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The background to, and developments from, the National Curriculum for PE

INTRODUCTION

Together I want us to bring about a sea change in the prospects of British sport – from the very first steps in primary school right through to the breaking of the tape in the Olympic final . . . My ambition is simply stated. It is to put sport back at the heart of weekly life in *every* school. To re-establish sport as one of the great pillars of education alongside the academic, the vocational and the moral.

(Prime Minister's letter, DNH, 1995)

Why does a chapter on PE begin with a statement on sport? Because this statement made history. Never before has a Prime Minister made such a personal, direct and unequivocal statement about sport and about sport in schools. He has set us a challenge.

The effects of government policy are being felt throughout sport. The policy is also having, and will continue to have, a profound influence on the teaching of PE and the provision for sport in schools. You will be aware by now, and particularly after reading Chapter 16, that the role of the PE teacher is changing as a result of the increase in numbers of people who can contribute to provision for sport in schools and also as a result of the significant increase in resources now available through the National Lottery. For further discussion about how PE and sport are different and how they complement one another see Murdoch (1990).

The process leading up to the publication of *Sport: Raising the Game* (DNH, 1995) makes interesting reading and forms the first part of this chapter. It is appropriate, also, to chart in more detail the evolution of the National Curriculum from the first progress reports to the current implementation of the Statutory Orders; to trace the issues that have become significant; to evaluate how far what was originally intended is being achieved; to pose the questions: 'What now is PE in the light of developments

in sport?', and 'Does PE need to change or rethink its emphasis and if so in what way?'

OBJECTIVES

At the end of this chapter you should feel more confident in making a response to the following critical questions that arise from this challenge:

- What led up to the publication of *Sport: Raising the Game*?
- Where does PE fit into this development?
- What effect does this emphasis on sport have on PE in the National Curriculum?
- Does PE have a unique role in the school and, if so, what might this role be?
- In what ways do PE and sport differ and in what ways do they complement each other?

Your responses to these questions should assist you at an interview for a teaching post (see Chapter 18) and help you to make reasoned and convincing statements about PