasis on experiential learning - 'learning by doing' with individual target setting and an emphasis on review and reflection.

(ii) The development of the whole person - all round personal development with the aim of developing personal and social skills.

(iii) Emphasis on the processes of learning, on active learning approaches which challenge participants to think, feel and make decisions based upon first hand experience.

There is much common ground between the projects or initiatives consulted. Upon closer examination
certain threads begin to emerge which are consistent with each project’s philosophy.

Firstly, a commitment to the uniqueness of each individual learner is recognised as the fundamental starting point. There is a universal recognition that each individual will learn differently and at different rates - the starting points of each will almost certainly differ.

Further there is the recognition that each individual brings their own experiences, perceptions, skills, knowledge and understanding to each learning experience and each one has something of value to contribute as well as gain. Thus the initial focus is on the learner and the process rather than on the material to be learned or the outcome of the learning.

Secondly, there is a universal commitment to experiential learning, ‘learning through doing’, utilising as wide a range of methods to achieve this as possible. This may centre upon direct experience, or role play or simulation, depending on the situation, but it is ‘hands-on’ or related experience which requires the learner to actually feel or experience a situation and work through it. An essential aspect of this is the use of structured review and reflection to consolidate and enhance learning.

Thirdly, there is a commitment to make the experience participatory in the sense of involving the learner in appropriate decision-making and planning.

Finally, there is an awareness that whole person development is essential, the need to develop
affective as well as cognitive skills. All of the projects consulted believe that students need to gradually assume increased responsibility and thus greater control of their own learning to facilitate their gradual independence from the teacher. Each believe that this growth in confidence and gradual progress towards autonomy can only be realised in an atmosphere based upon mutual respect and trust. A secure, caring relationship is therefore essential between student and teacher and student and student.
Chapter 5. The development of the model.

5.1 Introduction

In this chapter, the development of the model will be explored. Firstly the essential features are considered, followed by the formation of a model and subsequent teaching strategies which are outlined. It was apparent that a student-centred approach to learning encompassed a total approach or philosophy, within which were several features, each of which merits consideration. What is clear is that the emphasis needed to be shifted to the processes of learning rather than a preoccupation with the end 'products' which resulted.

5.2 From framework to Model.

Having focussed upon the dominance of the direct instructional style in previous chapters, it is necessary to consider the 'process' component and its implications for teaching physical education. The active learning projects or initiatives consulted in Chapter 4, retained an essential belief that worthwhile and desirable ends can be realised in action rather than products brought about by action. Further, desirable qualities can be realised in the way teachers interact with, and treat their pupils in learning situations.
Bunker and Thorpe (1982) and Spackman (1983) have argued persuasively for an emphasis on student "understanding" which is based on tactical appreciation and decision-making. Similarly other types of learning will require different teaching methods. Most physical education teachers would acknowledge that physical education offers the potential for many and varied opportunities for different types of learning. Some of these might be:

- problem solving skills in games work, gymnastics or fitness work.
- moral learning, in terms of fair play and sportsmanship through games education.
- creative learning, through much work in dance and gymnastics.
- social learning, in groups or team situations, where interaction with others is of prime importance.
- independent learning - in fitness work or in gymnastics or dance tasks, when one has freedom to explore tasks individually.

All of the above require students to understand their work and possible outcomes rather than merely receive instruction to achieve the fastest possible route towards the 'product'. Stenhouse (1971) has claimed that the general aim of understanding could be analysed into principles governing the process of teaching and learning. He proposed the concept of procedural principles which function as criteria for selecting
teaching acts which were logically consistent with the development of understanding on learning tasks. Teaching acts which realised these criteria were worthwhile in their own right, regardless of their outcomes. Thus the 'process' model, as proposed by Stenhouse, implies a radically different approach to the relationship between teaching and learning from the model which emphasises the 'product'. The role of the teacher in the process model is more one of an enabler or facilitator and more concerned with developing understanding. In the process approach, the teacher is as much concerned with 'how' the learner learns as 'what' the learner learns. Even if the end 'product' is ultimately not of the desired quality, the learning and understanding which will have been acquired 'en route' will be of value and significance to the learner, albeit within another context or situation. Thus it is true to say the process component is complex and can have many rich and potential sources for learning, some of which may not be immediately obvious. These can be employed in a variety of ways, depending upon the needs of the individual and the objectives of the lesson.

The author attempted to establish the basic principles of a student-centred approach in order to establish a simple framework. These were identified as follows:

(i) Atmosphere - both in school and within the physical education department. This should be
supportive, caring, tolerant and encouraging to all students, rather than oppressive, harsh or even indifferent to students needs or feelings. Opportunity and encouragement will stimulate responsiveness to growth tasks. Progress and effort will be recognised as being as important as achievement.

(ii) Attitude of teacher - needs to be positive, warm, open, encouraging, consistent, sensitive, considerate. There is no place for sarcasm, cynicism, in-sensitive criticism or a discourteous dismissal of students.

(iii) Attitude of pupil - needs to have motivation, and interest, an inclination to accept or share responsibility, be respectful and considerate towards others.

(iv) A commitment to active learning, summarised by the following basic characteristics:

- that learning is active rather than passive. The approach is participatory - the learning comes from the experience of being involved.
- it creates a learning environment within which students feel confident and competent; more ready and willing to help each other; encourages students to become more articulate about expressing their experiences, thoughts and feelings.
- it assumes that everyone in the group has a positive contribution to make, thus all
students are valued equally, respected and nurtured.

- it is concerned with development of the whole person, affective as well as cognitive aspects of growth are developed.

- evaluation is central to the process. The role of the teacher is extended more to guiding students to recognise their own development and to take responsibility for their own learning. The evaluation of learning is therefore primarily self-assessment. The value of peer assessment in this process should also be recognised.

- it aims to facilitate students' gradual independence from the teacher, releasing students with the skills, understanding and confidence to continue growing and learning as autonomous individuals.

- it sees the role of the educator as an enabler of the above.

Clearly the change in terms of the role of the teacher is significant. This change is outlined below:

the teacher becomes (indicated in ordinary case)

the student becomes (indicated in capitals)
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<th>more</th>
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</thead>
<tbody>
<tr>
<td>authoritative</td>
<td>reflective</td>
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<tr>
<td>OBEDIENT</td>
<td>SELF-DISCIPLINED</td>
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<tr>
<td>protective</td>
<td>exposing</td>
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<tr>
<td>SHELTERED</td>
<td>EXPERIMENTAL</td>
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<tr>
<td>directive</td>
<td>enabling</td>
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<tr>
<td>FOLLOWING</td>
<td>INDEPENDENT</td>
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<tr>
<td>controlling</td>
<td>releasing</td>
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<tr>
<td>DEPENDENT</td>
<td>INDEPENDENT</td>
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</table>

towards autonomy.

The raising of self esteem through physical activity was regarded by the author to be a crucial focus for any teaching approach. This was expressed through the diagram outlined overleaf, to provide an initial focus for the consideration of the merits of a student-centred approach in achieving this.
Implications for teachers
- give positive reinforcement, recognise when pupils do well
- reduce failure rates, provide opportunities for all to succeed.
- reinforce personal effort and expenditure
- acknowledge progress, encourage striving
- teach for independence; pupils must know how to put their plans into action
- make activities accessible
- allow pupils opportunities to experience freedom, try out their own ideas
- give pupils responsibility, a chance to make decisions; be 'involved' in the process
- treat pupils fairly, with respect, with sensitivity, value pupils' opinions.

Implications for students
- to treat others with sensitivity and respect
- be considerate to the needs of others
- show tolerance of others' strengths and weaknesses
- accept responsibility
- help others, where possible
- encourage, praise peers
- recognise progress, achievement in self, and others
- avoid being over-critical or demoralising towards others.

Raising Self-Esteem through Activity
- How?

emotional
(i) through "feeling good" about activity, experiencing satisfaction, enjoying it (getting a buzz) "getting 'lost' in activity", finding freedom or release through activity.
(ii) "feeling good" about oneself, valuing oneself, having self-respect, a positive body-image.
(iii) feeling valued by
(a) teacher
(b) peers
(iv) feeling 'involved' in the experience, with a degree of responsibility, not just a participant, feeling important, useful, wanted.

involvement
(i) through personal effort and progress (improvement)
(ii) reaching a target, achieving success.

cognitive
(i) having a secure knowledge base-knowing how to improve
(ii) increasing understanding of what improved health and fitness could mean for the individual
Implications for Teachers
- give positive reinforcement, recognise when pupils do well.
- reduce failure rates, provide opportunities for all to succeed.
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  (i) through "feeling good" about activity, experiencing satisfaction, enjoying it ("getting a buzz") getting "lost in activity," finding freedom or release through activity.
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  (iii) feeling valued by (a) teacher (b) peers.
  (iv) "feeling involved" in the experience, with a degree of responsibility, not just a participant, feeling important, useful, wanted.

- involvement
  (i) through personal effort and progress (improvement)
  (ii) reaching a target, achieving success

- cognitive
  (i) having a secure knowledge base—knowing how to improve
  (ii) increasing understanding of what improved health and fitness could mean for the individual.
The Development Training System (applied to P.E.)

OUTSIDE WORLD

compared with

Reviewing, Learning and recognising Achievement

consolidated by

Indoor/Outdoor Leisure-based Individual/Group Learning

Planned learning experiences and Activities

structured in the form of

Accelerated by

LEARNING ENVIRONMENT

New Physical Experiences/challenges
New Settings
New Relationships/Responsibilities

LEARNING AIMS

Skill ownership activity motivated young adult
Focussed into

LEARNING OBJECTIVES

Development as a person
Development as a team
Achievement tasks

Achieved through

Learning Processes

Awareness Raising
Confidence Building
Doing and Reviewing
Co-operation
Establishing Boundaries

Translated into

LEARNING OBJECTIVES

Development as a person
Development as a team
Achievement tasks

Achieved through

Learning Processes

Awareness Raising
Confidence Building
Doing and Reviewing
Co-operation
Establishing Boundaries

178
5.3 Developing the model and strategies for physical education.

From basic principles the author was required to examine physical education and the possibilities within the subject for involving students more in their own learning.

It became apparent that within physical education there are a variety of opportunities to structure and facilitate situations which enable students to become more fully involved in the learning process. The following were identified as being of importance.

1. **DECISION MAKING** - accepting and taking responsibility for making decisions, at a variety of levels.

2. **NEGOTIATION** - both with the teacher and others in the group, of the direction or course of action to be followed.

3. **CONSULTATION** - being involved in the planning of work and helping pupils' understanding of what they are doing and why.

4. **SHARED LEARNING** - with others, either in pairs or small groups.

5. **OWNERSHIP OF LEARNING** - organising oneself, setting one's own goals or personal challenges.
Identifying one's own needs and interests. This in turn leads on to:

6. **DEVELOPING FREEDOM AND INDEPENDENCE** - being allowed to plan for oneself, work independently, assume responsibility for oneself and one's own actions, within the context of physical education and activity.

7. **REFLECTION AND REVIEW OF LEARNING** - acknowledging and consolidating upon what has been achieved, building on strengths, using learning to move on to new experiences.

The following are some of the author's initial thoughts in terms of various means to encourage these processes to occur.

1. **DECISION MAKING**: accepting and taking responsibility for making decisions and choices within physical education.
   a) Allow pupils to opt for and construct their own programmes of activity. This could work well, as part of a health-based PE module, following a general introduction, providing background or basic information. Students construct and follow their own programmes from a choice of running, circuits, aerobics, or weight-training options.
b) Allow for student choice within specific lessons. Possibly provide task cards outlining the progression of suitable challenges - students then choose for themselves which ones they will complete, or choose from a variety of options at the end of a games lesson, either:
- participating in a competitive game
- officiating practice
- individual skill practice
- reciprocal teaching with a partner

c) Allow for decision-making about direction of courses to be followed in PE. This is possible in the upper school when gradually, elements of choice can be built into the curriculum. This demands flexibility and may be limited, but still allows pupils to have some say over their involvement in PE, particularly if they know and understand the constraints.

2. NEGOTIATION:

a) through discussion of possibilities, staff expertise, possible constraints, students comments, ideas, experiences, needs and interests, staff and students construct a programme for the following year's programme. This will be more feasible as pupils become
older, possibly at the end of a Year 10 course leading to Year 11.

b) From the earliest secondary years it is possible for staff and pupils to negotiate the rules for:

i) ground rules to operate for PE to be safe and non-threatening for all students and a pleasant learning environment for staff and pupils to share.

ii) using the swimming pool, gymnasium or multi-gym. Experience suggests that where pupils have been given the opportunity to be involved in the drawing up of rules and understand their relevance or necessity, there is a commitment to keeping them.

3. **CONSULTATION** - being involved in the planning and rationale behind the physical education curriculum.

   a) Planning a course of action - planning a week by week programme in terms of content, within a specific module of work, together with the teacher, having determined their needs and interests.

   b) Planning, organising or administering a special event - such as a residential trip or visit, an inter-school fixture
or internal school competition, a display or exhibition. Involving students in the planning and preparation of such an event, rather than simply participating.

4. SHARING LEARNING.

a) having the opportunity to share learning with others, either in pairs or small groups. In pairs, through reciprocal teaching (e.g. in athletics, gymnastics, swimming) with one pupil assuming a "pupil-teacher" role and taking responsibility for teaching a partner.

b) providing opportunities for small group work, which is the ideal medium for active learning with scope for negotiation, problem solving and reflective learning within a sharing context. An example of this is "games-making", when pupils create their own games and devise their own rules and regulations.

c) Shared goal levels - pupils work in pairs or small groups towards a shared goal, to aid motivation and commitment and reinforce learning.

d) Work with others in activity; the possibilities include coaching or
assisting younger pupils; 6th formers assisting with community classes, such as "mums and tots" classes or community teams etc.

5. OWNERSHIP OF LEARNING and 6. DEVELOP INDEPENDENCE.
   a) Plan own programme, follow own interest, particularly within the upper school programme, where it may be possible to work independently of the teacher, charting one's own progress and keeping a record as appropriate.
   b) Identify own needs, set own personal challenges within an activity which can start within school physical education lessons and perhaps continue into leisure time, with support from PE staff.

7. REFLECTION AND REVIEW OF LEARNING.
This is an important, but often neglected area - allowing pupils to reflect upon what they have learned and achieved, using this to move onto new learning experiences. This can be started in a number of ways ranging from:
   a) very simple exercises which help pupils to focus on what they have been doing in a particular lesson such as:
      i) At the end of a lesson, move round a circle, each pupil saying one word which
sums up his feelings about the activity/his progress or what he's learned today,
or
ii) In pairs, tell your partner "one bad thing" and "one good thing" which happened in today's lesson, or

iii) On leaving the sports hall/gym write your comments for ii) above on 2 flip charts on the wall.

b) Pausing, during the course of a lesson, to consider such questions as:

"What is happening now?"
"What problems are occurring, if any?"
"What can you suggest to solve this?"

Students are now responsible for focusing on the problem, solving it if possible and suggesting the course of action to be followed to improve or progress further.

c) More extensive review and reflection, possibilities include:

i) Check lists, review sheets, ideas sheets to be completed by the pupil as he progresses through a unit of work, thus reflecting upon progress and reviewing what has been learned, identifying future targets.

ii) Student achievement sheets or profiles, with comments from students and staff on
progress, leading to a statement of achievement at the end of a unit of work.

The crucial factor is that reviewing is planned and built into the programme, used as a learning tool. It should not occur in a haphazard or 'adhoc' manner, but is used purposefully to help pupils focus on their progress, difficulties, what this means to them and plan possible ways forward or new targets.

From these initial considerations, the researcher engaged in much discussion with colleagues, in particular those involved with the Health and Physical Education Project at Loughborough University. Clearly several strands were beginning to emerge. Firstly there was a need for much work to be experiential - pupils becoming involved and actively working through a task, considering its implications, so that they have direct first-hand experience upon which to reflect and internalise.

Secondly the approach should be participatory. pupils are part of the planning process, which implies a fundamental change in the teacher/student relationship. If an experiential learning situation is also to be participatory, the students need to be part of the planning process, which means that they would be given an opportunity to discuss the form that the experience will take and encouraged to feel that their views are
taken into account. This process would not stop once the programme has started, but should allow for continuous modification in the light of students' findings.

Participatory learning implies involvement in decision-making at a variety of levels. Firstly through decision-making which affects others, including the group within which the student is working. Secondly, through being accountable for one's own actions through experiencing the consequence of one's actions, including failure. Through participation in their own learning pupils will be involved in sharing solutions to problems posed, ideas and experiences with other pupils and teachers. The stage between dependence on the teacher and independence encompasses much sharing of learning. It should be recognised that this does not exclude teacher intervention; there will be times when a pupil works with the teacher and times when a pupil works with other pupils. The benefits of peer group support and encouragement can be maximised here - it may often be more acceptable to a self-conscious youngster to be helped or 'coached' by a 'pupil teacher' than by the class teacher, quite apart from the positive social implications offered to the 'pupil teacher' from such interactions.
Another strand to emerge was the notion of ownership of learning. Pupils will need to have a sense of commitment to activity, and feel that it is significant for them. The researcher tended towards Lloyds' view (1986),

"it appears to me that pupils will enjoy and support an activity if they have been involved in the planning process and have increasingly had choice in this system" (p.31)

There are many opportunities in physical education for pupils to:
- create something of their own, use their imaginations.
- explore their own solutions to tasks by responding creatively.
- exercise choice within activities, select challenges or targets to aim for.
- assess their own progress and plan their own goals.

One of the purposes of the teacher is to create an environment for success - to help individuals to improve and feel motivated enough to pursue their goals. Gould (1986) stresses that goals are effective because they influence psychological states such as self-confidence, mobilise effort and increase persistence. Hellison (1977) supports this through his recognition of the importance of pupils' goal setting and being encouraged to realise their own goals within physical education.

188
The final strand centres upon the notion of student independence and self-responsibility. Clearly gradual independence will be the key and a variety of situations could be explored to foster this. Pupils may be:

i) dependent on the teacher for the task, independent in carrying it out

ii) independent of the teacher in deciding the task, but dependent on the teacher to carry it out. (For example, pupils and teachers may negotiate the 'ground rules' which will operate in P.E.lessons, but there will be a need for support from the teacher to ensure these are maintained)

iii) independent in setting the task and independent in carrying it out

The notion of responsibility is important to consider. Gradual self-responsibility will need to be introduced and explored. Pupils will bring their own life experiences with them into school, the way they are treated at home will be reflected in their attitudes towards taking responsibility and handling it with confidence.

According to Hellison (1977) self-control is the desired outcome for pupils to be in a position to accept responsibility. He argues that organised sport
tends to discourage self-control by placing responsibility solely on officials. He explores opportunities for pupils to officiate themselves, thus controlling the behaviour of their peers, which he believes ultimately leads to greater personal control.

Therefore self-responsibility and gradual independence are the final features to consider which the researcher termed 'self-empowerment'.

Four terms emerged:

1) **Learning from doing** bases learning on the outcome of students' experiences and feeds back this learning into the next planning phase. It acknowledges that the use of direct personal experience of the different challenges of physical education is a powerful learning medium, when planning and reflection are structured to become an important part of the process. Clearly physical education has always been mainly concerned with 'learning from doing' through engaging students in activity, but the critical factor needs to be not the 'doing' but the nature of the learning process which is taking place. Although students may be physically active, they may be making little or no contribution other than simply physically participating, thus missing out on a rich and varied source of learning potential.

ii) **Sharing in learning** allows students to be part of the planning process - which implies a fundamental
change in teacher/student relationships and in the role of the teacher. Essentially, students are encouraged to participate fully in and take responsibility for their own learning, through negotiation and consultation wherever appropriate and through sharing and working with others, either as partners or as part of a team.

iii) Ownership of learning acknowledges a students' involvement in planning and decision-making about personal activity patterns and the means of progressing in activity. It recognises the need for freedom to explore one's own response to tasks and challenges within physical education and the need for opportunities to take and accept responsibility to enhance personal commitment to one's own learning.

iv) Self-empowerment aims to foster increasing independence and autonomy by allowing students' access to the means of becoming both accomplished and knowledgeable about activity and sufficiently personally and socially skilled to seek continued involvement and enhanced enjoyment. The ultimate aim is to liberate students with the means to making regular activity an important part of their lifestyles.
learning from doing

(embraces approaches such as "experiential learning", "active learning")

involves

Use of direct personal experiences as the basis for developing knowledge, understanding and skills.

Students are "actively" rather than "passively" involved in the learning process.

Increased personal understanding will only be encouraged through internalising direct personal experiences, students will need to find out for themselves, rather than have all experiences structured or imposed by the teacher.

The teacher is an enabler and facilitator rather than a "giver of knowledge".

There is emphasis on the planning and reflection stages of experiences, with students actively involved in these stages, as well as in the "doing" stage.

The recognition that all three stages of an experience have importance and form a valuable medium for learning. Review/reflection/evaluation are central. Students are guided to recognise their own development and learning and take responsibility for such. Therefore there must be emphasis on student self-assessment through a variety of medium.
participating in the learning process

planning: negotiation and consultation wherever appropriate

The approach is participatory: the learning comes from the experience of being involved.

Assumes that every individual has a positive contribution to make in the group - both students and teacher can share in the learning process.

learning with and from others

Increased self-awareness and fostering of tolerance and sensitivity towards different views and perspectives, thus mutual respect between students is enhanced.

Students become more articulate about themselves and more socially competent and confident from working and learning with others.

Many aspects of personal and social development are encouraged through sharing in the learning process.
Ownership (individual and as part of a group or team)

Setting and achieving one's own targets involves using the imagination to create something of one's own making a personal response to tasks or challenges.

Students being involved in the - planning - carrying out - checking up of their targets.

Commitment to a personal goal may enhance motivation.

Acknowledges recognition of each individual's needs and interests.

Encourages a sense of ownership of response, values student ideas and imagination.

Encourages individual freedom to explore own response to activity, according to ability and interest.

To a) accept responsibility b) be responsible and to make decisions independently of the teacher.

Increase individual and group responsibility for decisions taken.

Preconditions are that the learner has a) the ability b) the motivation c) the will d) the interest

A) Assuming responsibility for (i) the direction of work (ii) learning (iii) decisions made

B) Taking and accepting responsibility both as an individual and as a group
self-empowerment involves moving from dependence towards independence this means being given the opportunity to have freedom to exercise choice and make decisions being allowed to work independently from the teacher, with the right amount of support, as appropriate personal autonomy can be promoted through this approach

recognising improvement can be made; having control over what can be accomplished

allowing students access to the means of becoming accomplished in activity

recognising student achievement and success and placing status upon it

providing for and encouraging excellence

implies self-esteem grows opportunities for achieving success
improvement
mastery

Will be important in enhancing self-esteem, as will reducing failure.

Feeling useful, wanted and valued.

Feeling involved in the life and workings of physical education.

The need for a supportive and enabling atmosphere within physical education (context).
Clearly it would be insufficient to merely identify the key elements of the model, as responses were to be sought from professionals in the field.

Therefore, in order to provide more detailed and practical information, the researcher outlined some possible teaching strategies to illustrate the four key elements. These are identified as follows:
### Strategies for learning from doing

<table>
<thead>
<tr>
<th>1) PERSONALISING DIRECT EXPERIENCES. ASKING STUDENTS TO CONSIDER THE ACTIVITY THEY ARE INVOLVED IN.</th>
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<tbody>
<tr>
<td>In games-making, where students have devised their own game, rules, etc., pausing to consider</td>
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<tr>
<td>&quot;what is happening?...&quot;</td>
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<tr>
<td>&quot;what are the problems?...&quot;</td>
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<tr>
<td>&quot;what can you suggest to solve it?...&quot;</td>
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<tr>
<td>Students are responsible for solving the problems and suggesting the next step, to improve their game.</td>
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<tr>
<th>2) PAUSING TO REFLECT ON A PARTICULAR SITUATION DURING A LESSON.</th>
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<tr>
<td>Consider what is happening to the individual by focusing on</td>
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<td>&quot;How does this feel?....&quot;</td>
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<tr>
<td>or asking an individual to reflect on his/her particular situation,</td>
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<tr>
<td>&quot;Why is your shot failing?...&quot;</td>
</tr>
<tr>
<td>&quot;What could be done to improve the situation?.....&quot;</td>
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<tr>
<td>Student plans the next move, as an alternative to teacher immediately suggesting how to improve/progress.</td>
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<tr>
<th>3) BECOMING FULLY INVOLVED IN ACTIVITY.</th>
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<tr>
<td>Using mental imagery, fantasy, the &quot;inner-game&quot;.</td>
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<tr>
<th>4) INTRODUCING SIMPLE REFLECTION AND REVIEW OF EXPERIENCE.</th>
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<tr>
<td>(Students are consulted - their thoughts and ideas are of importance and are given an outlet. Takes a little time.)</td>
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<tr>
<td>1) Go round a circle - each student says one word which sums up his feelings about the activity / his progress / what he's learnt today. (Gives a quick idea of group feeling.)</td>
</tr>
<tr>
<td>11) In pairs, tell your partner, &quot;1 bad thing, 1 good thing&quot; which happened in today's lesson.</td>
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<tr>
<td>11) On leaving the gym, write same as 11) on two flip charts on the wall.</td>
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<tr>
<th>5) MORE EXTENSIVE REFLECTION AND REVIEWING.</th>
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<tr>
<td>(Useful for:</td>
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<tr>
<td>- teachers (know students better record students' work)</td>
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<tr>
<td>- students</td>
</tr>
<tr>
<td>- employers, parents.</td>
</tr>
<tr>
<td>Resource pack for students' use.</td>
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<tr>
<td>Provide opportunities for students to review and reflect upon their learning before moving on.</td>
</tr>
<tr>
<td>Check lists/ideas sheets/review sheets at the end of a unit of work.</td>
</tr>
<tr>
<td>Student achievement sheets, with comments from students and staff leading to a statement of achievement.</td>
</tr>
<tr>
<td>Student self-profile for example, throughout a health-related fitness module, comprising a profile, record of achievement, student comments, together with information which student is able to keep at end of module.</td>
</tr>
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197
### Strategies for sharing in learning

<table>
<thead>
<tr>
<th>1) RECIPIROCAL TEACHING</th>
<th>e.g. in athletics, gymnastics, with pupil assuming a &quot;pupil-teacher&quot; role and taking responsibility for a partner.</th>
</tr>
</thead>
</table>
| Consider:               | 1) providing opportunities for leading a group, teaching a group something specific, e.g. games, act as a coach to your team, instruct, coach, observe, give feedback; dance, teach a small group a dance you've choreographed.  
2) WORKING WITH OTHERS | 2) WORKING WITH OTHERS  
3) SPORTS LEADERSHIP, COMMUNITY PROJECTS, HELPING OTHERS INTO ACTIVITY. (Giving this type of work status and recognition within the school) | 3) SPORTS LEADERSHIP, COMMUNITY PROJECTS, HELPING OTHERS INTO ACTIVITY. (Giving this type of work status and recognition within the school)  
4) INCREASING AWARENESS AND RESPONSIBILITY FOR OTHERS. (Teacher attitude and atmosphere within lesson can do much to make this an important focus, with status afforded to helpers.) | 4) INCREASING AWARENESS AND RESPONSIBILITY FOR OTHERS. (Teacher attitude and atmosphere within lesson can do much to make this an important focus, with status afforded to helpers.)  
5) SMALL GROUP CO-OPERATION EXERCISES | 5) SMALL GROUP CO-OPERATION EXERCISES  
6) SHARED GOAL LEVELS | 6) SHARED GOAL LEVELS |
## Strategies of ownership of learning

<table>
<thead>
<tr>
<th>1) <strong>SETTING AND ACHIEVING ONE'S OWN GOALS OR TARGETS.</strong></th>
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<tbody>
<tr>
<td>(Allowing time for target setting: checking up on progress and achievements, recording same. Giving positive reinforcement. Placing status on achieving one's own targets.)</td>
</tr>
<tr>
<td>1) Examples - improving one's own performance, perhaps in a circuit or improving a personal best. ii) Planning one's own programme to meet a specific aim e.g. a weight training programme and carrying it out or a target of learning a particular skill by a certain date: deadline and working towards this goal.</td>
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<tr>
<th>2) <strong>ALLOW FOR STUDENT CHOICE WITHIN ACTIVITIES.</strong></th>
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<tr>
<td>(Resources, workcards to support activity)</td>
</tr>
<tr>
<td>1) task cards outlining a progression of challenges - students choose which ones they will do (so many out of 15) ii) choice at the end of a games lesson of either: - participate in a competition (5v5 game) - officiating practice - individual skill practice - help/coach another player</td>
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<tr>
<th>3) <strong>PLAN / ORGANISE / ADMINISTER A SPECIAL EVENT.</strong></th>
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<tr>
<td>(Teacher acts as support, advises when appropriate)</td>
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<tr>
<td>1) a visit or trip ii) an inter-school fixture iii) an internal school competition iv) a display or exhibition of work</td>
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<tr>
<th>4) <strong>NEGOTIATION</strong></th>
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<tr>
<td>(Teacher has contribution as well as students)</td>
</tr>
<tr>
<td>1) of ground rules necessary for P.E. to be safe non-threatening for all students iii) a pleasant environment for staff and students to share. ii) Contract learning Negotiation of activities to be followed (possibilities for work in the upper school).</td>
</tr>
</tbody>
</table>
### Strategies for self-empowerment

<table>
<thead>
<tr>
<th>1) HAVING FREEDOM TO MAKE DECISIONS, CHOICES AND TAKE RESPONSIBILITY.</th>
<th>e.g. In a fitness module, following a general introduction to the principles of the course, students opt and construct their own programmes e.g. in weight-training, running, circuits, aerobics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) DEVELOP OWN INTEREST: SPECIALISE IN ACTIVITY.</td>
<td>Students pursue own particular interest, possibly out of school, at a local centre or club, or within school, recording own progress and reporting back, receiving help and support as appropriate.</td>
</tr>
<tr>
<td>(Role of teacher as supporter. Links with the community and support of outside agencies).</td>
<td></td>
</tr>
<tr>
<td>3) ENHANCE SELF-ESTEEM</td>
<td>1) Allow each to succeed at own level by providing stepped challenges - differentiation within a task (e.g. in circuit work, gymnastics, athletics, games tasks)</td>
</tr>
<tr>
<td>Allowing students access to mastering skills</td>
<td>ii) Providing time for students to practise something they would like to master/achieve.</td>
</tr>
<tr>
<td>(recognising achievement and giving it status)</td>
<td>iii) Implications for upper school options? How appropriate are &quot;taster&quot; sessions - if students are to be sufficiently &quot;empowered&quot; with the necessary skills and confidence to pursue activity? Perhaps complete modules are more conducive to further participation?</td>
</tr>
<tr>
<td>4) ENCOURAGING PERSONAL STRIVING: SETTING CHALLENGES</td>
<td>See 'Athletics Challenges' (Health and Physical Education Project, Loughborough University) for individual and team challenges, based on athletics. &quot;How far can you run in 5 secs?....&quot; (Student marks spot with marker). &quot;Can you try and beat it this time?...&quot; This and many other examples of challenges to reinforce personal strivings are included.</td>
</tr>
</tbody>
</table>
Having established a model and developed some teaching strategies to illustrate this, the researcher was now in a position to consult professionals in the field and receive feedback as to their responses.

These responses are detailed in the following chapter.
Chapter 6: Gaining Responses from Professionals

6.1 Introduction

In this chapter, the responses from the six groups of professionals will be presented as such:

1. Head Teachers (identified as H1 and H2)
2. Education advisers (identified as A3 to A6 inclusive)
3. Physical education lecturers (identified as L7 to L9 inclusive)
4. The Coventry teachers (identified as CT1 - CT14 inclusive)
5. The Essex teachers (identified as ET1 to ET17 inclusive)
6. The Wiltshire teachers (identified as WT1 - WT6 inclusive)

Each question asked will be followed by the professionals' responses, together with their code.

Finally, a brief summary will lead into Chapter 7 which discusses the results.

6.2 Case Studies H1 and H2 (Head Teachers)

H1  Head teacher of Coventry Community College (690 students aged 11 to 18 years). No background in physical education, from modern languages teaching.
H2 Head teacher of a Coventry Comprehensive School (1000 students aged 11 to 18 years). No background in physical education, from science teaching.

1. (a) Do you understand the terms identified in the model and how they are used? If not, please identify where the problem lies.

H1 "Yes."

H2 "The paper is clear and makes interesting reading. My only real difficulty was knowing if the statements on the 4 sheets seeking to give meaning to your 4 components were linked in any one way or were free standing? Were the left hand column statements of 'belief' and the right hand consequences and outcomes?"

1. (b) What do you think the model is attempting to do?

H1 "To help teachers to change their methods of teaching and improve their communication with new students. To help them plan and implement a programme which involves students far more deeply and meaningfully in the work they are doing. To assist them in developing strategies for achieving these ends."

H2 "To give good PE teachers (and not so good!) some idea of how they could change their practice to the benefit of all pupils - to increase motivation in their students. It would also give more structure to the process side of the scheme of work. It is time with the good practice
emerging from OCEA and TRIST."

2 Do you feel this provides sufficient guidelines for identifying appropriate teaching strategies? If not, please outline why not.

H1 "Yes."

H2 "I think that it is a very realistic and useful paper - especially the 4 sheets specifically outlining strategies. Be prepared for responses like "we do this already" or "I can't do that with 30 in a class". You seem to be collecting good practice - so people will recognise aspects of their work. It is the total that is important and the framework for review and evaluation."

"'Negotiated learning', 'sharing' etc must also apply to the way staff work together, ie INSET."

3 Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, can you list them in order of priority.

H1 (i) "The need for in-service training time for teachers, preferably on a TRIST basis."

(ii) "The need to develop teachers' confidence."

H2 "There are the problems associated with mixed ability teachers (and mixed motivated teachers). Will this model also improve the experience of teachers? I have tried a number of the methods you outline in science and the main problems are:-

204
(a) Changes needed in lesson management - insecurity for teacher.

(b) Where does content come in in relation to your model - how do you advise teachers to choose?

(c) How can you monitor if you are moving forward? You won’t achieve the whole model straight away. What incremental elements are there? How would you phase it into a department?"

4 Do you feel there is a need for in-service training to implement the type of strategies as outlined? If so, please outline the type and nature of the in-service you would like to see.

H1 "Yes. TRIST. Observation of good practice in other institutions. Group work with specialist adviser and other practising teachers."

H2 "You are a Head of Department. How would you organise the INSET for your staff? Most important - you must have a team approach. 'All in it together' creates the atmosphere for trying new things. Agree on the scheme of work. A lot of things initially in school. Some aspects, however, are reliant on the approach to teaching and learning in the school as a whole."

5 Any other comments

H2 "I like your approach very much. I wonder what exactly this paper is for. Is it:-
- a campaigning paper to influence other colleagues?
- a blueprint for action?
- definition of parameters for a piece of action research?

As a Head, I would be seeking a marked improvement in the motivation of students in PE and the chance for all students to organise their own active lifestyles when they leave school. You have to convince PE teachers!"

6.3 Case Studies A3, A4, A5 and A6 Educational Advisers

A3 Adviser from Coventry LEA with responsibility for physical education.

A4 Teacher Adviser from Enfield LEA with responsibility for physical education.

A5 Teacher Adviser from Coventry LEA with responsibility for developing supported self-study.

A6 Senior Adviser from Gloucestershire LEA with responsibility for personal and social education. (This adviser did not complete an evaluation sheet, but wrote back with his comments on the model. This may have been due to the fact that he was one of the original 6 'experts' interviewed before constructing a framework).

1 (a) Do you understand the terms identified in the model and how they are used? If not, please identify where the problem lies.

206
A3 "Yes - I do not like the term 'self-empowerment' but I can understand your dilemma. I am used to this kind of language - I should be interested to know how teachers react to it!"

A4 "Yes, although it took me a while to realise that learning from doing, sharing in learning, ownership and self-empowerment are not stated as being mutually exclusive but closely inter-related with a good deal of overlap."

A5 "Yes, although I find some of the charts difficult to follow. It is the format or layout which is difficult as it disallowed me a flow of information."

1 (b) What do you think the model is attempting to do?

A3 (i) "To raise awareness of alternative teaching styles."

(ii) "Offer strategies to put ideas into practice."

(iii) "Form a basis for further discussion within PE departments."

A4 "Attempting to identify areas where PE teachers may slightly alter their approach in order to involve pupils in their own learning, so that the responsibility of learning is transferred to the pupil from the teacher. In more detail it attempts to identify key elements which are crucial to involving pupils in their own learning."
"Enable teachers to gain experience of what the often woolly concept 'Active Learning' means. It is broken down into comprehensible parts and activities stated rather than hypothesised."

2 Do you feel this provides sufficient guidelines for identifying appropriate teaching strategies? If not, please outline why not.

A3 "I like the strategies section - it seems clear on the whole (I'd question 'learning from doing', I do not understand it). I think everything is here for identifying - the reader has to apply the ideas to everyday teaching situations of course and therefore demands a commitment which some may not be prepared to give."

A4 "There are plenty of suggestions which a teacher with a brain would be able to utilise in their teaching style! However I can foresee problems with people saying "how do I implement this model?". Taken as a whole it could be very daunting for an average PE teacher - are they expected to just pick out bits and pieces at random, or totally re-structure their approach to utilise all the areas?"

A5 "You might give an example of a lesson and how the teacher would prepare for such. Obviously things like 'ownership' stress that lessons will be open-ended but that might be too liberal for many teachers. I think an example of a lesson you or another teacher has taught might be an appendix."

3 Do you foresee any problems occurring in
implementing teaching strategies based on this model? If so, can you list them in order of priority.

A3 "The last point made in the previous answer perhaps? It is difficult for the uninitiated to know where to begin."

A4 (i) "Implementation of whole/selection (as stated in Q2)."

(ii) "Required a great deal of courage and commitment on the side of the PE teacher to give up his authority and pass responsibility to kids - how many have that courage?"

(iii) "Many of the strategies require a great deal of preparation - work cards etc. How many teachers would devote that time?"

(iv) "Will children be able to cope with change in approach?"

A5 (i) "Teachers of the old school might moan! (Don't they always). Handing over power is hard."

(ii) "Are colleges teaching this method to trainees? They will need to."

(iii) "I don't foresee problems with the more positive staff - and they are the ones you will need."

4 Do you feel there is a need for in-service training to implement the type of strategies as outlined? If so, please outline the type and nature of the in-service you would like to see.

209
A3  "Yes."

(i) "TRIST model - someone working alongside teachers in the gym/pool etc."

(ii) "Sharing each other's work in a working group or task force situation - process based."

A4  "Yes."

(i) "Ideally advisory teachers (or similar) going into schools on a regular basis and teaching with staff in school over a prolonged period of time, so that on-site staff can see the strategies used and developed in a normal school situation."

(ii) "Alternatively groups of teachers going to see the strategies in action and then given support in devising programmes for implementation in school. If model is to be widely adopted it must be seen to work in practice."

A5  "Certainly - tutoring skills will need to be taught to teachers. My belief is that after an initial introduction - perhaps a lecture - you should offer support - in-situ support I feel is the best form and I have tried it out."

Any other comments

A3  "I don't think so at this stage - but I will keep reflecting. Everything is there but it may need some re-thinking of the presentation and a convincing argument for "why change?"."

A4  "I would like to know how one makes the
transition from being a traditional didactic approach-type teacher, to one who involves his/her pupils in their own learning and acts as an enabler/facilitator! Is it a process which takes years? Can it be achieved overnight? If so - please tell me how because I want to do it!"

A5 "It is a well thought out paper. I like it and I am convinced!.."

A6 Replied with the following observations:-

"Thank you for sending me details of your PE student centred framework. I wish to offer the following observations:-

(i) The terminology of 'active learning', 'experimental learning', 'student-centred learning' remains problematic - is there an understanding of the similarities and differences?

(ii) Do the ways of working 'threaten' the nature and scope of PE as perceived by many teachers? In other words, what does PE look like to teachers who work in more conventional ways? Does it still remain PE?

(iii) 'Student-centred' work gives control to students; is that what you are advocating? If so, what role does the teacher play?

(iv) Teachers need to use methods that will achieve their stated objectives and conversely change their objectives if they
have a limited range of teaching skills."

(v) "The 4 components do not necessarily hold together as being part of the same, ie self-empowerment may be a feature of the other 3. What is perhaps crucial is at what stage a pupil takes an active part in his/her learning (planning, delivery, review)."

(vi) "Some PE teachers may equate 'active learning' with gross motor skills and dismiss the rather academic interpretation of 'active learning'."

(vii) "The pupils experience of learning and teaching style in existing PE programmes may influence his/her inclination to consider and positively respond to less didactic teaching methods."

(viii) "Your strategies still put the teacher in the driving seat; he/she setting the agenda. I think you need to involve the pupils more, for example, as mentors, guides, teachers, evaluators, demonstrators, enablers, planners, advocates."

"I hope there comments are useful - your work interests me greatly and congratulations on 'breathing fresh air' into this aspect of education. Please keep me in touch, I would like to meet you again."

6.4 Case Studies L7, L8 and L9 Lecturers of physical
education in training institutions

L7 Physical education lecturer in the department of physical education and sports science, Loughborough University of Science and Technology.

L8 Physical education lecturer at the college of St Paul and St Mary, Cheltenham, Gloucestershire.

L9 Physical education lecturer at Bedford College of Higher Education.

L8 and L9 did not complete the evaluation sheet but responded in different manners. L8 replied in a letter detailing her comments and observations. L9 wrote indications that she would prefer to meet with the author and talk through her observations. This was arranged and took place at Loughborough when L9 produced some guideline notes and talked through her comments and observations which were recorded by the author.

I (a) Do you understand the terms identified in the model and how they are used? If not, please identify where the problem lies.

L7 "Yes, I like your ideas but as you will see I think you need to address a number of issues."

I (b) What do you think the model is attempting to do?

L7 "Provide a framework for ensuring that a teaching/learning experience has access to a variety of ways of encouraging pupil-centred
learning."

2 Do you feel this provides sufficient guidelines for identifying appropriate teaching strategies? If not, please outline why not.

L7 "A need for more practical detail - identify what might be done should be pursued and how. Always difficult to translate expectations into reality."

3 Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, could you list them in order of priority.

L7 "For pupils to be self-determining they need to be familiar with discipline; perseverance etc. For pupils to be able to evaluate or self-correct or other correct they need an appropriate knowledge base or access to resources otherwise you end up with the blind leading the blind. What you are advocating has merit but not exclusivity. Beware of the danger of trivializing activities to enhance the process. For example you suggest using made-up games for personalising and considering the activity they are engaged in. All games are based on choosing and assuring responsibility for actions - all learning needs to be focused and calls for concentration. If you wish to pursue it I have some reservations about the developing effects of 'social and personal development' as a prime focus in PE."

4 Do you feel there is a need for in-service training to implement the type of strategies as outlined? If
so, please outline the type and nature of the in-service you would like to see.

L7 "Change is illusive - prior to a change in teaching strategy you may need to consider philosophy, expected outcomes of a PE programme, short and long term benefits etc. Discuss if you wish."

5 Any other comments

L7 "Your opening paragraphs are a little misleading in that it could be claimed that PE has done much to encourage alternative teaching strategies (1950 onwards), the development of modern educational gymnastics in the late 1950s and early 1960s, the introduction of option schemes and self-promoted learning in the late 1960s and early 1970s etc."

"Are you happy with the phrase "teacher is an enabler and facilitator rather than a giver of knowledge" - we could have a long discussion about that. Beware of denying the knowledge, previous experience and informed eye of practising teachers."

L8 Responded in the following letter detailing her comments and observations on the package she received.

The following is a transcript of the writer's comments to the researcher:

"Thank you for the opportunity to share with
you your work on pupil-centred learning. Doubtless all your correspondents will say the same thing, but it is a pity that there is not the time available to do justice by way of a response - your paper arrived amidst final examination marking!

"I wondered if by any chance you would be at the university on Saturday 11 July during the lunch hour. I shall be at the Baalpe Congress that day and could talk with you about this work, which would be preferable to trying to write about it. Do let me know."

"Briefly, I found the papers interesting and feel sure that they will make a timely contribution to the debate. Your 'strategies' pages were clearer than the other explanations, and I would be anxious that eventually the language of the teacher was used throughout to convey meaning. I found the descriptions contained overlap and were not as distinct from each other as they might be - is there are way to overcome this?

(i) Learning from doing - a focus on the intrinsic quality of individualised learning.

(ii) Sharing in learning - a focus on the organisation of a learning experience.

(iii) Ownership of learning - a focus on the claimant."
(iv) Self-empowerment – a focus on the degree of autonomy of the claimant.

These are not intended as substitutes for your headings, (heaven forbid!) but my short hand description of how your explanations come over to me. I would expect each focus to be very different if you are saying that there are 4 key components. I found much overlap. Could they be made more distinct? Examine your use of the word planning too - it cropped up without the kind of explanation I felt was needed."

"You have carefully avoided reference to Mosston, which must be Len’s influence! But there are very obvious similarities in the descriptions of some of his styles and your strategies, eg reciprocal, self-check, inclusion, divergent etc. In the anatomies of those styles for the teacher and Mosston’s descriptions of the objectives for the learner, I felt there were some helpful distinctions for you."

"I regret having to cut this short - frankly I am in a big hurry to get on to the next thing - but perhaps we can meet and discuss this in more detail. It is interesting and important work. Best wishes."

L9 L9 did not complete an evaluation sheet; she returned the package with her comments indicated at the appropriate place. Her comments are summarised as follows:
"Learning from doing"

was felt to be

"too wide a term".

The emphasis on **planning** before "doing" was felt to be more appropriate in another component of the model. She commented that the teacher can be an enabler in two stages,

(i) after the basic task has been set by the teacher

OR

(ii) after pupils decide upon their own task.

Reflection should be two-fold:

(a) reflecting on one’s own experience

(b) evaluating one’s own performance.

L9 liked all the strategies for ‘learning from doing’ (indicated by a tick) apart from one, ‘Using mental imagery, fantasy, the inner game’ which she liked least and commented,

"dubious".

Of the ‘sharing’ component, the observation was that she liked the emphasis in peer work and taking responsibility, but was muddled about
negotiation with the teacher, whether it should be in this section or in 'ownership?' Also, it was not clear with whom the negotiation and consultation should take place.

The strategies for 'sharing' were mostly approved, with the reservation, indicated by question marks about 'Increasing Awareness and Responsibility for others.'

The third component of 'ownership' appeared to be mostly accepted; the only comment indicating that the order of planning, carrying out and checking up on targets should be reversed to make more logical reading.

L9 re-numbered the strategies to:

(i) allow students choice within activities
(ii) make negotiations
(iii) setting and achieving one’s own goals of targets
(iv) plan/organise/administer special event, (though she queries whether this is any different from 'working for others on the sharing section'.

The other strategies appear to meet with approval as they are ticked and otherwise unmarked.

In terms of 'empowerment', L9 felt that there was:
"little new - mostly covered in the other three."

For her, 'self-empowerment' was the outcome of the other three components and did not stand in its own right. In terms of strategies, she stated that it was difficult to see how they were different from the others and clearly felt that if the other three aspects of the model were developed, self-empowerment would be enhanced, in other words, it should be a 'product' of the model and not an end in itself.

6.5 Case Studies CT1 – CT14 The Coventry Teachers' Groups

A sample of fourteen from Coventry LEA. 12 responded on the evaluation sheets, 2 replied in a different format (see *). I wrote nothing until Section 5 where he/she wrote "very impressive".

1 (a) Do you understand the terms identified in the model and how they are used? If not, please identify where the problem lies.

Yes. 9 replied positively, stating yes. 4 added nothing.

Problems which were identified 6 responses

CT6 "On the first time of reading, I am afraid it left me 'ga-ga'. On the second time it started to stick. Unfortunately I rarely read things twice. Time you know, a hectic workload and all that, so I think it needs to be more 'user-friendly'.”
CT7 "I feel that possibly new teachers may be put off by the manner of writing - the jargon which an experienced teacher may be familiar with. It may be off-putting and thus disguise all the very worthy content. Those staff who are not pro-progress may also look at it with anxiety. Could the language not be made more 'normal' so that it would be comprehensible to head teachers, governors, parents etc?"

CT8 "I understand most of these ideas, they were not all new to me. Departmental meetings, in-service training and PEA literature has provided an insight into these ideas."

CT9 "Is this model intending for use with the 14 to 18 age group only? If not, what percentage of your programme can realistically be approached in this way? For example how often in a unit would you use 'games making'?"

CT10 "I'm not sure about ownership of learning and self-empowerment. I wonder how to implement so that all involved pupils achieve in all aspects - some of self-empowerment could be directed to more able which is necessary but could we make it work for the less able/less confident child?"

CT12 "The difference between 'ownership of learning' and 'self-empowerment' is not very clear. The language used is quite difficult to understand and quite off-putting on first reading - especially if you have never been involved in anything to do with student-centred learning."
1 (b) What do you think the model is attempting to do?

11 responses.

CT1 "Rationalise existing good practice which is perhaps hitherto happening in pockets across the country in a coherent format."

CT2 "To encourage teachers to reflect much more consciously about the ways in which, and through which, pupils learn. To offer a framework which may enable teachers to do this and act upon such reflections. Also to enable pupils to participate as fully as possible in such reflection, so that they are involved in the learning process rather than merely being a recipient of teaching techniques."

CT3 "The model attempts to provide a mechanism to enable understanding of the components, how they are related to each other and to the overall learning process; and also a possible mechanism to provide a starting point for implementation or planning."

CT4 "Win minds by involvement and consensus."

CT6 "Break down a didactic approach. Create a 2 way learning process via teacher/pupil. Involve pupil/learner in the subject for its own sake. Create a target for all pupils to aim at. NB - all sound educational targets!!"

CT7 "To bring to the level of conscious awareness, the student-centred method of teaching PE and to
offer strategies for putting this into operation and improving standards of teaching this method. It also offers alternatives in order that whatever teaching style staff use, they are supported by material/ideas."

CT8 "Challenge the teaching style of each individual to involve pupils in their learning. (This is not only in PE, but through the whole school experience)."

CT9 "To identify key areas for consideration for teacher to assist in planning pupil/self-centred learning to take place - provide a framework for teacher preparation."

CT10 "Attempting to help pupils achieve, not fail. Help pupils to think rather than just perform. Provide skills which are useful post-school which help self-esteem, therefore helping personal and social development - for instance, responsibility, helping others, organising and achieving."

CT11 "Move away from direct or didactic teaching approach towards student-centred learning."

CT12 "Develop a framework for student-centred learning in PE. Is everyone aware of what student-centred learning is?"

2 Do you feel this provides sufficient guidelines for identifying appropriate teaching strategies? If not, please outline why not.

3 responses of yes, nothing added. 8 comments as
follows:-

CT2 "There is obviously overlapping within the strategies but this will be inevitable. Strategies are clearly categorised and I feel appropriate."

CT3 "The guidelines in themselves are of a basic nature, eg greater autonomy for students in organising their learning. These are simple concepts. However, PE must meet many needs and there are pressures from many sources for due attention to be given to a range of aims and objectives. If the model could be following in a vacuum, I am sure it would prove practical. However, in the day to day school environment, it may have limitations which would show."

CT4 "The strategies are appropriate but not representative of the total available. Didactic teaching, learning by copying etc, also have their place."

CT6 "Teaching strategies will vary from activity to activity won’t they? Therefore such strategies need to be 'actively specific' for the most part. Guidelines, whilst helpful are perhaps ill-refined as yet."

CT7 "Yes. I think the 'breakdown' of strategies and suggestions offer a lot of material but are also a spur to creating one's own. Quite inspirational!"

CT8" In practice some ideas are (i) quite time consuming the lesson, (ii) easier with a smaller
group of students."

CT9 "More extensive guidelines are necessary to be really constructive - eg I would like to have access to a sample pack of work cards - do they exist or does teacher spend hours preparing them?"

CT12 "No. They are not all fully understood. Needs to be simplified and more relevant to teaching situation in various activities, (hopefully this is to happen in the future). These guidelines are more relevant for idealistic situations."

3 Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, can you list them in order of priority.

11 responses.

CT1 (i) "Staff insecurity.

(ii) Lack of planning time.

(iii) Changing attitudes from teaching sport/activity to teaching pupils."

CT2 (i) "The first is that teachers will say "where do we find the time?" (Often this will be an excuse rather than a real problem.)

(ii) Teachers may say they are already doing much of this! (However there is often not the real reflection and follow-up organisation which is really required to carry out the strategies).
(iii) Teachers will have to spend more non-teaching time in planning and evaluation."

CT4  (i) "Time.
(ii) Time.
(iii) Time. Our curricula are so broad that particular areas are now 'squeezed' for time. These strategies require more time, not less, if we aim for some form of competence and knowledge."

CT6  (i) "Convincing staff - indeed myself, it is the right way forward. Didactic direction has its part to play too.
(ii) Finding time to discuss the matter.
(iii) Prioritising this matter as one for urgent consideration above others.

CT7  (i) Producing support/information/lesson guidelines. Individually no. As a department it needs all staff to be committed to this method of teaching and to acknowledge the fact that the value of the strategies and pupils' involvement is worth sacrificing a certain amount of skill acquisition. This may be hard to sell to stalwart, particularly male members of staff I feel!

(ii) Preparation time for resources may be hard now that the Baker proposal has been put into practice. Staff may not be willing to give time over and above lesson preparation although it
would be seen to be part of it.

(iii) One problem - in order to arrive at a situation where our pupils can choose positively and make informed self-directed decisions about an active lifestyle, a process is needed. That process, I believe, requires us to make choices on behalf of our pupils, so that later they will be able to exercise real choice. This process is a progression, an evolution involving gradually less and less teacher direction, until there is none. This model requires this power all at once, from the word go, and (I presume) at the younger age levels. This, I feel, is not realistic."

CT8 (i) "Group size needs sensible limits.

(ii) Ideally need the same ideas implemented by all members in a given faculty/department.

(iii) Staff will need in-service training/updating/liaison with others to support this work.

CT9 Which is more important - individual opinion or consensus of opinion? Is a certain amount of written recording necessary and a great deal of discussion time? Not all staff have the qualities necessary to implement strategies - it is a break from tradition. This way of teaching is harder."

CT10 (i) "Time.
(ii) Co-operation from pupils - especially those used to being 'taught'.

(iii) Co-operation from traditionalists in a department who may see 'activity' as most important."

CT11 (i) "Too much emphasis will be placed on this method of teaching and the pendulum will swing from one extreme to the other. Needs to be balance of the 2 methods of teacher-centred and student-centred learning.

(ii) Not enough teaching time to prepare worksheets etc and to cover materials set for that block of work.

(iii) Takes up too much time to monitor progress as in personal profiles and to discuss and involve the student in decision-making.

(iv) I would be uncertain as to what exactly my role would be - is it to teach skills in PE or to settle arguments!"

CT12 (i) In-service training is needed plus resources (when?).

(ii) Class control whilst dealing with individuals.

(iii) Dealing with disruptive pupils in this situation."
Do you feel there is a need for in-service training to implement to type if strategies as outlined? If so, please outline that type and nature of the in-service you would like to see.

12 responses.

CT1 "Quite definitely. Long term, teaching alongside colleagues."

CT2 "An effective starting point would be serious discussion of this document within PE departments. This discussions should include examples of where some of the strategies would be most appropriate within specific PE programmes. Familiarity with such strategies would help individuals gain greater confidence in order to ‘experiment’ with a particular group/class for one term. A demonstration lesson - taken by ‘someone in the know’ would be useful, I believe, especially if the lesson could take place in the teachers’ own schools using own pupils and facilities."

CT3 "Discussions, exchange of information and cross-fertilization of ideas between PE departments as well as listening to sources outside PE is the first step I would want to see."

CT4 "Yes. In school - specialists in the area to visit departments for half days. It is my growing belief that attending courses as individuals does departments minimal good."

CT5 "Definitely. Without this, notably in school
time there is no way forward. Embittered/overworked teachers will simply not take on 'new ideas' in their own free time. They will do what they feel is right. Therefore if it deems it so important, there is a need for the authority to put 'inset' time into this area. In Baker's education service, I can see being 'nowt for nowt'."

CT6 "Is the 'fun and enjoyment' part of physical education implicit in these strategies, as it is not mentioned? The involvement of pupils in their own learning and strategies to achieve this does make for more fun and enjoyment for children but for some staff would this need to be stated?"

CT7 "I would enjoy seeing specialists in their own area using this kind of approach, especially as I am coming back 'new' to the system. In-service education for primary schools should be a priority with adjusted appropriate material."

CT8 "Surely some of this in-service work should be cross-curricular? Other than pastoral staff, there is not always a lot of scope to be involved in issues that are not subject-based. Examples of good practice can give a definite model to copy/use. Pilot studies/reports maybe with one year group initially could produce meaningful assessment and valuation."

CT9 "Yes. To attend sessions in a variety of activities taken by 'experts' in the field. Discussion groups to share experiences and problem areas. Departments need time to change their curriculum thinking and to re-write their
policies - this is rarely given during teaching time and it is impossible to get outside school hours due to commitment and extra curricular activities."

CT10 "Yes. How to put into practice - ideas on how to compile self-profiling etc. How to help less confident/able pupils take responsibility. How much time does one concentrate on this and how much do we give to 'knowledge giving'?"

CT11 "Definitely - PE teachers will need to completely re-think their own strategies and methods and to look into the practical implications of applying them realistically to a PE programme in a school. Organisational aspects of student centred learning would be a help. How to structure such a lesson, what to look for in each lesson, how to evaluate its success and progress."

CT12 "Yes - for all core-curriculum activities (using teachers' specialisms in certain activities). Practical in-service (not all theory work) with some resources being produced. Timing of in-service is important. (PE supply cover must be available)."

5 Any other comments

6 responses.

CT3 "I do not believe there should be moves to implement this type of model in schools yet. I think this needs much fuller discussion in departments and involvement in city wide discussion before we proceed."
CT5  "Very impressive!"

CT10  "More able/confident pupils may dominate situations. Pupils believe they are learning more if the teacher is 'giving knowledge' - how could we overcome this? Does it take a great deal of time to implement? Need to have ways to assess the working of the teaching strategies - more time? Pupils may have less 'physical time' - can we justify this, if fitness is one of our aims?"

CT12  "In theory the strategies are good, but it does mean that we are no longer to use a didactic approach? If so, a great deal of preparation and re-education would be needed. Some pupils may respond to an initial didactic approach. What about bringing out excellence in a practical way? What do kids see as being successful? (eg scoring a goal or planning a game?)."

In addition to the responses above, one Head of Department (CT14) returned the 'package' with comments indicated on the various sheets as appropriate. His/her comments are summarised as follows:-

CT14 (A)  Learning from doing essentially means:-
(1)  self analysis
(2)  planning for progress
(3)  reflection.
(4)  reflection by means of paperwork is very time consuming and may prove a major
restraint; perhaps PE should explore visual reflection more?

(6) Initial teacher preparation time will be considerable; once the approach is familiar and established, this will be lessened.

(B) Sharing in learning may be prohibited by:-

(1) lack of knowledge or ability for analysis

(2) lack of confidence in assisting others; this would need practice and frequent opportunity from year one.

(3) example of task cards or contracts are necessary to help teachers prepare.

(C) 'Ownership of learning':-

(1) Choice can provide an opportunity to opt out.

(2) A greater amount of consultation time would be needed.

(3) Teacher always comes out on top - children recognise this and lose faith.

(D) Self-empowerment - would children construct their own programmes by consensus or as individuals? (This may present logistical problems).
(1) If the teacher provides the 'stepped challenges' - this is again teacher directed; does this highlight failure?

(2) Pupils must have a basis for making choices.

(3) The idea of athletics challenges is very interesting to us - something we would wish to explore further.

Another Head of Department (CT13) wrote a brief letter summarised as follows:-

(i) Pupils of a young age need instruction to be able to make decisions later. The skill of listening is a difficult one to grasp. There is a need for a balance using varied teaching styles.

(ii) The teacher must be the 'giver of knowledge' initially, in order to become an 'enabler' or 'facilitator' at a later stage.

(iii) Time is the major constraint, to consult with individual pupils.

(iv) More discussion would be welcomed in putting this into practice. There is a need to share ideas further.

Case Studies ET1 - ET17 The Essex Teachers Group

Q1 What do you like about the model/strategies?

17 responses
"It all sounded very interesting, but there was too much information to take in and comprehend."

"Idea of pupil-centred teaching/lessons allows for a great deal of scope for the child, ie decision making, co-operation, leadership. Different approaches allow for different needs."

"It helps to have them clearly written down for reference."

"Pupils gain more from a lesson rather than just learning a skill. Provides a chance to teach subjects in a variety of ways."

"They can be used in many areas of the PE lesson. They enable children to take part in the learning process, ie think for themselves. Help the teacher get away from the traditional aims of PE, ie skill development."

"More relevant to the future development of children. More variety and interest in the way you teach."

"They match current trends in other areas of school development projects, eg Personal and Social Education, GCSE etc."

"Would like to know much more about them before attempting to make any evaluations. However, any new and worthwhile initiative is always worth pursuing if it is effective."

"It makes you think in a different way and it
provides an opportunity for presenting the same tasks, eg forward roll in a variety of ways. You think more about the learners than the task."

ET10 "New ideas. Food for thought."

ET11 "They are logical. They look at the 'how' of teaching, rather than the 'what'. They are putting into simplistic terms the wider aims of the subject."

ET12 "Ample for children to learn through understanding wider variety of lifeskills. Appreciate and work/co-operate with others."

ET13 "The model has the potential to make physical education more relevant to participants regardless of their ability and interest in the subject. It gives good students the opportunity to go into the subject in greater depth/breadth."

ET14 "Appear to cover all the needs of a pupil as an individual in a wide variety of learning situations. Gives the teacher a variety of strategies to put to use to help match the teaching style to the individual needs."

ET15 "I like the idea that more children can be involved in the teaching process. I believe that by experiencing the teacher position, pupils retain more information about the activity they are involved in. Builds pupil confidence in doing and teaching."

ET16 "It gives the pupils more responsibility for
their own development and achievements. Enables the teacher to concentrate more fully on the individual rather than the class, facilitating a better inter-personal relationship and understanding. Has made me look at my own teaching and attitude to pupils and their learning."

From Adviser:

ET17 "The emphasis is on strategies/processes not content - about time we starting looking at how children are learning."

2 What do you dislike about the model/strategies?

15 responses

ET1 "We need more time to form an opinion."

ET2 "Would find it difficult at this stage of adapting to appropriate strategies."

ET6 "If tasks are too open-ended, discipline and quality go out of the window. Leaning too much away from direct competition which I think is bad (ref Panorama Programme, see note at end). As a result of these new approaches there is a distinct lack of school tournaments and competitions!!"

ET4 "Time involved in preparation of lessons/lesson material. Sometimes aim of lesson is lost."

ET5 "They cannot be applied to situations where safety aspects are a must, ie trampolining,
javelin throwing. Can only be applied to select groups. Discipline and noise level could be a problem."

ET7 "On face value I have no dislikes, but would like more time to absorb and disseminate the material that was presented."

ET10 "More information and time to assimilate the ideas was needed."

ET11 "Could they be taken as the only way, a new physical education 'bible'?"

ET12 "Difficult to organise if facilities are poor."

ET13 "Unless properly implemented and supervised, it may give some pupils an enhanced opportunity to opt out. Cannot be used by non-trained teachers, ie the use of supply cover may impede its use."

ET14 "Self-empowerment can lead to some pupils feeling inadequate if not dealt with very carefully. Must be led into the situation gently - OK for very confident pupils, difficult for those less confident to accept the responsibility of certain situations:

ET15 (i) As usual - more work for the teacher regarding work cards to be made up.

(ii) If pupils become teachers and teachers take up a self-supportive role I could see discipline problems occurring with some groups. Is this a good thing?
(iii) What happens when pupils teach each other and one pupil wants to while her partner does not?"

ET16 "The difficulty (rather than dislike) when encouraging pupil participation in planning etc is because the pupils are assumed, in this model, to respond positively and responsibly which unfortunately is not always the case - possible lack of pupil/teacher co-operation. Adopting this approach alongside the many other initiatives occurring at the moment - a greater claim on time, energy and resources."

ET17 "Personally nothing - as far as teachers are concerned, I would think that it is too process-orientated."

* (ref to Panorama programme during February 1987. A focus of one of the programmes was a criticism of 'new-wave' physical education and its damaging effect upon competitive sport).

3 Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, can you list them in order of priority.

17 responses:

ET1 (i) "Quality of work produced.

(ii) Anxiety of both teachers and pupils to the strategies."

ET2 (i) "Depends on overall circumstances, ie school environment."

239
(ii) Preparation time."

**ET3**

"Possibly.

(i) Understanding.

(ii) Interpretation.

(iii) Evaluation."

**ET4**

(i) "Lack if suitable facilities/equipment.

(ii) Attitudes of older pupils to new approaches."

**ET5**

(i) "Discipline.

(ii) Safety.

(iii) Objectives not clear and difficult to assess.

(iv) Preparation and time allocation.

(v) Head of Department and ethos of the school."

**ET6**

(i) "Facilities.

(ii) Ability of kids.

(iii) Own experiences and strengths of teacher."

**ET7**

(i) "Teacher anxiety - change of style, loss of control, lowering of standards in performance, less time spent on
activity.

(ii) "Pupil confusion - less clear boundaries, contrast in teacher styles (some schools)."

ET8 "It can be difficult to make the transition from theory to practice."

ET9 (i) "Preparation time - especially in relation to task cards.

(ii) Attempting too much at once, ie the structure will have to be carefully planned."

ET10 (i) "Time to organise and arrange.

(ii) Introducing children to new ideas and teaching techniques so they become more inter-dependent."

ET11 (i) "The problem of inertia amongst the traditional teaching staff.

(ii) The problem of criticism regarding the amount of activity contained in a lesson."

ET12 (i) "Established teachers changing the ways of a life time.

(ii) Teacher commitment and organisation time."
ET13 (i) "The age old problem of teachers being set in their ways - not accepting change - being worried about new approaches!

(ii) That it may be seen by some as an opportunity to pass over responsibly to pupils for the sake of an easy time!"

ET14 (i) "Difficult to implement without previous knowledge of pupils and their particular needs and match the appropriate styles to them.

(ii) Responsibility - giving must be carefully done and needs a lot of forethought as to how different pupils will cope."

ET15 (i) "Selling model ideas to department members to receive their backing.

(ii) Encouraging pupils to be confident to teach other pupils.

(iii) Discipline of those who do not cooperate.

(iv) Will children expect standards as teachers have previously done - or will they become actively involved and expect a good standard of work from their partner?"

ET16 (i) "Backing from authorities regarding safety and insurance."

242
(ii) Need for time for planning whilst operating an existing timetable and losing free time to cover etc.

(iii) Difficulty in knowing where to start!

(iv) Perhaps too much information too soon - overloading.

(v) Difficulty in staffing with such a wide variety of areas on offer.

From Adviser:

ET17 "No. Some young teachers have very little knowledge of this approach, for there is some need to effect college/university higher education."

4 Do you feel there is a need for in-service training to implement the type of strategies as outlined? If so, please outline the type and nature of the in-service you would like to see.

17 responses

ET1 "Most definitely. Slower, clearer way of putting across how the strategies work."

ET2 "Yes. Overall information and explanation is needed. Actually seeing different types of teaching in a realistic classroom/gym situation."

ET3 "Yes. There should be in-service training. Teachers should be aware of the strategies that
could be used. Courses, similar to ours in every
county should be organised."

ET4 "Yes. Discussion groups swopping ideas, problems
etc."

ET5 "Yes. There is a need for in-service training. Analysis of the various strategies and
progression within certain spheres (not just
selected areas)."

ET6 "Yes - in-service training particularly for the
new approach to games and educational
gymnastics."

ET7 "A combination of in-school, out of school
courses where a department as a whole would
consider and look at the model with reference to
their own setting. Participating schools would
engage in a small pilot project that would form
an element of the course."

ET8 "There is a definite need for some form of
training because:

(i) convincing established teachers that
'new can be better' is often a real
problem

(ii) new initiatives always need explanation
and practice if they are going to be
fully effective."

ET9 "I have benefitted greatly from this in-service
training with a balanced emphasis on theory and
practice. Videos were an excellent idea as it
helped you in relation to your own teaching as well as providing you with new ideas from the group situation. I feel duplicated sheets would have been helpful, both on the course and as something to refer to after the course."

ET10 "Yes - type of course as at present (ie Course No 89, Essex, Teaching Strategies for Effective PE) or something similar. Duplicated sheets to the talk/lecture would have been helpful - for reference later."

ET11 "Yes. Practically based work, with accompanying theory work, the opportunity to take the strategies into schools to try them out and then return later to give feedback."

ET12 "County based courses highlighting particular strategies within selected schools. Using wide spectrum of school facilities not just schools with good facilities."

ET13 "Yes. A 'sandwich-type' course, with the opportunity to go back into schools to try out aspects of the programme/model, cascade to colleagues and return for discussion etc."

ET14 "Yes. There is a need. Ideas and information for implementing the strategies, how it should be structured and organised effectively."

ET15 "I feel many heads of departments should be attending courses such as the Essex one, because they are in a position to implement such a model. I find there are many heads of departments who have been in their jobs 15 years and have not
changed, innovated or even thought about it. Surely these are the people who need to be educated in this area."

ET16 "Yes. A more detailed course with 'model courses' shown actually being implemented. A chance to plan the changes in thought and in operation under the help and guidance of someone who has experience in working these strategies. I also think that head teachers should be made more fully aware of the initiatives taking place to give staff more support for courses etc."

From adviser:

ET17 "Yes. Day courses with pupils. Homework back in school, sandwich style. More opportunities for secondment/research. Time away from the institution. Management courses to help other teachers eg 'cascading'.

6.7 Case Studies WT1 - WT6 The Wiltshire Teachers Group

Q1 What would your group like to add, or delete from the ideas presented on student-centred learning, within the context of your project?

WT1 "A change to look at the content of health education and then go on to the teaching strategies. Look at the skills being used in all lessons across the curriculum.

This is one style but it is not the only one worth using."

WT2 "With regard to reflection and renew, more is
needed with pupils. Encouragement to plan more out of school opportunities for themselves. The inclusion of more lifeskills."

WT3 "Pass!"

WT4 "Add to pupil profiling. Pupils' record achievement. Competition against oneself to gain improvement needs more emphasis."

WT5 "What a sentence! Nothing to add! But a very comprehensive strategy but perhaps there is too much to aim for. Fewer objectives might prove useful."

WT6 "It assumes adequate base skills as a prerequisite."

2 What are the implications for the role of the teacher in student-centred learning?

WT1 "Establishing the objectives of the work - final outcome and overall direction. The skills to know when to use open and closed learning - freedom or direction. Having knowledge of what is happening in other lessons, what skills are being learning there. The teacher needs to be aware of the difference in roles, the change from didactic teaching to facilitator."

WT2 "Letting go - being a problem setter rather than a solver. As a resource rather than a director of operations. More flexibility required in all ways including advanced planning."

WT3 "Generally more organisation and planning - in
particular at the beginning. The teacher has to be prepared to change teaching style, be more flexible and sensitive to the needs of the group. Resources need to be well organised. Needs to know when to stand back. Outcomes are less certain. Possibly greater safety risks. Needs constant review of what you are doing and where you are going."

WT4 "Problems of organisation. Teacher helps individuals to solve problems rather than directing the whole group. Control by teacher different - feels threatened. Problem of evaluation of achievement."

WT5 "Objectives must be clear. Work needs to be well structured but flexible. Time must be allowed for good organisation and planning. Ability to be open minded. To be able to accept success and failure. To enable pupils to appreciate that failure is a learning process."

WT6 "Maintain physical demand. The teacher must accept loss of control to the child. The teacher must be confident, know the group and have good management skills.

Be selective in how far you go towards student-centred learning with any particular group. Be clearer in objectives and their relevance to the groups. The teacher will need more time to assist and encourage less able or motivated groups."
Statement 3: "Personal and social development will be enhanced by student centred learning." Discuss and comment please.

WT1 "Yes, we are all convinced of this. In the context of our project, this focus is crucial. We are not sure that physical education teachers generally will rate this high on their list of priorities though!"

WT2 "Encourages attitude/behaviour change. Gives greater focus to personal responsibility and responsibility towards others - empathy. Informed decisions are more lasting. School may be the only place where this takes place."

WT3 "Pupils learn from each other. Co-operation is enhanced. An element of student-centred learning is important to personal and social development. Group work fosters tolerance and understanding - but care must be taken to ensure that all pupils enhance self-esteem, if insensitivity handled, some pupils could be in danger of having self-esteem lowered."

WT4 "You can only develop personally and socially by being involved in your own learning, it is not something which is done to you."

WT5 "All levels of ability will achieve and grow, if there is emphasis on being involved, helping others, improving by competing against yourself."
Q4 What does your group feel could be the advantages and disadvantages of student-centred learning?

WT1 "The issue is the extent of the framework – how much openness, selection of task, how much teaching?"

WT2 "Advantages – participation, uses students’ own real experiences, easier to work with mixed abilities, everyone can work at their own rate, teaching is made easier.

Disadvantages – needs more planning and organisation. Ones own experience would be self-limiting."

WT3 "Advantages – learning is more sound, understanding better and retention better. It can lead to wanting to use the teacher’s expertise.

Disadvantages – it can take too long to achieve skills and content. Is it expensive?"

WT4 "Advantages – greater motivation by being responsible for ones own choices. It caters for all levels of ability.

Disadvantages – the change and adjustment of teaching methods and pupil expectations."

WT5 "Good pupil motivation if good teaching would be an advantage but there must be a firm foundation of trust in the teacher before individual learning can begin.

250
Disadvantages - there will be poor motivation and 'switch-off' if teaching is poorly organised. It is time-consuming, preparation time will be increased, recording too takes time. Pupils may have a fear of failure which is difficult to overcome."

"Advantages - the programme would be tailored and relevant to each child, first meeting individual needs more appropriately.

Disadvantages - would you achieve the same high level of performance from those with the natural skills?

Could it become an easy option, is it less demanding and could lead to 'opting out'? How accurate could a child's activity diary/self-reporting be?

There are constraints on teachers' time, possible restrictions due to facilities and possibly a restriction of an actual activity time."
Chapter 7: Analysis of Responses

7.1 Introduction

In this chapter the responses from the six groups consulted:

(i) Headteachers (HT1 and HT2)
(ii) Advisers (A3, A4, A5 and A6)
(iii) Lecturers (L7 and L8)
(iv) Coventry Teachers (CT1 - CT14)
(v) Essex Teachers (ET1 - ET17)
(vi) Wiltshire Teachers (WT1 - WT6)

will be discussed and analysed.

7.2 Responses from Headteachers

H1 answered more briefly than H2. She appeared quite clear about what the model was attempting to do. She identified teachers' lack of confidence and the very real need for in-service training, preferably on a TRIST basis (TVEI related in-service training). This was very much in keeping with the Coventry approach towards in-service at that time, using teacher advisers to work alongside teachers in schools. Generally H1 presented no real objections to the model or strategies which was encouraging to the researcher. H2 appeared more familiar with the approach. It is no coincidence that at that time he was the Head of one of the Coventry Schools in the Active Lifestyles Project, attempting to link young people with activity and an active lifestyle on making the transition from school to community.

His comments made several interesting points which
need more consideration. There was clearly a need to clarify what the relation of the four sheets giving meaning to the four components of the model was. Again he emphasised the good practice currently being developed in Coventry through OCEA and TRIST. It would be important to link the model and its focus to something which was already developing, so that teachers felt that they were already working and achieving in this area. In this way one could build upon a foundation which was already being established through much good work within schools. Again he valued the inclusion of strategies, believing teachers needed that type of detailed help. His comment that the approach must also apply to the way staff worked together as well as the way they worked with pupils was particularly encouraging and appeared to reflect a commitment to the philosophy. The researcher felt that there would be no objection in either of the schools to such developments within the physical education department, although it was possible that H2 was perhaps more familiar with and possibly more committed to the ideas of the model and strategies.

H2 identified staff insecurity, the need to adjust lesson management, the conflict between content and process and the importance of introducing change slowly. This was particularly important, as to be realistic, teachers would need to phase in this approach, moving slowly forward at a pace he or she felt comfortable with.

He also wrote of the need for a department to work as a team and of the potential insecurity of attempting to innovate alone. This had not particularly impressed upon the researcher up to this point, but clearly it would be important. Similarly, this style
would work more successfully in a school within which the approach to teaching and learning was in keeping with this philosophy.

H2 concluded with a somewhat depressing statement,

"You have to convince PE teachers!"

implying that despite his own belief in the philosophy, PE teachers were not yet either working in this way or convinced of its value.

7.3 Responses from Advisers

It was clear from the responses received that the language used may still be problematic. A3 and A6 did not particularly like the terminology used, indicating that some teachers may find it off-putting. 'Self-empowerment' clearly presented some ambiguity and according to A6, was not perhaps an element in its own right but a feature of the other three, which upon reflection, was possibly true. 'Learning from doing' was also too vague for A3 who did not understand it. There was clarity about what the model was attempting to do in general, despite these comments.

Generally the strategies section was well-received. It was clearly felt important to offer teachers some practical guidelines as a means to getting started. A4 felt the help offered needed to be more structured and introduced more gradually, rather than expecting teachers to 'totally re-structure their approach to utilise all the areas', which was consistent with the comment from H2 and emphasised the need for gradual change.
Again, practical help was requested, giving examples of lessons, observation of colleagues working in this way, sharing ideas and expertise with those practised in this approach, working with teachers in their own schools. The difficulties or barriers to overcome were as expected - convincing traditional staff of the need to adapt or adjust their approach, helping teachers to start, the necessity for training institutions to work in this way with trainee teachers and the need to help pupils come to terms with their new role. A6 queried the nature of the new role implicated for the teacher, if students assumed greater control. Similarly, he referred too, to the changed role for the student; the need for encouragement to assume responsibility and respond positively. This would be important - as teachers may be discouraged by pupils' initial responses as they came to terms with a new style of working. A6 felt that pupils should be involved to a greater extent, that the suggested strategies still placed the teacher 'in the driving seat'. He requested clarification of at what stage a pupil takes an active part in his own learning - whether at the planning, delivery or review stage? Clearly this was not explicit enough in the model outline. He reinforced the researcher's viewpoint that some teachers may interpret 'active learning' literally - as the acquisition of motor skills through activity, thus missing the point, which would need further clarification in future meetings and discussions with interested teachers.

In general the responses received were positive and encouraging; A4 requesting help herself with the process of making the transition from being a traditional teacher to developing the skills of involving pupils in their own learning. Her plea
typified a willingness to be receptive to new ideas which was apparent in the advisers’ responses. Clearly one might expect professionals in such an advisory position to be receptive and responsive to new ideas thus their encouraging responses are perhaps not surprising. However, the researcher felt a sense of renewed purpose that these clearly conveyed positive responses to the ideas inherent in the framework and strategies were the responses from those in a position to advise other professionals in the field. This at least was encouraging.

7.4 Responses from Lecturers

L7 appeared to have certain reservations about the model which were expanded in her responses to Questions 3 and 7. Her response to Question 3 implies that to work through a student-centred approach, it is first important to establish ‘discipline’ and ‘perseverance’ through a more teacher-dominated style. One could question whether or not these qualities are necessarily fostered or inherent in such an approach, or whether the self-discipline which ultimately results from handling freedom responsibly is more meaningful, particularly to older adolescents of an upper secondary age range, rather than an external discipline which is used as a means by which to control?

She was wary of exclusivity, acknowledging some merit in the framework but convinced of the value of other approaches. Her suggestion that PE has done much since the 1950s to encourage alternative teachers strategies would appear to reject the author’s contention that evidence suggests that much physical education teaching is directed in the formal, didactic
style. Her anxiety was that practising teachers have knowledge and experience to offer and must not be denied the opportunity to use this as appropriate. There was an apparent anxiety that experienced teachers might be offended by such a denial. However, such rejection of a teacher's experience or ideas was not implicit in the model; this must have been perceived by L7 to be an implied criticism of a particular teaching style.

The comment,

"you may need to consider ............ expected outcomes of a PE programme, short and long term benefits etc."

is clearly important for any department considering change. There is a need to be absolutely clear about the department's aspirations, of their desired outcomes from their programme in forms of acquisition of skills, knowledge, understanding and attitudes. Thus careful reflection upon this would be a crucial first step for any department contemplating change in any respect.

In the response of L7, one senses an anxiety that quality of performance will be lessened by working through a student-centred approach. However, despite physical education teachers' emphasis on the acquisition of skills, it could be argued that the profession are currently not producing school leavers who are knowledgeable about activities and the value of exercise and are committed enough to make this an important aspect of their regular lifestyles.

L8 referred to the usefulness of the strategies page,
which was in keeping with other comments received. She felt that this was clearer than the other explanations. Again there was a comment on the need to use the language of the teacher - the implication being that the language used was 'jargonised' or 'stylised' rather than straightforward and clear.

She referred to Mosston's styles and of the obvious similarities in the ideas of the framework and strategies. It was clear that the distinction needed to be defined between a focus on the teacher and a variety of possible teaching styles and an overall philosophy of student-centred learning which focuses on the needs of the student firstly and builds upon his experiences, thoughts and feelings. There are many aspects of Mosston's styles which could fit into and support a student-centred philosophy but they are not the philosophy itself, which encompasses the total approach, atmosphere, or ethos, also attitude towards the student, as well as the precise teaching style used within any lesson.

L9 was for the most part encouraging and supportive, this being indicated by a series of ticks on the package which she returned. She paid attention to the practice and value of reflecting upon 'doing', emphasising that reflection can have two purposes in terms of evaluating one's performance as well as recognising what has been experienced or achieved. She was unconvinced about the use of the inner game, which was reasonable; upon reflection possibly it was stretching the imagination too far and might be unconvincing to teachers too.

The re-numbering of strategies in the 'ownership section' made logical sense and clearly she was
supportive of the first three components of the model which was encouraging. Her confusion over the term 'self-empowerment' and comments about it being a product of the other three were familiar, interesting and upon reflection, possibly accurate. It was feasible that a student-centred approach was a means to developing and encouraging self-empowerment yet empowerment was not an end in itself, but a quality or a state to be achieved through the other aspects of the model. Generally her tone was supportive and there was much in the model which apparently met with her understanding and approval which was encouraging to the researcher.

The over-riding impression from the Heads, Advisers and Lecturers consulted was that there was much of value in the model and worthy of consideration by the teaching profession. There was almost a feeling of a message being received,

"You have convinced me (or partially, of course, in some respects), now go and convince teachers!"

7.5 Analysis of responses from Coventry Teachers

Nine teachers out of fourteen were positive that they understood the terms of the model. Despite this, six of them identified problems which were of a wide-ranging nature and not confined to any one particular issue. Three comments were consistent with several previous comments from the advisers' and lecturers' groups which expressed a concern about the use of language, particularly the choice of the terms 'ownership' and 'self-empowerment', which was becoming a familiar theme. Again the implication from these comments was that teachers would be discouraged by the
language used and find it disconcerting. Clearly this may present a barrier to teachers considering such an innovation.

The eleven responses to Part (B) of Question 1 revealed a fairly clear appreciation of what the model was proposing. Even if teachers didn’t like the model, it appeared that they understood what it represented.

In response to Question 2, as only five teachers replied in the affirmative, there was clearly a widespread feeling that more detailed strategies were deemed necessary. It was interesting to note; if a little disheartening that only one teacher felt inspired enough to go on to create her own! Four others indicated that they would need further guidelines, although there was not a uniform opinion that these should be more detailed or involved, two teachers feeling they needed either simplifying or refining, as they were felt to be too vague. Two others wanted more detailed, extensive ‘strategies’ or those which were less idealistic and more relevant to a school situation. It was clear that teachers needed extensively prompting through a resource bank of ideas, the strategies suggested were obviously insufficient.

The responses received to Question 3 detailing any anticipated problems in implementing such strategies, centred upon two clearly identified anxieties from the teachers consulted. Eight teachers wrote of the constraints upon teacher time, particularly for preparation. One Head of Department clearly felt so strongly about this that he/she re-emphasised it by writing it three times. This response was not
surprising as the general mood or morale of the profession was widely recognised to be fairly depressed. There was a clearly indicated feeling that teachers felt they were being asked to give up more of their time for another 'new' initiative which represented a major increase in their workload.

Six teachers wrote of the need to convince colleagues, who for a variety of reasons, may be reluctant to adopt new ideas,

"Staff insecurity, convincing staff, indeed myself, it is the right way forward, seeking cooperation from traditionalists and earlier, those staff who are not pro-progress may also look at it with anxiety."

One teacher was honest enough to acknowledge personal uncertainty,

"I would be uncertain as to what exactly my role would be."

Quite clearly, several teachers were anticipating reluctance or insecurity from departmental colleagues towards the adoption of a student-centred approach. It was apparent that support from one's colleagues might be a major factor in determining one's motivation and commitment to any new approach.

Several teachers interpreted that the model was totally exclusive; that there would be no place within such a framework for the use of other teaching styles. There were several comments recognising the importance of other teaching styles.
"Didactic teaching, learning by copying also have their place,"

"Pupils of a young age need to be told certain things ........,

".......... needs to be a balance of the two methods of teaching-centred and student-centred learning,"

and similarly later in response to Question 5,

".......... does it mean we MAY no longer ... use a didactic approach?"

"There is a need for a balance using varied teaching styles."

Furthermore, two teachers indicated that it was important to adopt one approach initially, before it was possible to move towards a student-centred approach. This is crystalised in,

"The teacher must be the 'giver of knowledge' initially, in order to become an 'enabler' or 'facilitator' at a later stage."

There appeared to be an underlying belief behind such responses that the younger secondary age range required a more didactic style of teaching to equip them with the necessary skills and understanding to enable them to respond positively to a student-centred approach at a later stage of their schooling. Clearly several teachers believed that it was possible, even desirable, to work in a didactic style first and move towards a student-centred approach later!
The Heads of Department were unanimous that in-service training was important, even essential. Again the emphasis was on practical help. Although discussions with other colleagues within school and at a city wide level were deemed important by three Heads of Department, there were six teachers who wanted to either observe 'experts' in action, preferably in their own schools, or work with such 'experts'. There was also a feeling that teachers must not be expected to attend in-service courses in their own time, but be released for INSET, with supply cover made available to schools. However, the over-riding feature was the clear emphasis on practical help, through participation, demonstration and observation, not through theoretical courses. Such courses may stimulate ideas and generate discussion but they did not provide practical answers to the 'problems' teachers envisaged. It was apparent that teachers' doubts and anxieties would not be resolved through more talk; practical demonstrations of the approach in action and examples of good practice would be necessary to convince them.

The idea of 'starting small' with a particular class or year group and piloting some of the strategies, in order to gain confidence, was suggested by two teachers. This would merit further exploration, as it was consistent with the comments received from other professionals that a gradual, phased start was deemed to be useful. From the responses to Question 5 further anxieties were revealed. For many teachers the model represented major changes in approach. It was understandable and reasonable that teachers would not change the habits and practices of a lifetime lightly, without much consideration and confidence in
their actions.

There was considerable anxiety about pupil reaction which suggests some tensions or possible conflicts within teacher-pupil relationships. The implications for the changing role of pupils were emphasised:

- would able, confident pupils dominate such situations?

- would pupils be able to recognise achievement or excellence?

- pupils' expectations of a teacher may not be realised; how would they react to such independence?

- what happens if pupils are not prepared to accept their new role and do not co-operate?

- could pupils cope with this? One teacher felt they would need to be introduced to it at an early age (this response being in direct contrast with a previous one which felt it was only suitable for the upper secondary age range).

Thus several anxieties, reluctances or fears were apparent from the Coventry teachers covering a wide range of concerns. Interestingly enough, despite the evidence that young people are not as active as they might be (Armstrong and Davies 1980 & 1984, Dickenson 1986) there was little or no emphasis from the teachers of this group on the influence such a student-centred approach might have on attitudes towards activity and participation. This proved surprising in that the current increasing emphasis on
the value and importance of positive experiences in school did not appear to influence teachers’ attitudes - or at any rate, this was not articulated in their responses.

In addition to receiving the responses, a full, frank and lively discussion on the subject ensued at the City Heads of Department Meeting. The researcher knew some only by name, but many quite well, due to having worked in Coventry for many years. (The LEA is small, comprising nineteen secondary schools, Heads of Department of which meet at least once per term and often more frequently.) Teachers were frank and frequently critical, this was a forum where they could air their professional concerns freely and thus debate the issues without reservation.

As a group, they were mixed in terms of age, gender, experience and philosophy. The discussion was lively and wide-ranging, covering many of the responses received on the evaluation sheets and this proved useful when reading through the sheets at a later stage.

7.6 Responses from Essex Teachers

There was much in the model and strategies which appealed to the teachers. Many of their comments indicated that they appreciated the possible benefits to children, the possibility that it was more relevant, had the potential to allow more scope for the child, encourage independence and increase motivation.

Only two respondents were reluctant to commit themselves and were hesitant in identifying any aspect
of the model/strategies they liked.

Two responses indicated that their focus was upon the potential for the teacher, the majority concentrating on the advantages in terms of enhancement of learning in terms of pupils' experiences.

Having said this, on noting the positive responses, there were fifteen responses which indicated there was an aspect of the model they did not like. These were comparable with the comments from the Coventry teachers' groups. Similar anxieties and doubts were expressed. These could be grouped as follows:

- the time factor is considerable and makes demands on teachers who are already 'stretched'.

- discipline and thus safety could become a problem.

- quality of work may deteriorate.

- pupil reaction may not be positive. There were fears that pupils may opt out, refuse to cooperate, feel unable to contribute fully as they are unfamiliar with this role.

- there is no recognition of the worth of other teaching styles, the model has merit but not exclusivity.

Again it appeared that several teachers were on the defensive, as if their position was being threatened. Understandably, as with the Coventry teachers group, there was an apparent reluctance to commit themselves too soon. Four teachers needed more time to
assimilate the information and understand the ideas, which was reasonable as for many teachers the model might represent a threatening challenge to their positions of authority.

In terms of anticipated problems, it was clear a common thread was beginning to emerge. Six responses indicated an anxiety about the amount of time which would be required to prepare resources. The other responses covered a wide-ranging number of issues although teacher anxiety or inertia was mentioned by seven teachers; in particular the necessity to convince more traditionally minded staff,

"established teachers changing the ways of a lifetime."

Clearly teachers needed the security of support from colleagues, it was apparent that some would not feel confident enough to innovate alone.

There was nothing new in the Essex teachers' responses. Interestingly enough, although they had only a brief introduction to the model and strategies in comparison to the Coventry teachers who had considered it over a period of time within their departments, the anxieties and constraints they articulated were very familiar.

Again the resounding response to the need for in-service training echoed the Coventry teachers' views that this was essential for progress to be made. The opinion that,

"new initiatives always need explanation and practice of where they are going to be fully
typifies nine of the responses gained. Theoretical courses provided a stimulus, but this needed to be developed into practice for teachers to be totally convinced. It was apparent that teachers wanted to draw on the expertise of those practised and comfortable with the approach, in order to convince themselves of its merit. Again the over-riding impression was that those consulted were only half convinced; they were not sure enough of the approach to take it and develop it for themselves.

7.7 The Responses from Wiltshire Teachers

Having worked with two groups of teachers and gained experience upon which to reflect upon the nature of her presentations, the researcher decided, as previously explained, to utilise a slightly different approach with the Wiltshire teachers. It was ironic that upon reflection the presentations to the Coventry and Essex teachers were deemed to be too didactic in terms of delivery! The researcher decided that the approach needed to be more person centred; the teachers needed to be involved more in the course, rather than passive recipients of a lecture.

Thus the results of the Wiltshire teachers were the products of small group discussion, the essence of which was to be reflected in their responses.

The responses to Question 1 were varied and wide ranging. Two groups wished to add more, in terms of records of achievement and pupil profiling, and the extended use of reflection and review, which they obviously felt was not explicit enough in the model.
The experience of the teachers present, in terms of working through a student-centred approach, was evident in the detailed responses to Question 2 in respect of the implications for the role of the teacher. It should be remembered that those present on the Wiltshire course were already committed enough to the approach to become involved in the Wiltshire 'Health Start' initiative. Thus their comments arose from a degree of practical experience of the implications for the role which they had discovered for themselves. Each one of the groups emphasised the need for a teacher to be flexible in approach, open minded and generally prepared to 'let go'. This question perhaps gained the most uniformity in terms of the similarities between the responses. Although the terminology varied, essentially the essence of their comments was the same.

Several groups stressed the need for high levels of planning and organisation; it was widely recognised that this teaching approach required more detailed planning, extensive use of resources and tight organisation to be effective and fully meet the needs of individuals. Five responses indicated that teachers needed the confidence to 'let go', relinquish some of their control and feel secure that although the eventual outcomes may be less certain, the positive effects would be considerable.

Two of the comments indicated clearly that several teachers had appreciated the need to review what had been achieved and identify where they were going next. Having a clear sense of purpose,
"Establishing the objectives of the work - final outcome and overall direction,"

would be essential for teachers to justify their work and achieve credibility with colleagues, Head teachers and Governors. This is an important factor, as if teachers were vague and uncertain about their purpose, planning and implementation, the justifiable criticism which would undoubtedly result would be damaging and de-motivating.

All of the groups consulted found advantages to working through this approach. These centred upon the real impact this could have on meeting individual needs, enhancing motivation and facilitating personal and social development.

Again the disadvantages were those previously articulated by the Coventry teachers, namely,

(i) The time taken to achieve skills and cover the necessary material may be longer through the 'process approach.'

(ii) Pupils' expectations may be limiting, they may be practised in another role; they may fear 'failure', display reluctance or lack of co-operation.

(iii) Skill levels of pupils may drop; standards of performance may be lower.

(iv) Teachers own experience may be limited and thus in-service training will be essential.

All of the fears articulated were in common with those
expressed by the Coventry teachers. Their anxieties were already familiar to the researcher - nothing new was mentioned in this respect.

All of the groups were convinced that personal and social development would be enhanced by the approach. However it must be acknowledged that this was to be expected from this group of teachers who were already involved in the 'Health Start Project' and thus practised in the student-centred approach to Health Education. Despite their obvious commitment to become involved in the project, they were still articulating many of the fears of the Coventry and Essex teachers.

It is interesting that although the teachers had varying lengths of time to consider the model and strategies, the responses received were very similar. In particular, one might have expected that the Coventry teachers, having received the package in their respective schools and discussed it within their departments before completing the evaluation sheets, might have provided very different responses from the Essex teachers. Clearly this was not the case and the responses received were very similar.

The issues which arise from this analysis and the conclusions and recommendations which may be made as a result will be discussed in the following chapter.
Chapter 8: Reflections and Speculations.

8.1 Introduction.

In this chapter, reflections on the study ensue, with a discussion of the issues raised, the major problems faced and some of the potential pitfalls to avoid in terms of future studies in this field. Conclusions will be drawn about the findings of the study, from the responses gained from the professionals working in the field of physical education, with regard to the development of new approaches to teaching and learning. Finally recommendations can be suggested for the benefit of further studies into this or related areas.

8.2 Reflections upon the Study: the problems raised.

One of the limitations of the Study was that the practice of having only one researcher in the field was restrictive. It would have perhaps been better to have collected responses from a wider much larger sample of physical education professionals through a different structure or format. However the practicalities of having only one researcher in the field prevented this. It was felt that it was too important for the teachers consulted to hear and see a presentation of the framework and model and be able to participate in discussions about it, rather than complete an evaluation sheet from a 'cold' consideration of the written word alone, by post for example.
Another problem was that it was difficult to distinguish how far the teachers' opinions and impressions were coloured by the nature of the presentations they heard. Although the researcher had given numerous lectures on a number of occasions, on behalf of Coventry L.E.A. over a number of years, these were mostly concerned with curriculum development, particularly in the field of girls' physical education or current developments within community sport in Coventry. Thus the ideas of the framework and model were being hatched tentatively and this may have been reflected in the presentations. Having listened frequently to natural, witty and lively presentations of a polished and convincing nature, from H.M.I. and L.E.A. advisers on occasions, the researcher felt slightly anxious that the substance of the lectures was 'heavy' and slightly off-putting in the manner it was conveyed. It was also ironic that the initial presentation to the Essex teachers was judged to be too didactic and lacking in audience participation - this may have inadvertently 'switched off' some of the respondents or at least coloured their impressions of the subject matter.

However the major dilemma of the study and implication arising from it, is the issue of how to influence teachers to consider change? What do they appear to need or want from an innovation? Bolam and Medlock
1985 after observing an L.E.A. in-service training course, commented, in their evaluation of A.T.W.,

"Some teachers would welcome a clear and coherent statement of the A.T.W. approach, including its theoretical and curriculum underpinning both for themselves and to explain to colleagues." (p25)

and even in the advanced, national course, which dealt with trainers whose commitment to A.T.W. was already very high, a minority still,

"requested a coherent statement of A.T.W.'s rationale, less activity based methods in the advance course and more written handouts." (p32)

This is interesting as it contradicts the findings of this study, which suggest that teachers were unconvinced by a theoretical basis and wanted extensive practical guidelines, practical demonstrations and proven strategies from 'experts' experienced in the field.

This is in keeping with Hargreaves et al (1988) who believe that an experiential course is better than merely lecturing teachers, stating,

"Emotional shifts are rarely secured by mere instruction". (p71)

Similarly Stenhouse (1971, 1983) had argued that 'real classrooms' have to become teachers' laboratories in order to develop their craft.
Thus a balanced in-service course between the experiential or affective and the rational or cognitive components of a new approach might encourage teachers to consider more thoroughly the values underpinning such a focus.

Hargreaves et al (1988) emphasise that a broader process of in-service education rather than a training perspective would involve teachers in critically questioning and making autonomous judgements about new approaches, which they believe is an important step if resistance and resentments are to be averted.

It was apparent from the study that teachers would not be convinced from a theoretical standpoint alone and this was clearly one of the weaknesses of the presentations. With hindsight it is perhaps easy to determine that the presentations to teachers needed to combine a theoretical underpinning or rationale together with a practical demonstration of some of the strategies in action, yet at the time it was felt sufficient to give examples of practical strategies which may be utilised. Certainly any future research into this area might need to give this consideration.

8.3 Issues arising from the study.

The responses received present a number of issues which merit further discussion. One of the issues raised was a reference to Mosston's spectrum of teaching (1972)
and the possible similarity or compatibility with the ideas of the model. Mosston had argued (1972) that,
"teaching behaviour is a chain of decision-making," (p.10)
therefore his spectrum of styles develop from Style A to Style G: in 'A', the teacher making all of the decisions to one where he makes as few as possible. Clearly some of Mosston's styles involve the pupil assuming responsibility and moving towards independence from the teacher.

Although there are certain styles of teaching which are in sympathy with a student centred approach; for example Style 'C' 'Reciprocal Style' gives responsibility to pupils for coaching or teaching other pupils, Mosston's spectrum is limiting and restrictive in some respects. It rigidly places teaching into various tightly-defined categories, according to Carr (1986) who opposes this type of labelling,
".... it construes teaching as a kind of technology", (p.120),
implying that teaching is a series of techniques in which one must pursue set procedures. As Carr articulates, teaching,
"is concerned more with the nourishment and growth of the soul and with the freedom of the human spirit than with effective control and management." (p.120)
He identifies many personal skills and qualities which are important aspirations for successful teaching which cannot be classified or included within Styles A-G. He identifies that,

i) teacher attitude and regard for his students

ii) teacher example, how he treats students

are vitally important for children to learn such personal qualities, yet theories of teaching style have no bearing upon them.

Thus it is apparent that certain of Mosston's teaching styles are worthy of exploration, in particular, with the exception of Style 'A', all of the other styles might be utilised at various times and situations in any physical education course, but the teaching style chosen for any lesson remains just one aspect of a student-centred approach. Clearly what matters more is the attitude and regard of the teacher, department and school towards the young people of the school, the way students are treated, the examples demonstrated to them through teacher-student and teacher-teacher interactions. In this respect student-centred learning has many more implications than the employment of any particular teaching style.

Following upon this theme, another issue emerged.
There was some indication from the response received that teachers' expectations of pupils were fairly low. There was also evidence of some anxiety from some teachers from all of the groups consulted that pupils' cooperation or acceptance of new or different approaches might be limited. This is significant as it is clear that a positive attitude to the role of the student and the value of each individual's contribution to their learning is fundamental to a student-centred learning philosophy. Several of the teachers consulted implied that giving responsibility to students could be threatening,

"Teacher anxiety - change of style, loss of control...." (E.T.7)
"Anxiety of both teachers and pupils to the strategies" (E.T.1.)
"Staff insecurity" (cited as a problem by C.T.1)
"Dealing with disruptive pupils in this situation" (cited as a problem by C.T.12)

They also felt that pupils might abuse this freedom and refuse to cooperate,

"..... it may give some pupils an enhanced opportunity to opt out." (E.T.15)
".... possible lack of pupil/teacher cooperation" (E.T.16)
" Attitudes of older pupils to new approaches" (E.T. 4)
"Discipline of those who do not cooperate"

(E.T.15)

One senses some antagonism in these comments, of a "them and us" philosophy which is clearly opposed to the fundamental principles of a student-centred approach. The view expressed by some of the teachers consulted could be termed a "deficit view", as described by Quicke (1986) in his triangulated evaluation of an innovation in personal and social education. Quicke acknowledges Hargreaves' summary of the research available (1972) which suggests that teachers have low expectations of the academic potential and achievement amongst children in lower streamed classes and of those of lower social classes. However, his observation from the innovation being studied, that teachers also had an equally low expectation of pupils' social awareness in a mixed ability situation was unexpected. Quicke also identified that messages about the low status of pupils relative to teachers were frequently conveyed to pupils through insensitive remarks from teacher to pupils. Similarly, in this study, the researcher detected from some of the responses from teachers, the desire to keep pupils in a submissive and more lowly status rather than acknowledge their high potential if treated with a positive appreciation of their qualities and capabilities. This may account for some of the apparent teacher anxiety in this study about their role
and status being threatened by adopting a new approach and different style of working.

A further important factor would appear to be the need for the support and commitment of one's headteacher. This is in keeping with other research which suggests that the Head's support is vital. (McNiff, 1985). Similarly, Ball and Lacey (1980) have indicated in their research that the strength and imaginativeness of English Departments is strongly associated with the Head's support for and interest in the subject. Rose (1986) has revealed similar indications in research on P.S.E. Departments. This would indicate that, in order to innovate within departments, the support and commitment of Headteachers is an important motivating factor. In discussions and on their evaluation sheets, this was confirmed by several teachers consulted as they alluded to their anxieties in convincing Headteachers of the need to innovate in terms of developing new approaches in physical education. Thus the support and encouragement of both Heads and L.E.A. Advisers would appear to be a factor in helping teachers to initiate change. This in turn, has implications for the need to inform and convince Headteachers of new initiatives or developments in order that they are in an informed position to be able to do this.
In a similar vein, the need for support and encouragement from colleagues was found to be important to many of the teachers consulted. Without this ongoing support, it is clear that many teachers may feel isolated and unable to continue. Thus there is a clear need to share ideas and experiences through regular meetings with other like-minded professionals to promote both confidence and share good practice. However, Almond's comment (1986) on group meetings is noted,

"Group meetings are essential if we are to provide a forum for critical reflection on teachers' work, but at present they are seen only as a social event, although important." (p.43)

Clearly it will be important for advisers, innovators and teachers to structure their meetings to share purposefully; to investigate their own practice and participate in critical reflection upon their work. Clearly, the need for peer support was important for many teachers, therefore the structure and organisation of such support would need to be carefully implemented in any future innovation of this nature.

Another noticeable factor was that many of the teachers consulted did not appear to be prepared to develop their own ideas. Many of them wanted more information in the form of strategies, resource material and ideas for immediate use in the teaching situation. The researcher felt some disappointment with this, only one
teacher in the Coventry group appeared to have been inspired to create and develop strategies of her own. This finding is in keeping with Almond's findings (1986) as described in his reflections upon the 'games for understanding' innovation and the teachers' courses he was involved in. Sadly again, physical education teachers did not reveal themselves to be imaginative on the whole, rather they needed prompting with practical schemes of work which are proved to work! Not only do they need convincing, but they require much resource material to prompt a new response,

".... teachers want ideas they can go away with and teach......", (p.39)

and,

"they ask also for proof that this new approach they are considering is better than the existing form." (p.39)

Thus teachers' reactions to an innovation are most interesting, because as Almond (1986) points out, "..... the needs of teachers as perceived by the project team and the actual needs of the teachers differ in a very significant way." (p.39)

He found that teachers misunderstand or misinterpret messages or ideas and thus the innovation is not absorbed into their regular practice. It would appear that teachers need more than simply attending a project or course. Almond identified that teachers require practical guidelines about exactly what is involved in
a new area, a copy of the practical session they experienced with a clear explanation of the key ideas and ideas for the further development of the work. He comments that this creates a paradox,

"... because teachers appear to need clear guidelines and yet they want to feel that they can be involved in developing further guidelines." (p.42)

He also suggests that many teachers are not prepared to, or able to, develop their own ideas, commenting,

"It may be that initial training encourages teachers to be passive recipients of ideas and not active constructors and developers of ideas." (p.42)

This was found to be consistent with the comments of many of the teachers consulted in this study.

Almond's work with teachers indicated that they wish to collect ideas and copy what they have experienced or read. When these are exhausted many appeared unwilling or unable to develop their own ideas further. This too appears to be supported by the findings of this study.

The teachers in the "games for understanding" action research project were unfamiliar with research techniques for monitoring teaching and particularly their own practice. Clearly this has implications for training institutions and is certainly relevant to this study, in that teachers need help in examining their
own practice critically with a view to developing and enhancing their teaching skills and improving the quality of pupils' learning. Departments can do much themselves to promote discussion and the sharing of ideas concerning approaches to teaching and learning — given the necessary impetus, yet the impression remains that how we teach pupils does not feature as strongly in our discussions as what we teach. As long as physical education emphasises the content of P.E. programmes rather than the opportunities the activities present for learning, the focus appears imbalanced, almost one-sided.

A three way commitment to instigate change appears to be necessary to motivate teachers:

a) from within the department itself, to share ideas, sustain confidence, give support and a sense of purpose.

b) from within the school itself, from the senior management, governors.

c) from the L.E.A. through its advisors or inspectors.

8.4 Recommendations.

Thus from the responses received and the many discussions held with those professionals consulted, it has been possible to identify several key features.
The following recommendations for those embarking upon innovation or change within physical education are summarised briefly, as follows:

(i) The language or format used to communicate such an innovation should be straightforward and familiar to teachers. There was a clear reluctance to accept 'jargon' or stylised language from those teachers consulted.

(ii) There is a need to convince teachers that they have the time available to work in a different way, that an innovation of this sort will not present a gross overload in terms of preparation, introduction or assessment and evaluation. With the intense pressure already exerted on teachers in terms of national initiatives and requirements, many teachers appeared unwilling to commit themselves to further new developments, for this reason. Thus assistance with time management would appear to be important.

(iii) The development of gradual progressions; a series of suggested 'lead up steps' to initiate change gradually might be more acceptable to convince doubting teachers and facilitate a sense of confidence to try new approaches. Clearly teachers will not take on 'too much, too soon'.

(iv) There is a need for extensive practical guidance, in terms of resources, such as sample work-cards, self-check sheets, reciprocal teacher sheets and
so on. It is clear that many teachers either will not, or cannot develop their own.

(v) The support of one's colleagues, both within one's department and at a higher management level (both from the school's senior management and the L.E.A. advisory/inspectorate service) is an important motivating factor. Without it, there is a danger that teachers may feel insecure and lose a sense of purpose, commitment or confidence.

(vi) In-service training is vital to facilitate and develop teachers' commitment, confidence and expertise in such an innovation. This needs to be both theoretical and practical, essentially a balance between the two should be found. Practical work, both in terms of,

a) demonstrations by those familiar with and convinced of the approach are essential to convince teachers, 'seeing is believing!',

and,

b) teachers themselves attempting practical exercises with support from colleagues, advisers and 'experts' as appropriate.

Further, this is linked to:

c) On-going support and encouragement from colleagues. There must be regular opportunities to meet and constructively discuss, share and reflect upon new ideas, thus disseminating good practice.
(vii) There is a clear need for cross-curricular liaison. A student-centred approach is not new in some areas of education and clearly, as demonstrated in particular by the Wiltshire group of teachers, teachers from other curriculum areas have much to contribute in developing a successful whole school philosophy.

8.5 Conclusions.

It may prove to be some time before the ideas for new approaches in the subject have currency with teachers. The innovation of a "games for understanding" approach had taken considerable time to materialise and become familiar to the teaching profession. Many years earlier, Mauldon and Redfern (1969) had suggested an approach which presented a slightly different, more imaginative way of developing skills within the game. Again in 1981, they renewed their call for a review of games teaching,

"... as soon as one begins to review the assumption underlying both the content and manner of most games teaching it becomes obvious that fresh thinking in this field is long overdue." (p. v)

Clearly during the interim period, very little development had taken place. Thus the anxieties and constraints which have been articulated should not be viewed as outright rejection of the adoption of new approaches.
As Butler (1989) indicates in her conclusions about P.E. for the 16-19 age range, the implications for teaching styles and strategies cannot be ignored. Whichever aspect of physical education is being taught, the necessity for all participants to attain a positive outcome and achieve success at an appropriate level is vital in encouraging them to maintain involvement.

It could be argued that this is also appropriate for other age-ranges. More research appears to be needed, possibly in terms of a pilot scheme and subsequent evaluation to determine whether a student-centred philosophy is more conducive to reaching, inspiring and motivating children, to pursue physical activity as a meaningful and essential aspect of their lives.

A consideration of physical education going into the 1990s prompts several questions. For instance, since the research was undertaken, how far has physical education moved towards a more student-centred approach?

What are the major influences which are going to shape the nature and style of the subject in future years?

The major influence appears to be the National Curriculum, as indicated in the 1988 Education Reform Act. Clearly this looks set to transform education in
terms of content, methodology and assessment, over the coming decade. Yet all indications are that flexibility of approach is not merely suggested, but essential. The advice from the National Curriculum Council is far from extensive or detailed but gives some indication of the need for flexibility in terms of approach.

The National Curriculum Council (1990) in its guidance 'The Whole Curriculum' emphasises,

"The wide range of skills which pupils must acquire must be reflected in an equally wide variety of approaches to teaching," (p. 7)

and,

"If the Whole Curriculum is to mean anything then it must be imparted by use of a wide range of teaching methods, formal and informal, class and group, didactic and practical." (p. 7)

Similarly in the guidance, "A Curriculum for All", the National Curriculum Council (1989) identify the characteristics of a good learning environment. They include,

"an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive", (p. 7)

and,

"co-operative learning among pupils." (p. 7)

They go further to emphasise pupils' needs for,

"positive attitudes from school staff ..." (p. 8)
"Partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programmes wherever possible," (p.8)
"a climate of warmth and support in which self-confidence and self-esteem can grow and in which all pupils feel valued ...," (p.8)
"emphasis on profiles of achievement which encourage self-assessment..." (p.8)

Such principles are the very essence of a student-centred approach and advocate the type of learning climate within which each individual feels valued and can grow. However this is suggested but as yet not fully expanded upon.

Much of the advice would seem to suggest the need for pupils to be active partners in the curriculum, engaged in experiential learning and more fully involved in the learning process. What is disappointing is that the advice appears lacking in specific detail, yet again teachers are presumed to be confident, and able to interpret the new content of the National Curriculum in an appropriate style. It will therefore be vital for schools to keep sight of those aspects of education which are important and make for an effective learning environment. A focus on content alone might result in a one-sided, narrow interpretation of the new curriculum. Watkins (1990) describes those vital elements as,
"... the nature of relationships, the negotiation of learning, the engagement in the ethos." (p.6)

The fundamental principles for physical education in the National Curriculum have yet to be announced. However, the most crucial and potentially exciting innovation must be the development and refinement of appropriate teaching approaches to implement any content, whether of a revised or familiar nature? The challenge to physical education teachers to inspire students understanding and recognition of the potential of physical activity to life-long health and well-being is far too important to be left to chance.

A teacher who cares about his students, is sensitive to the humanity of his students and above all, recognises that his students are reasoning, thinking, feeling, moving, experiencing beings is most likely to celebrate and reflect this through the programmes, procedures and experiences he offers in his physical education lessons. That essential humanity and the recognition of his students' humanity and the recognition of his students humanity is surely the essence of any effective student-centred approach? This is summed up by Greenberg (1969),

"No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment or buildings, the humanity of the teacher is the vital ingredient if children are to learn." (p.71)
Finally it is interesting to note that the H.E.A. Health and Physical Education Project, at a recent teachers' course, presented the idea that student-centred learning underpinned the learning approach to teaching about health and exercise (Harris, 1991, in-service course to Countesthorpe College family of schools, Leicestershire). A copy of the course handout is presented in Appendix S.

The project team have taken the four features of the researcher's model for student-centred learning and presented them in the form of a spiral curriculum. Thus the learning process moves from dependence on the teacher to learning from doing, which underpins all aspects of this process. This incorporates a specific emphasis on sharing, followed by ownership and finally moves to independent learning (empowerment). The spiral curriculum ensures that each feature is a part of the next stage, the progression can only be achieved if each stage is accomplished.

The project team have used Mosston's teaching styles A–E as part of the emphasis on the sharing process. They pay particular attention to the Inclusion style, as they argue that this represents a fundamental element of the health-related exercise movement, because it makes allowances for individual differences and enables pupils to choose their own starting points and hence make improvements.
Learning from doing is also exemplified in 'The Exercise Challenge', produced by the project team. The idea of planning a personal exercise programme, executing it and evaluating it encompasses the notion of "ownership". Thus it is pleasing to note that the theoretical work of this study has had direct practical application through the work of the Health and Physical Education project to date.
Appendices (A-S)

A(i) and (ii)  Letters to Jen Anderson, Project Director of 'The Lifeskills and Health Education in the Secondary School' Project, C.C.D.U. Leeds

A(iii)  Reply from Jen Anderson

B  Letter to Julie Wright, Supported Self-Study Co-ordinator, Coventry L.E.A.

C(i)  Letter to Jill Baldwin, Active Tutorial Work Project Director

C(ii)  Reply from Jill Baldwin

D(i)  Letter to Roger Orgill, Outdoor Pursuits Director, The Sports Council, North West Region.

D(ii)  Reply from Roger Orgill

E(i)  Initial letter to Charles Wise, Senior Adviser for Personal and Social Education, Gloucestershire L.E.A.

E(ii)  Reply received from Charles Wise

E(iii)  Second letter to Charles Wise

E(iv)  Package comprising 12 sheets
- brief background to the model (1) and (2)
- explanation of the components of the model (3), (4), (5), (6)
- suggested strategies (7), (8), (9), (10)
- evaluation sheets (11), (12)

E(v)  Letter to Charles Wise

F(i)  Letter to Dr. K.B. Everard, Chairman, Development Training Advisory Group.

F(ii)  Reply from Dr. Everard

294
Letter to Tim O'Connor, Senior Training Adviser, Brathay Hall, Cumbria. (also sent package outlined in E(iv)

Letter sent to Coventry Heads of Physical Education Departments.

Package enclosed in the letter.

Letter received from Roger Orgill, The Sports Council.

Standard letter sent to advisers and lecturers

Letter received from Lecturer L(9)

Evaluation sheet used with Essex teachers.

Letter sent to HT(1)

Reply received from HT(1)

Letter sent to HT(2)

Letter received from Coventry L.E.A. (S.Jeffray, County Adviser)

Letter received from Essex L.E.A. (M.F.Maunder, County Inspector).

Letter received from Wiltshire L.E.A. (M.Cooper, County Adviser)

Letter received from Somerset L.E.A. (G.Cavill, County Adviser)

Letter received from London Borough of Enfield L.E.A. (L.Hulbert, Advisory Teacher)

Course handouts from the Health and Physical Education project, teachers' course, Leics. February 1991.
Dear Ms Anderson,

I am currently involved in some research at Loughborough University, under the direction of Len Almond.

As my research is in student-centred learning in P.E., I am working closely with the H.E.C./P.E.A. Health and Physical Education Project at Loughborough University, which I believe you are familiar with.

Len has suggested that I make contact with you, as I would be very interested in learning more about your project and its approach. I would be very grateful if you would be prepared to be interviewed about the focus of your work and the underlying philosophy to assist my research?

Of course I would visit at your convenience. I look forward to hearing from you.

Yours sincerely,

JUDY MATHARU
Ms. J. Andrew,
Project Director,
LifeSkills and Health Education Project,
Counselling and Career Development Unit,
The University of Leeds,
44, Clarendon Road,
Leeds. LS2 9PJ.

Dear Jen,

Further to our recent telephone conversation, I write to confirm that I shall visit on October 16th. I hope to arrive at 10.00 a.m.

I would like to interview you (hopefully quite informally!) about the project and this philosophy. If it is acceptable to you I would like to tape the interview (for my purpose only) so that I don't have to scribble frantically throughout! I hope this will be alright? I look forward to meeting you on October 16th.

Once again, thank you for agreeing to assist my work.

Yours sincerely

JUDY MATARU
Ms J Natharu
5 Ivy Close
Stoke Golding
Nr Nuneaton
Warwick
CV13 6HH

13 October 1986

Dear Ms Natharu

Thank you for your letter about our meeting on Thursday. When I spoke to Len on the phone he said it would not be a problem for you to be here by 10am. Having spent most of last week driving up and down to the Midlands it seems to me that a little more lee-way might be a good idea! I have another meeting at 12.30, but please feel free to arrive a little later if it helps. I will be here anyway and will expect you when I see you.

I have enclosed a map with Clarendon Place marked on it but have written out directions too as Leeds is very confusing! Parking round here is a real problem unfortunately.

If you are coming on the M69/M1, stay on the M1 until it ends...you will hit a 50mph speed limit for a few miles. Take the last exit, you will see where you are because if you go straight on you land up on the M621. It is marked but can be confusing.

Follow signs to the city centre, you will eventually pass the Dragonara Hotel on your left. Carry on, under the station bridge until some lights by a huge square roundabout - City square.

Take the second exit you are allowed to take... there are signs to the University and Skipton A660 but they are not easy to see. You are in a one way system. - Light on the roundabout 1. Bingo Hall to left of lights.

Turn right at the next lights, carry on until you see the town hall ahead. Straight on at those lights, and the next set. You are now in a two-way road. Carry on up the hill, Leeds General Infirmary on the left. Just past the hospital, and past the Civic hall on your right, turn right. (It's just before the Poly)

Turn left at the top (lights). You will pass the main entrance to the University, a big white building with a clock tower on top. Carry on, following the road which turns left at some lights past the white building.
Take the next left, (lights) into Clarendon Road.

Just before a pedestrian crossing turn left. Turn first right and immediately left. Clarendon Place is the first right except for a back alley! 22 is on the left.

It is possible that the car park barrier will be up so you may be able to park there. Carry on down Clarendon Place, turn left at the end and right at the crossroads. (All very little roads) About 100 yards down is the car park entrance.

I hope you find us!

With best wishes

Yours sincerely

Jen Anderson.
Ms. Julie Wright, Co-ordinator,
Coventry Support Self Study,
T.R.I.S.T.
Elm Bank Teachers Centre,
Mile Lane,
Coventry,
West Midlands.

Ref: JM/VJF

October 23rd, 1986

Dear Julie,

Thank you for agreeing to meet me on November 10th at 11.00 a.m. at Greyfriars.

As you know, I am undertaking some research into active learning in P.E. This presents quite a significant change of emphasis as most P.E. lessons are class paced and teacher directed.

I am particularly interested in finding out about any initiatives or projects which employ active or experiential learning, so I feel I need to explore the Supported Self-Study development in Coventry. To that effect I would like to interview you about the focus of your work.

Thanks again for giving up some time - I look forward to seeing you on November 10th.

Regards,

JUDY MATHARU
23rd, October 1986.

Ms. J. Baldwin,
National Director.
Active Tutorial Work Development Project,
St. Martin's College,
Lancaster.

Dear Ms. Baldwin,

I have been seconded by Coventry L.E.A. to Loughborough University to work towards an M.Phil. and I am undertaking some research into active learning within physical education. This presents quite a significant change of emphasis as most physical education lessons are class paced and teacher directed.

In particular, I am interested in finding out more about any projects which employ active or experiential learning as a central feature of their work.

Len Almond, of Loughborough University, has suggested I make contact with your project, with a view to visiting you to discuss some of the relevant issues. If you would be prepared to give me some time, I would be very grateful for the opportunity to interview you to learn more about your work.

I look forward to hearing from you.

Yours sincerely,

JUDY MATHARU
Dear Ms. Matharu,

Thank you for your letter dated 23rd October, addressed to Jill Baldwin.

Jill has asked me to tell you that she will be in Coventry on 11th and 18th November, and could meet you on either of these days at Elm Bank Teachers' Centre, at, say, 11.00 am or 2.00 pm, whichever time is convenient for you.

It would be very helpful if you could let me know which day and time suit you best, as soon as possible, please.

Yours sincerely,

Anne Ward
Secretary to Jill Baldwin.

Ms. Judy Matharu,
5 Ivy Close,
STOKE GOLDING,
Nr. Nuneaton.
Warwickshire, CV13 6HH.
3rd November 1986

Mr R Orgill
The Sports Council
North West Region
Astley House
Quay Street
Manchester 3.

Dear Mr Orgill

I write to confirm that I shall be visiting on Wednesday, November 26th arriving (hopefully!) at 10.30 a.m. Thank you for agreeing to be interviewed about your work.

I have been seconded to Loughborough by Coventry L.E.A. to conduct some research for an M.Phil. in student-centred learning within physical education. As I am trying to gain some insight into various projects, initiatives or areas of the curriculum which use experiential or active learning as central to their philosophy, Len Almond of Loughborough University suggested that I make contact with you, with a view to discussing how this strategy has developed within outdoor education.

I look forward to meeting you on November 26th. I would be grateful if you would send me a map or directions to your office.

Thank you in anticipation.

Yours sincerely

JUDY MATHARI

Ref: JM/VJF
12th November 1986

Dear Judy,

In connection with your letter dated 3rd November, I confirm that I can see you on 26th November at 10.30 a.m.

I attach a map of Manchester with the nearest Car Park to our office highlighted. If you are travelling by train, you need to take a taxi from Piccadilly station to our office.

I look forward to meeting you on the 26th.

Kind regards,

Yours sincerely,

Roger Orgill
Director
Outdoor Adventure Pursuits
23rd October 1986

Mr C Wise
Senior Adviser PSHE
Gloucestershire Education Authority
County Education Office
Shire Hall
Gloucester

Dear Mr Wise,

I have been seconded by Coventry LEA to Loughborough University to work towards an M.Phil. and I am undertaking some research into active learning within physical education.

In particular I am interested in looking at possible ways of raising pupils' self-esteem through P.E. in terms of involving pupils in their own learning.

Len Almond has suggested I make contact with you, with a view to discussing some of the relevant issues? If you would be prepared to talk some of my ideas over with me, I would be very grateful. If you are very busy at present, perhaps I could share some of my initial thoughts over the 'phone?

I look forward to hearing from you.

Yours sincerely,

JUDY MATHARU

306
Dear Judy,

Thank you for your letter of 23rd October, 1986.

I will be pleased to discuss your work; please telephone me at home one night (0453 883622) and we will arrange to meet.

Yours sincerely,

Charles Wise
Senior Adviser.
5 Ivy Close
Stoke Golding
Near Nuneaton
Warks. CV13 6HH

Tel: 0455 212084

Ref: JM/VJF

13th December 1986

Mr G Wise
Senior Adviser PSHE
Gloucestershire Education Authority
County Education Office
Shire Hall
Gloucester

Dear Charles

Thank you again for your previous helpful comments on my work so far.

I enclose a draft of my model and strategies to date for your consideration. If you would be able to see me I would be very grateful. I would be able to visit at your convenience. Please ring me to suggest a date.

Regards.

JUDY MATHARU
Brief background to model

With the advent of a modular curriculum and a restructuring of the 14-18 curriculum, there has been a significant shift away from didactic teaching towards a more student-centred approach, in order to cater for the changing needs of the individual within these new structures.

There have been increasing statements from HMI and from developments in T.V.E., G.C.S.E., TRIST and CPVE for much more involvement from students in the learning process. There is continuing emphasis within schools on personal and social qualities as well as academic and practical skills through learning tasks which facilitate independence, resourcefulness and autonomy of students.

As a consequence, many authorities have introduced in-service training and working groups to explore the need for alternative teaching approaches in the context of a changing curriculum. So far physical education has not been extensively involved in this process. Much of the recent evidence (Spackman 1986, Shelmerdene 1985) reveals that physical education teachers use a didactic teaching approach, when many other subject areas are moving more towards student-centred learning. There is clearly a need to consider whether traditional methods are the best means of achieving our objectives within physical education. If we are teaching a health focus in physical education where there is a requirement for people to accept responsibility for decision-making about their lifestyles, there would appear to be a need to incorporate taking responsibility for making decisions, otherwise we are continuing the age-old questionable practice of "telling" people what they should do and assuming they accept and do it. Therefore I set out to identify ways in which physical education can incorporate a repertoire of teaching strategies which are student-centred.

The first stage of this project is the production of a framework or model which can be used as a basis for developing such strategies.

From an examination of the available literature and from interviews with colleagues working in this field, I have identified four key components which form the central concepts of a student-centred approach. These are:

**STUDENT-CENTRED LEARNING IN PHYSICAL EDUCATION**

```
learning from doing
sharing in learning
ownership of learning
self-empowerment
```

These components provide a focus for identifying key elements (as outlined on the four sheets enclosed) and therefore provide a framework for selecting teaching strategies which foster these elements.
i) **Learning from doing** bases learning on the outcome of students' experiences and feeds back this learning into the next planning phase. It acknowledges that the use of direct personal experience of the different challenges of physical education is a powerful learning medium, when planning and reflection are structured to become an important part of the process. Clearly physical education has always been mainly concerned with 'learning from doing' through engaging students in activity, but the critical factor needs to be not the 'doing' but the nature of the learning process which is taking place. Although students may be physically active, they may be making little or no contribution other than simply physically participating, thus missing out on a rich and varied source of learning potential.

ii) **Sharing in learning** allows students to be part of the planning process - which implies a fundamental change in teacher/student relationships and in the role of the teacher. Essentially, students are encouraged to participate fully in and take responsibility for their own learning, through negotiation and consultation wherever appropriate and through sharing and working with others, either as partners or as part of a team.

iii) **Ownership of learning** acknowledges a student's involvement in planning and decision-making about personal activity patterns and the means of progressing in activity. It recognises the need for freedom to explore one's own response to tasks and challenges within physical education and the need for opportunities to take and accept responsibility to enhance personal commitment to one's own learning.

iv) **Self-empowerment** aims to foster increasing independence and autonomy by allowing students' access to the means of becoming both accomplished and knowledgeable about activity and sufficiently personally and socially skilled to seek continued involvement and enhanced enjoyment. The ultimate aim is to liberate students with the means to making regular activity an important part of their lifestyles.
learning from doing

(embraces approaches such as "experiential learning", "active learning")

involves

Use of direct personal experiences as the basis for developing knowledge, understanding and skills

Students are "actively" rather than "passively" involved in the learning process

There is emphasis on the planning and reflection stages of experiences, with students actively involved in these stages, as well as in the "doing" stage.

Increased personal understanding will only be encouraged through internalising direct personal experiences, students will need to find out for themselves, rather than have all experiences structured or imposed by the teacher.

The teacher is an enabler and facilitator rather than a "giver of knowledge".

The recognition that all three stages of an experience have importance and form a valuable medium for learning. Review/reflection/evaluation are central. Students are guided to recognise their own development and learning and take responsibility for such. Therefore there must be emphasis on student self-assessment through a variety of medium.
Assumes that every individual has a positive contribution to make in the group, both students and teacher can share in the learning process.

The approach is participatory: the learning comes from the experience of being involved.

Involves learning with and from others, planning, negotiation and consultation wherever appropriate.

Many aspects of personal and social development are encouraged through sharing in the learning process.

Increased self-awareness and fostering of tolerance and sensitivity towards different views and perspectives, thus mutual respect between students is enhanced.

Students become more articulate about themselves and more socially competent and confident from working and learning with others.
ownership (individual and as part of a group or team)

involves

Setting and achieving one's own targets

Students being involved in the
- planning
- carrying out
- checking up
of their targets.

using the imagination to create something of one's own

making a personal response to tasks or challenges

a) assuming responsibility for
   (i) the direction of work
   (ii) learning
   (iii) decisions made

b) taking and accepting responsibility both as an individual and as a group

preconditions are that the learner has
a) the ability
b) the motivation
c) the will
d) the interest
to a) accept responsibility
   b) be responsible
   and to make decisions independently of the teacher

Increase individual and group responsibility for decisions taken

Commitment to a personal goal may enhance motivation.

Acknowledges recognition of each individual's needs and interests.

encourages a sense of ownership of response, values student ideas and imagination.

encourages individual freedom to explore own response to activity, according to ability and interest

...
moving from dependence towards independence this means being given the opportunity to have freedom to exercise choice and make decisions being allowed to work independently from the teacher, with the right amount of support, as appropriate personal autonomy can be promoted through this approach recognizing improvement can be made, having control over what can be accomplished involves self-esteem growing opportunities for achieving success will be important in enhancing self-esteem, as will reducing failure, feeling useful, wanted and valued providing for and encouraging excellence recognising student achievement and success and placing status upon it means of becoming accomplished in activity allowing students access to the means of becoming accomplished in activity the need for a supportive and enabling atmosphere within physical education (context).
### Strategies for learning from doing

<table>
<thead>
<tr>
<th>1) PERSONALISING DIRECT EXPERIENCES, ASKING STUDENTS TO CONSIDER THE ACTIVITY THEY ARE INVOLVED IN.</th>
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<tbody>
<tr>
<td>In games-making, where students have devised their own game, rules, etc., pausing to consider</td>
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<tr>
<td>&quot;what is happening?.....&quot;</td>
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<tr>
<td>&quot;what are the problems?.....&quot;</td>
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<tr>
<td>&quot;what can you suggest to solve it?.....&quot;</td>
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<tr>
<td>Students are responsible for solving the problems and suggesting the next step, to improve their game.</td>
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<tr>
<th>2) PAUSING TO REFLECT ON A PARTICULAR SITUATION DURING A LESSON</th>
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<tr>
<td>Consider what is happening to the individual, by focusing on</td>
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<tr>
<td>&quot;How does this feel?.....&quot;</td>
</tr>
<tr>
<td>or asking an individual to reflect on his/her particular situation</td>
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<tr>
<td>&quot;Why is your shot failing?.....&quot;</td>
</tr>
<tr>
<td>&quot;What could be done to improve the situation?....&quot;</td>
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<tr>
<td>Student plans the next move, as an alternative to teacher immediately suggesting how to improve/progress.</td>
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<tr>
<th>3) BECOMING FULLY INVOLVED IN ACTIVITY</th>
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<tr>
<td>Using mental imagery, fantasy, the &quot;inner-game&quot;.</td>
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<tr>
<th>4) INTRODUCING SIMPLE REFLECTION AND REVIEW OF EXPERIENCE</th>
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<tr>
<td>(Students are consulted - their thoughts and ideas are of importance and are given an outlet. Takes a little time).</td>
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<tr>
<th>5) MORE EXTENSIVE REFLECTION AND REVIEWING</th>
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<tr>
<td>(Useful for:</td>
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<tr>
<td>- teachers[know students better, record students' work]</td>
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<tr>
<td>- students</td>
</tr>
<tr>
<td>- employers, parents)</td>
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</table>

| 1) Go round a circle - each student says one word which sums up his feelings about the activity/his progress/what he's learnt today. |
| (Gives a quick idea of group feeling). |

| 11) In pairs, tell your partner "1 good thing, 1 bad thing" which happened in today's lesson. |

| 111) On leaving the gym, write same as (11) on two flip charts on the wall. |

Check lists/ideas sheets/ review sheets at the end of a unit of work.

Student achievement sheets, with comments from students and staff leading to a statement of achievement.

Student self-profile for example, throughout a health-related fitness module, comprising a cont'....
## Strategies for sharing in learning

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<tbody>
<tr>
<td>1)</td>
<td><strong>RECIROCAL TEACHING</strong></td>
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<td></td>
<td>Consider:</td>
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<td></td>
<td>resource sheets; work cards.</td>
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<td></td>
<td>How to give positive reinforcement.</td>
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<tr>
<td>2)</td>
<td><strong>WORKING WITH OTHERS</strong></td>
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<td></td>
<td>1) providing opportunities for leading a group, teaching a group something specific, e.g. games, act as a coach to your team, instruct, coach, observe, give feedback; dance, teach a small group a dance you’ve choreographed.</td>
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<td></td>
<td>2) use pupil expertise (possibilities for upper school) e.g. principles of self-defense</td>
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<td>3)</td>
<td><strong>SPORTS LEADERSHIP, COMMUNITY PROJECTS, HELPING OTHERS INTO ACTIVITY.</strong></td>
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<tr>
<td></td>
<td>(Giving this type of work status and recognition within the school)</td>
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<td>4)</td>
<td><strong>INCREASING AWARENESS AND RESPONSIBILITY FOR OTHERS</strong></td>
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<td>(Teacher attitude and atmosphere within lesson can do much to make this an important focus, with status afforded to helpers)</td>
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<tr>
<td>5)</td>
<td><strong>SMALL GROUP CO-OPERATION EXERCISES</strong></td>
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<td></td>
<td>Co-operative games; devising own games; using decision-making, problem-solving; outdoor challenges - survival games using problem-solving tasks.</td>
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<tr>
<td>6)</td>
<td><strong>SHARED GOAL LEVELS</strong></td>
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<td></td>
<td>Provide for partner or small group work towards a shared goal, e.g. group learning a particular skill in basketball, or gymnastics or when using individualised instruction strategies such as task cards or contracts, pupils could work in pairs or groups to urge each other and give feedback towards a common goal.</td>
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</tbody>
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Strategies of ownership of learning

1) SETTING AND ACHIEVING ONE’S OWN GOALS OR TARGETS.
(Allowing time for target setting: checking up on progress and achievements, recording same.
Giving positive reinforcement.
Placing status on achieving one's own targets)

2) ALLOW FOR STUDENT CHOICE WITHIN ACTIVITIES
(Resources, workcards to support activity)

3) PLAN/ORGANISE/ADMINISTER A SPECIAL EVENT
(Teacher acts as support, advises when appropriate)

4) NEGOTIATION
(Teacher has contribution as well as students)

| 1) Examples - improving one's own performance, perhaps in a circuit or improving a personal best. |
| 2) Planning one's own programme to meet a specific aim e.g. a weight training programme and carrying it out or a target of learning a particular skill by a certain date deadline and working towards this goal. |
| 1) task cards outlining a progression of challenges - students choose which ones they will do (so many out of 15) |
| 1) choice at the end of a games lesson of either: - participate in a competition (5v5 game) - officiating practice - individual skill practice - help/coach another player |
| 1) a visit or trip |
| 1) an inter-school fixture |
| 1) an internal school competition |
| 1) a display or exhibition of work |
| 1) of ground rules necessary for P.E. to be (1) safe |
| (2) non-threatening for all students |
| (3) a pleasant environment for staff and students to share. |
| 1) Contract learning Negociation of activities to be followed (possibilities for work in the upper school). |
Strategies for self-empowerment

1) HAVING FREEDOM TO MAKE DECISIONS, CHOICES AND TAKE RESPONSIBILITY

- e.g. In a fitness module, following a general introduction to the principles of the course, students opt and construct their own programmes e.g. in weight-training, running, circuits, aerobics.

2) DEVELOP OWN INTEREST; SPECIALISE IN ACTIVITY

- Students pursue own particular interest, possibly out of school, at a local centre or club, or within school, recording own progress and reporting back, receiving help and support as appropriate.

3) ENHANCE SELF-ESTEEM

- Allowing students access to mastering skills (recognising achievement and giving it status)

- 1) Allow each to succeed at own level by providing stepped challenges - differentiation within a task (e.g. in circuit work, gymnastics, athletics, games tasks)

- 11) Providing time for students to practice something they would like to master/achieve.

- 111) Implications for upper school options? How appropriate are "taster" sessions - if students are to be sufficiently "empowered" with the necessary skills and confidence to pursue activity? Perhaps complete modules are more conducive to further participation?

4) ENCOURAGING PERSONAL STRIVING; SETTING CHALLENGES

- See 'Athletics Challenges' (Health and Physical Education Project, Loughborough University) for individual and team challenges, based on athletics.

- "How far can you run in 5 secs?....." (Student marks spot with marker).

- "Can you try and beat it this time?....."

- This and many other examples of challenges to reinforce personal striving are included.
EVALUATION SHEET

1. (a) Do you understand the terms identified in the model and how they are used? If not please identify where the problem lies.

(b) What do you think the model is attempting to do?

2. Do you feel this provides sufficient guidelines for identifying appropriate teaching strategies? If not, please outline why not.
3. Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, can you list them in order of priority.

4. Do you feel there is a need for in-service training to implement the type of strategies as outlined? If so, please outline the type and nature of the in-service you would like to see.

5. Any other comments.
5 Ivy Close
Stoke Golding
Near Nuneaton
Warws. CV13 6HH

6th January 1987

Mr C Wise
Senior Adviser
Gloucestshire County Council
Shire Hall
GLOUCESTER
GL1 2TP

Dear Mr Wise

I am writing to confirm that I shall be visiting you at Shire Hall on Tuesday, January 13th at 9.00 a.m. to discuss my work. Thank you for giving up some of your time, from what I am sure is a busy schedule.

I look forward to meeting on the 13th.

Yours sincerely

JUDY NATHARU
15th December, 1986,

Dr. K.B. Everard,
2, Fern Grove,
Welwyn Garden City,
Herts.
AL8 7ND.

Dear Dr. Everard,

I write to you, following my discussion with Roger Orgill of the Sports Council on using experiential learning within physical education.

I am Head of a physical education faculty at a Coventry Comprehensive and have been seconded by Coventry L.E.A. for one year to Loughborough University to conduct some research into active learning within physical education — to develop strategies for physical education teachers in adopting a student-centred approach, rather than the more traditional teacher or subject-centred approach.

As you can imagine, this is quite a break-through for physical education! When so much of what we do is teacher and subject-centred and class-paced. I am exploring various projects, initiatives etc. which use experiential and participatory learning as central to their philosophy and attempting to identify key elements which may be applicable to physical education — hence my meeting with Roger to try and find out more about the philosophy of outdoor education which is clearly far ahead of physical education in general in using this approach.

Roger gave me some useful references and sources of information, one of which was your paper on "Development Training — Progress and Prospects" which I have found very useful and interesting. Roger suggested I make contact with you in that you may be interested to hear of my secondment by Coventry L.E.A. and the work I am involved in. It seems my study is long overdue! Everywhere I go, it seems physical education teachers are searching for ideas and help with the approach, rather than the content if we are to effectively help young people to understand the possibilities and benefits to themselves of exercise and activity and place personal commitment to it by adopting an active lifestyle.

Therefore, as you can imagine, my study is proving exciting and very relevant to my work in school. I am currently engaged in drawing up a model for adopting a student-centred approach within physical education which I intend to circulate next year for scrutiny from experts in the field, in addition to headteachers, advisers and teachers of physical education.

continued.....
I would certainly be pleased to receive your comments and criticisms of the model if you would be interested?

Yours sincerely,

Judy Matharu

JUDY MATHARU
Telephone: 0707 320674

2 Fern Grove,
Welwyn Garden City,
Herts. AL8 7HD.

Judy Matharu
'Lyndale'
5 Ivy Close
Stoke Golding
Nuneaton CV13 6JH

28 December 1986

Dear Judy Matharu,

Thank you for your letter of 15 December, which I am forwarding on to Brathay Hall, as I suspect there is someone there, with experience of PE teaching, much more qualified than I to reply.

I am afraid my experience of physical education at school was one of joyless dread and misery, for which I was labelled a clumsy and a baby, and I gather from watching films like 'Kes' that there are still regimes that approximate to the one under which I suffered. If someone had respected my feelings and helped me to come to terms with them instead of disparaging them, I expect I should have more positive feelings towards school PE. Fortunately I discovered the joys of rowing, walking and camping later in life, so am not entirely lost to the cause.

I think variety and choice, rather than regimentation, encouragement rather than ridicule, structured review of experience, bringing out individual differences, rather than assumption that it is uniformly good for everyone, respect for individuals' different thresholds of tolerance, and more emphasis on mutual support and co-operation rather than (but not excluding) competition, are some of the development training principles that I would like to see introduced into physical education. It would be excellent, too, if somehow it could be experienced as part of the development of the whole person (body, mind and spirit), rather than separate from other subjects in the curriculum.

Since you are in Coventry, I suggest you contact the City Challenge department of Outward Bound, as Morag Smith (tel. 24284) has been very much involved with development training for 16-19 year olds in your area, and may have some useful ideas.

I think practitioners such as Morag, and whoever contacts you from Brathay, would be more helpful than I could be in commenting on your model. Admittedly I have had head teachers abselling down trees in my school management training work, but my knowledge of school physical education is sadly deficient.

 Anyway, good luck with your research! I am sure it will prove useful.

Yours sincerely,

K E Everett
(Independent Chairman of DTAC)
Dear Mr O'Connor

I have been seconded by Coventry L.E.A. to Loughborough University to work towards an M.Phil. and I am undertaking some research into student-centred learning within physical education.

I have been in touch with Roger Orgill of the Sports Council, who suggested that I contact Dr Bertie Everard as he was experienced and interested in this approach through his work as Chairman of the Development Training Advisory Group.

He in turn, suggested that I contact you, with a view to finding out more about the development training approach.

I enclose some of my initial thoughts on a framework for student-centred learning in P.E. for your consideration. If you would be prepared to be interviewed, about your work, I would be very grateful. Obviously, I would visit at your convenience.

I look forward to hearing from you.

Yours sincerely

Judy Matharu

Enclosures: Framework and Strategies and Evaluation sheet
Dear Colleague,

Having examined and discussed with many colleagues working in the field of active or experiential learning, their approach or philosophy to involving students in their own learning, I am attempting to develop a framework for student-centred learning in physical education.

I have identified four key elements, namely:

(1) learning from doing
(ii) sharing in learning
(iii) ownership of learning
(iv) self-empowerment

which I feel form the central concepts of a student-centred approach.

I have outlined on each of the enclosed sheets, the key elements or underlying features behind each of the four aspects.

I am now in the process of developing teaching strategies for each element, some of which are enclosed for your consideration.

I would be very grateful to receive your comments, criticisms or ideas relating to the model and strategies. To that purpose an evaluation sheet is enclosed, for your convenience. Your responses as Heads of Physical Education will form an important collection of data for my research and will be taken into consideration in modifying the framework before it is field-tested in schools.

I shall be present at the Heads of Physical Education Departments meeting on May 11th and will be pleased to receive evaluation sheets then.

I hope this does not prove too onerous or time-consuming. Thank you very much for your help - it is much appreciated.

Yours sincerely,

JUDY MAKHARU.

JUDY MAKHARU,
(Seconded from Woodway Park to Loughborough University).
i) Learning from doing bases learning on the outcome of students' experiences and feeds back this learning into the next planning phase. It acknowledges that the use of direct personal experience of the different challenges of physical education is a powerful learning medium, when planning and reflection are structured to become an important part of the process. Clearly physical education has always been mainly concerned with 'learning from doing' through engaging students in activity, but the critical factor needs to be not the 'doing' but the nature of the learning process which is taking place. Although students may be physically active, they may be making little or no contribution other than simply physically participating, thus missing out on a rich and varied source of learning potential.

ii) Sharing in learning allows students to be part of the planning process - which implies a fundamental change in teacher/student relationships and in the role of the teacher. Essentially, students are encouraged to participate fully in and take responsibility for their own learning, through negotiation and consultation wherever appropriate and through sharing and working with others, either as partners or as part of a team.

iii) Ownership of learning acknowledges a student's involvement in planning and decision-making about personal activity patterns and the means of progressing in activity. It recognises the need for freedom to explore one's own response to tasks and challenges within physical education and the need for opportunities to take and accept responsibility to enhance personal commitment to one's own learning.

iv) Self-empowerment aims to foster increasing independence and autonomy by allowing students' access to the means of becoming both accomplished and knowledgeable about activity and sufficiently personally and socially skilled to seek continued involvement and enhanced enjoyment. The ultimate aim is to liberate students with the means to making regular activity an important part of their lifestyles.
Brief background to model

With the advent of a modular curriculum and a restructuring of the 14-18 curriculum, there has been a significant shift away from didactic teaching towards a more student-centred approach, in order to cater for the changing needs of the individual within these new structures.

There have been increasing statements from HMI and from developments in T.V.E., G.S.S.E., TRIST and CPVE for much more involvement from students in the learning process. There is continuing emphasis within schools on personal and social qualities as well as academic and practical skills through learning tasks which facilitate independence, resourcefulness and autonomy of students.

As a consequence, many authorities have introduced in-service training and working groups to explore the need for alternative teaching approaches in the context of a changing curriculum. So far physical education has not been extensively involved in this process. Much of the recent evidence (Spackman 1986, Shelmerdene 1985) reveals that physical education teachers use a didactic teaching approach, when many other subject areas are moving more towards student-centred learning. There is clearly a need to consider whether traditional methods are the best means of achieving our objectives within physical education. If we are teaching a health focus in physical education where there is a requirement for people to accept responsibility for decision-making about their lifestyles, there would appear to be a need to incorporate taking responsibility for making decisions, otherwise we are continuing the age-old questionable practice of "telling" people what they should do and assuming they accept and do it. Therefore I set out to identify ways in which physical education can incorporate a repertoire of teaching strategies which are student-centred.

The first stage of this project is the production of a framework or model which can be used as a basis for developing such strategies.

From an examination of the available literature and from interviews with colleagues working in this field, I have identified four key components which form the central concepts of a student-centred approach. These are:

STUDENT-CENTRED LEARNING IN PHYSICAL EDUCATION

Involves:

- learning from doing
- sharing in learning
- ownership of learning
- self-empowerment

These components provide a focus for identifying key elements (as outlined on the four sheets enclosed) and therefore provide a framework for selecting teaching strategies which foster these elements.
learning from doing

(embraces approaches such as "experiential learning", "active learning")

involves

Use of direct personal experiences as the basis for developing knowledge, understanding and skills

Students are "actively" rather than "passively" involved in the learning process

There is emphasis on the planning and reflection stages of experiences, with students actively involved in these stages, as well as in the "doing" stage.

Increased personal understanding will only be encouraged through internalising direct personal experiences, students will need to find out for themselves, rather than have all experiences structured or imposed by the teacher.

The teacher is an enabler and facilitator rather than a "giver of knowledge".

The recognition that all three stages of an experience have importance and form a valuable medium for learning. Review/reflection/evaluation are central. Students are guided to recognise their own development and learning and take responsibility for such. Therefore there must be emphasis on student self-assessment through a variety of medium.
### Strategies for learning from doing

<table>
<thead>
<tr>
<th>1) PERSONALISING DIRECT EXPERIENCES, ASKING STUDENTS TO CONSIDER THE ACTIVITY THEY ARE INVOLVED IN.</th>
<th>In games-making, where students have devised their own game, rules, etc., pausing to consider “what is happening?.....” “what are the problems?.....” “what can you suggest to solve it?.....” Students are responsible for solving the problems and suggesting the next step to improve their game.</th>
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<tbody>
<tr>
<td>2) PAUSING TO REFLECT ON A PARTICULAR SITUATION DURING A LESSON</td>
<td>Consider what is happening to the individual, by focusing on “How does this feel?.....” or asking an individual to reflect on his/her particular situation “Why is your shot falling?.....” “What could be done to improve the situation?.....” Student plans the next move, as an alternative to teacher immediately suggesting how to improve/progress.</td>
</tr>
<tr>
<td>3) BECOMING FULLY INVOLVED IN ACTIVITY</td>
<td>Using mental imagery, fantasy, the &quot;inner-game&quot;.</td>
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</table>
| 4) INTRODUCING SIMPLE REFLECTION AND REVIEW OF EXPERIENCE | 1) Go round a circle - each student says one word which sums up his feelings about the activity/his progress/what he's learnt today. (Gives a quick idea of group feeling).  
2) In pairs, tell your partner "1 good thing, 1 bad thing" which happened in today's lesson.  
3) On leaving the gym, write same as (2) on two flip charts on the wall. |
| 5) MORE EXTENSIVE REFLECTION AND REVIEWING | Check lists/ideas sheets/ review sheets at the end of a unit of work. Student achievement sheets, with comments from students and staff leading to a statement of achievement. Student self-profile for example, throughout a health-related fitness module, comprising a |
sharing involves participating in the learning process

planning: negotiation and consultation wherever appropriate

The approach is participatory: the learning comes from the experience of being involved.

Assumes that every individual has a positive contribution to make in the group - both students and teacher can share in the learning process.

learning with and from others

Increased self-awareness and fostering of tolerance and sensitivity towards different views and perspectives, thus mutual respect between students is enhanced.

Students become more articulate about themselves and more socially competent and confident from working and learning with others.

Many aspects of personal and social development are encouraged through sharing in the learning process.
### Strategies for sharing in learning

<table>
<thead>
<tr>
<th>1) RECIPROCAL TEACHING</th>
<th>e.g. in athletics, gymnastics, with pupil assuming a &quot;pupil-teacher&quot; role and taking responsibility for a partner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider:</td>
<td></td>
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<tr>
<td>resource sheets; work cards.</td>
<td></td>
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<tr>
<td>How to give positive reinforcement.</td>
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<tr>
<th>2) WORKING WITH OTHERS</th>
<th>1) providing opportunities for leading a group, teaching a group something specific, e.g. games, act as a coach to your team, instruct, coach, observe, give feedback; dance, teach a small group a dance you've choreographed.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>11) use pupil expertise (possibilities for upper school) e.g. principles of self-defense</td>
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</table>

<table>
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<tr>
<th>3) SPORTS LEADERSHIP, COMMUNITY PROJECTS, HELPING OTHERS INTO ACTIVITY.</th>
<th>1) Extra-curricular - assuming responsibility for helping younger participants at clubs or practices.</th>
</tr>
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<tbody>
<tr>
<td>(Giving this type of work status and recognition within the school)</td>
<td>11) Helping others in activity/sport (wider community) e.g. toddlers in Mums &amp; Toddlers gym classes; pre-school swimming; coaching assistance to younger players in community teams, helping the elderly in activity.</td>
</tr>
<tr>
<td></td>
<td>111) Working for others, organising and participating in an event to benefit others, e.g. fun-run or special event such as a display of work, supporting local events through participation.</td>
</tr>
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<tr>
<th>4) INCREASING AWARENESS AND RESPONSIBILITY FOR OTHERS</th>
<th>Example of small step in this direction - for the last 5 minutes of the lesson, go to someone you feel you may be able to help e.g. demonstrate or support or observe and give feedback and encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Teacher attitude and atmosphere within lesson can do much to make this an important focus, with status afforded to helpers).</td>
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<thead>
<tr>
<th>5) SMALL GROUP CO-OPERATION EXERCISES</th>
<th>Co-operative games; devising own games; using decision-making, problem-solving; outdoor challenges - survival games using problem-solving tasks.</th>
</tr>
</thead>
</table>

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<tr>
<th>6) SHARED GOAL LEVELS</th>
<th>Provide for partner or small group work towards a shared goal, e.g. group learning a particular skill in basketball, or gymnastics or when using individualised instruction strategies such as task cards or contracts, pupils could work in pairs or groups to urge each other and give feedback towards a common goal.</th>
</tr>
</thead>
</table>
Ownership (individual and as part of a group or team)

Involves

Setting and achieving one's own targets

Students being involved in the planning, carrying out, and checking up of their targets.

Using the imagination to create something of one's own

Making a personal response to tasks or challenges

Commitment to a personal goal may enhance motivation.

Acknowledges recognition of each individual's needs and interests.

Encourages a sense of ownership of response, values student ideas and imagination.

Encourages individual freedom to explore own response to activity, according to ability and interest.

A) Assuming responsibility for

(i) the direction of work
(ii) learning
(iii) decisions made

B) Taking and accepting responsibility both as an individual and as a group

Preconditions are that the learner has

a) the ability
b) the motivation
c) the will
d) the interest

to a) accept responsibility
b) be responsible
and to make decisions independently of the teacher

Increase individual and group responsibility for decisions taken
Strategies of ownership of learning

1) SETTING AND ACHIEVING ONE'S OWN GOALS OR TARGETS.
(Allowing time for target setting;
checking up on progress and achievements, recording same.
Giving positive reinforcement.
Placing status on achieving one's own targets)

1) Examples - improving one's own performance, perhaps in a circuit or improving a personal best.

II) Planning one's own programme to meet a specific aim e.g. a weight training programme and carrying it out or a target of learning a particular skill by a certain date deadline and working towards this goal.

2) ALLOW FOR STUDENT CHOICE WITHIN ACTIVITIES
(Resources, workcards to support activity)

1) task cards outlining a progression of challenges - students choose which ones they will do (so many out of 15)

II) choice at the end of a games lesson of either:
- participate in a competition (5v5 game)
- officiating practice
- individual skill practice
- help/coach another player

3) PLAN/ORGANISE/ADMINISTER A SPECIAL EVENT
(Teacher acts as support, advises when appropriate)

1) a visit or trip
II) an inter-school fixture
III) an internal school competition
IV) a display or exhibition of work

4) NEGOTIATION
(Teacher has contribution as well as students)

(Negotiation, planning contract, recording progress, assessment and evaluation)

1) of ground rules necessary for P.E. to be
   (I) safe
   (II) non-threatening for all students
   (III) a pleasant environment for staff and students to share.

II) Contract learning
Negotiation of activities to be followed (possibilities for work in the upper school).
so 1f -C)!nrmvnn·Irn t
involves

moving from dependence
towards independence

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recognising improvement can be
having control over what
can be accomplished

implies self-esteem grows

thts means betng given the
opportunity to have freedom
to exercise choice and make
decisions

allowing students access to the
means of becoming accomplished
in activity

opportunities for achieving

hetng allowed to work
i nrlependen tly from the
tPar.her, with the right
mnount of support, as
appropriate

recognising student achievement
and success and placing status
upon it

personal autonomy can be
promoted through this
approach

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providing fol:" an:! encoul:"aging
excellence

success
improvement
n~stery

Will be important in enhancing
self-esteem, as will J:"educing
failui"e.
Feeling useful, wanted and
valued.
Feeling involved in the life
and workings of physical
education.

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The need fol:" a supportive and
enabling atmosphere within
physical education (context).

~

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### Strategies for self-empowerment

<table>
<thead>
<tr>
<th>1) HAVING FREEDOM TO MAKE DECISIONS, CHOICES AND TAKE RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. In a fitness module, following a general introduction to the principles of the course, students opt and construct their own programmes e.g. in weight-training, running, circuits, aerobics.</td>
</tr>
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</table>

<table>
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<tr>
<th>2) DEVELOP OWN INTEREST; SPECIALISE IN ACTIVITY</th>
</tr>
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<tbody>
<tr>
<td>Students pursue own particular interest, possibly out of school, at a local centre or club, or within school, recording own progress and reporting back, receiving help and support as appropriate.</td>
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<table>
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<tr>
<th>3) ENHANCE SELF-ESTEEM</th>
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</thead>
<tbody>
<tr>
<td>1) Allow each to succeed at own level by providing stepped challenges - differentiation within a task (e.g. in circuit work, gymnastics, athletics, games tasks)</td>
</tr>
<tr>
<td>2) Providing time for students to practice something they would like to master/achieve.</td>
</tr>
<tr>
<td>3) Implications for upper school options? How appropriate are &quot;taster&quot; sessions - if students are to be sufficiently &quot;empowered&quot; with the necessary skills and confidence to pursue activity? Perhaps complete modules are more conducive to further participation?</td>
</tr>
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<tr>
<th>4) ENCOURAGING PERSONAL STRIVING; SETTING CHALLENGES</th>
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</thead>
<tbody>
<tr>
<td>See 'Athletics Challenges' (Health and Physical Education Project, Loughborough University) for individual and team challenges, based on athletics.</td>
</tr>
</tbody>
</table>

"How far can you run in 5 secs?......." (Student marks spot with marker). "Can you try and beat it this time?......." This and many other examples of challenges to reinforce personal striving are included.
29th April 1987

Dear Judy,

Student Centred Learning

In connection with the above, and in reply to your letter of April 8th, the following comments may be of help.

1. Colleagues found the document to be most interesting.

2. It was felt that to fulfill a programme of P.E. teaching along these lines, the subject would need to be given a much higher profile in the school timetable.

3. In terms of layout, pages printed sideways were difficult to read.

Personally I think you should send the document to Sue Campbell at the National Coaching Foundation, No. 4 College Close, Beckett Place, Leeds. LS6 3QH with a further copy for Mr. David Hemmery, both of whom I have talked to recently about the need for new approaches of the presentation of physical education programmes.

All good wishes,

Yours sincerely,

R.J. ORGILL
Director
Outdoor Adventure Programmes
Dear

Following our discussion last and similar discussions with other colleagues working in different fields using active or experiential learning strategies, I am now at the stage of developing a model or framework for student-centred learning which can be applied to physical education. This is an attempt to identify a possible framework for selecting strategies for physical education teachers to use.

I am interested in receiving the impressions and opinions of colleagues who are specialists in this area and I would be very grateful to receive your comments or criticisms of the framework. In particular, if you would consider:

a) if the model makes sense to you;

b) are some features out of place or difficult to understand?

c) are there other factors which you feel should have been included?

d) does the model provide a basic framework for identifying strategies?

e) does it present a coherent picture for adopting a student-centred approach within physical education?

I would be very grateful for your comments on the above, together with anything else you would like to comment on.

I am appreciative of your time and hope this does not prove too onerous or time-consuming.

Thank you for your help.

With best wishes.

Judy Matharu.
Appendix J(ii)

32, Muttonby Close,
Cambridge.
July 1st 1987

Dear Mr. Mathews,

Thank you for sending me your 'Strategic' draft. I would be pleased to discuss it with you - maybe over lunch?

Will you be in London enough at any time during the PAPS conference? I shall be there all the time.

If you do not plan to be around at all during the conference - perhaps you could give me a ring one of the weekends (0228 61835) so I could plan my budget with you.

Thank you,

Yours sincerely,

MaryAnn Winterden.
Evaluation Sheet: Essex teachers/March 1987

1. What do you like about the model/strategies?

2. What do you dislike about the model/strategies?

3. Do you foresee any problems occurring in implementing teaching strategies based on this model? If so, can you list them in order of priority.

4. Do you feel there is a need for in-service training to implement the type of strategies as outlined? If so, please outline the type and nature of the in-service you would like to see.

THANK YOU FOR YOUR HELP.
Dear Mrs Nicholls,

As you know, I am involved at Loughborough in some research into student-centered learning in P.E. Consequently I am developing a rationale in the form of a model and strategies for such a focus.

It is important to receive the reactions of the teaching profession to such a model, including those of Headteachers, as well as advisers, lecturers and of course, teachers themselves.

If you could spare the time, I would be very grateful if you would be prepared to complete an evaluation sheet, which I enclose, together with an outline of my ideas.

Thank you for your help. I know that you are very busy!

My regards to all at school. I look forward to re-joining you after my maternity leave!

Best wishes,

JUDY MATHARU

5 Ivy Close
Stoke Golding
near Nuneaton
Warwicks CV13 6RH

2nd June 1987
4th August, 1987

Mrs. J. Matharu
Lyndale
Stoke Golding
HINCKLEY CV13 6HH

Dear Judy,

I must apologise for not contacting you earlier. I can only put it down to the pressure of work over the last half-term.

I read your framework with great interest and look forward to making significant progress along these lines at Woodway in the future.

I hope my few comments will not arrive too late, although I am sure that Shirley's professional response will be of much more practical help to you.

I do hope that you are well and looking forward to your leave of absence. Please keep us posted about developments.

Best wishes for a restful summer,

Yours
Appendix M

University of Technology

LOUGHBOROUGH LEICESTERSHIRE LE11 3TU Telephone: 0300 9263171 Telex: 372319

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCE
PROFESSOR H THOMASON
Head of Department and Professor of Physical Education and Recreational Science.

Dear Judy,

Hope comments are useful - not and answering questions at such length came back to discuss issues with you.

In closing

5,In Close
Sirke Gording
Worx CU13 6HI
9/6/87

Professor H Thomason
Dean

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCE
PROFESSOR H THOMASON
Head of Department and Professor of Physical Education and Recreational Science.

Dear Alex,

I hope you don't mind me asking if you would be kind enough to look through either enclosed package and give some feedback as to your perceptions/thoughts etc.

I am on secondment this year at Loughborough University, where I have been developing some ideas on student-centred learning in physical education. I have been working on a framework and possible strategies for PE teachers and am at the point of getting feedback from colleagues. As well as PE teachers, advisers and lecturers, I need...
to ask some Head-teachers for their perceptions and comments. As I don’t know many Heads (!) I have been racking my brains to think of several Country heads. I feel I could approach!

I realise this is a busy time and that you have numerous other matters to deal with, but if you could find any time to look through this package and complete an evaluation sheet, I would be very grateful for your comments. There is no urgency, I have plenty of other things to be writing up, in the meantime!

Thank you for your help, I am appreciative of your time.

Yours sincerely,

Judy Mathews
(formerly Hardin)
Woodway Park
Mrs J. Matthew
5 Ivy Close
Stoke Goldip

Dear Judy,

I am writing a note to thank you for your contribution to Monday's course, which, as usual, was beautifully prepared and thought out. Apologies again for the time restriction, but nothing was lost because of the excellent paper you gave there.

Department can follow up the task you set independently.

I do hope everything goes well over the next few weeks and I look forward to hearing whether it's a boy or girl!! Take care.

Deputy Directors: A. Dearley, M. F. Bennett.
Assistant Directors: F. J. Allinson, T. J. Bond,
V. Stoten, D. A. Wells.
of yourself — I really appreciate your commitment in keeping going so long and sharing your work with others right up to the last minute. Do relax now and enjoy being a mum.

Many thanks,

Shirley
Dear Judy

Thank you very much indeed for sparing the time to come and talk to Physical Education teachers in Essex.

From the evaluation sheets, the teachers felt that your input was far too short. I do feel that a whole morning or afternoon would have done greater justice to your very valuable research. Perhaps we can book you some time in the future?

Thank you for an interesting and stimulating account of your work to date. I found it fascinating and certainly would like to discuss your work in more detail.

Congratulations on your other "news" and good luck with writing.

Again thank you for travelling such a distance to provide us with an excellent session.

With best wishes.

Yours sincerely

[Signature]

M F Maunder
County Inspector

Mrs Judy Matha
5 Ivy Close
Stoke Golding
Nr Nuneaton
Warks
CV13 6HH
Dear Judy,

Health Start Conference

Many thanks for coming to Wiltshire this week and giving us the benefit of your work on the active Life Styles Project and Teaching Styles.

I hope that the early start was not too demanding and that your journey back was a good one. I was extremely interested in your work and I will be pleased to hear how it is progressing with your colleagues.

Several of our teachers did not have time to take notes on your overheads, is there any chance of sending the one copy of them so that I may do some further copies and let them have them.

We much appreciated your work and found it extremely useful during our later discussions. Many thanks and good luck with the remainder of your research and imminent arrival.

Yours sincerely,

[Signature]

Adviser for Physical Education

M.D. Cooper Ext 2321

Your ref: 13th July, 1987

Our ref:
Dear Mrs Matharu

Thank you for your letter about teaching strategies for physical education teachers. We would be very interested in your seconded project. I intend to hold a meeting of the project meeting on 6 May. You are very welcome to come, listen and share if you feel it appropriate.

Please contact me in April when I can give you more details of venue, time etc.

Yours sincerely

[Signature]

GWEN CAVILL
County Adviser for Health-Related Education
Dear Judy,

Many thanks for your input to the two day Health Based P.E. Course held in Enfield on 7th and 8th May 1987.

Your work on alternative teaching strategies was quite new to most of the people on the course, but you definitely provided plenty of food for thought. Hopefully, after having some time to digest all of the information, some staff will feel inclined to try out new approaches.

Many thanks once again. Hope to see you at Loughborough soon.

Yours sincerely,

Louise Hulbert

STUDENT-CENTRED LEARNING

INTRODUCTION

We might start by asking 'What effect can teaching style have on learning?' 'Does it matter about the style of delivery?' If asked to teach a class a particular skill or concept, we would probably all do it differently - some methods are more effective than others. Some might say that how you teach matters more than what you teach. There is certainly no magical formula and no one way of teaching effectively.

Traditional didactic methods of teaching have been criticised for their 'pouring in' rather than 'bringing out' qualities and for not being sensitive to the needs and desires of learners. 'Physical educators seem to believe that success in teaching is related to students being 'busy, happy and good' (Placek, 1983) - is this sufficient?

Teaching styles can be placed on a continuum - from direct/formal/command styles through to indirect/informal/discovery styles. Mosston's Spectrum of Teaching Styles - from command to discovery - focuses on teaching as a continuous series of relationships evolving between the teacher and the learner. Teaching behaviour is considered to be a chain of decisions. The Spectrum is a theory of relationships between the teacher and the learner, and the effects on the development of the learner.

Each style has its place in reaching a specific set of objectives; no style, by itself, is better or best. The Spectrum allows the selection of an appropriate style for reaching a given set of objectives. Successful teaching results from matching intentions with actions.

The ultimate goal is to present teachers with an integrated theory of teaching that can lead them to become more flexible, more versatile, more deliberate and more effective.

PRACTICAL SESSION

(1) COMMAND STYLE

Example: totally teacher-directed Warm Up - in a circle, brisk walking, jogging, sidestepping, skipping + shoulder mobility exercises. Call changes of direction. Give general feedback on jogging technique and controlled mobility exercises.

Pros: uniformity, control, safety, immediate response, time efficient.
Cons: limited involvement of pupils (who just follow and obey instructions), limited feedback, does not cater for individual differences.

(2) PRACTICE STYLE

Example: continue jogging/sidestepping/skipping activities + shoulder mobility exercises anywhere in the room (allows some decision-making by the pupils eg. choice of space, pace, order of activities). Teacher demonstrates 2 specific stretches - standing calf stretch and standing hamstring stretch. After each demonstration, group practise the stretches concentrating on correct technique at this stage. Intersperse
jogging/sidestepping/skipping with these 2 stretches (allows choice of space, pace, order of activities, time spent stretching/travelling). Teacher moves around the group members giving individual feedback and answering any questions.

Pros: offers time for learners to work individually and privately; provides time for the teacher to offer individual and private feedback to more learners.
Cons: limited involvement of the learner; does not cater for individual differences.

(3) RECIPROCAL STYLE

Example: group members work in 2s and are given the opportunity to help each other - they take turns in being the 'doer' (performer) and the observer. The teacher explains the exercises first (side leg lifts and rear leg lifts) and checks observation skills and feedback skills. Each pair then works from a task sheet. The 'doer' performs while the observer watches and then offers positive and, if necessary, corrective feedback. The teacher communicates with the observer only, by asking such questions as: 'How is your partner doing?', 'How is s/he getting on?', 'Have you told him/her what you think?'.

Pros: develops socialising process (giving and receiving feedback from a partner); provides immediate and personal feedback from a peer; relatively comfortable sharing environment with a selected partner; develops ability to observe, compare, contrast, and draw conclusions about performance; provides the learner with a much more active role in the learning process.
Cons: communication skills can be problematic (pupils need practice in giving appropriate feedback); observation and analysis skills may be too demanding; much reliance on pre-prepared task sheets; the content of the task sheets becomes critical - the teaching is only as good as the task sheets; time-consuming (both preparation of task sheets and actual process).

(4) SELF-CHECK STYLE

Example: group members individually follow a task sheet (curl ups and push ups) and make decisions for themselves regarding how well they are performing the task. They can continue to repeat the task to improve or maintain the performance, or go on to a new task. Teacher asks 'How are you doing?', 'How did that feel?', 'How was that?'.

Pros: the learner moves from total dependency on outside sources of feedback to begin relying on oneself for feedback; the teacher places value on the learner's independence; involves the development of kinaesthetic awareness (feedback intrinsic to the task).
Cons: assumes that the learner can identify his or her own limits and successes (and can cope with the demands of comparing and contrasting own performance against criteria); assumes that the learner can use self-check as feedback for improvement; much reliance on pre-prepared task sheets (the content of the sheets becomes critical); may not be appropriate for learners who have not attained basic competency in a task.

(5) INCLUSION STYLE

Example: group members perform Curl Up and Push Up exercises from task sheets offering multiple levels of performance in the same task. The learners decide on their individual entry points. The teacher must avoid
value feedback referring to the selected level. The objective is to teach the learner to make appropriate decisions about which level s/he is most capable of performing.

Pros: inclusion of all learners by creating conditions for successful entry points; recognises and accommodates individual differences (the same task is designed for different degrees of difficulty); presents opportunities to enter the activity at one's own level; presents opportunities for all learners to succeed.

Cons: much prior preparation; heavy reliance on pre-prepared task sheets (the content of the sheets is critical); teacher has to avoid value laden feedback; some pupils may choose to underachieve.

(6) GUIDED DISCOVERY STYLE

Example: the teacher asks a sequence of questions which systematically leads the learner toward discovering a pre-determined target that previously was unknown to the learner eg., 'after asking a muscle to contract (get smaller/tighter) many many times, what can be done to help the muscle return to its normal length or to make it longer?'; anticipated response: stretch the muscle. Next question: 'can anyone think of an exercise that will help to stretch out (lengthen) the muscles across the front of your chest?'. Have a think about this and try a few different exercises for yourself. Let me know if you find a solution.' The teacher must always wait for the learner's response and offer frequent feedback. A climate of acceptance and patience should be maintained. This process can be repeated for: the arm muscles (triceps) and the stomach muscles (abdominals). Pupils may need to be reminded to hold stretches still and to try and relax the muscles being stretched.

Pros: the learner begins to cross the discovery threshold and work solutions out for themselves; the teacher places value on this increased move towards independent learning; the learners are actively involved in their own learning; allows for a variety of solutions at different levels.

Cons: the teacher has to carefully pre-plan the sequence of questions and the corresponding feedback; the teacher may feel uncomfortable with the process - it involves taking a chance by experimenting with the unknown; relatively time-consuming; it may prove too difficult for some learners.

(7) DIVERGENT STYLE

Example: Group members are asked to follow guidelines for a Cool Down -
(a) Spend 2 minutes performing many different actions that keep your legs moving but avoid anything very energetic (like jumping up and down or fast jogging).
(b) Think of a stretch for the following muscles and perform each one for about 10 seconds: (i) the groin (the muscles on the inside of the upper legs) (ii) the outer thigh muscles (the muscles on the outside of the upper legs) (iii) the quads or thigh muscles (the muscles on the front of the upper legs). Remember to hold stretches still and to try and relax the muscles being stretched.
(c) Find a position on the floor that is comfortable for you and aim to relax your whole body in that position. Close your eyes and try to 'switch off' from everything and everybody around you.

Pros: the learner becomes involved in the process of finding appropriate solutions and making evaluative decisions about the discovered solutions (is the solution possible/acceptable? Does the solution answer the task?); the
learner may cross the discovery threshold and find a solution that is new to them (discovery and production of the unknown); the learner is highly involved in their own learning; implies that the teacher values the process of discovery.

Cons: the teacher may find the 'waiting'/discovery time difficult; feedback by the teacher requires careful thought - the teacher must be able to accept divergent solutions presented by the learners; relatively time-consuming; the process may be too demanding for some learners; this style does not suit all tasks.
STUDENT CENTRED LEARNING

FOCUS ONE: SHARING IN THE LEARNING PROCESS

Learning with and from others; involvement in the learning process; giving and receiving feedback. Mosston's teaching styles 1-5 are relevant to this focus.

e.g. the Action for Heart Health programme

FOCUS TWO: LEARNING FROM DOING

Planning, Participating in chosen activities, appraisal and evaluation

e.g. Planning a simple exercise programme, following the programme and reflecting on what has been achieved and what one has learned.

FOCUS THREE: OWNERSHIP OF LEARNING

Exploring one's own responses to a task; producing something of your own; personalising the learning experience.

e.g. The Action for Heart Health programme (becoming aware of the effects of exercise on the body, perception of effort); Designing a personal exercise programme.

FOCUS FOUR: MOVING FROM DEPENDENCE TO INDEPENDENCE

Taking control over one's attempts to learn responsibility.

e.g. 100 mile club; 1000 points club using an exercise diary.
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366


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373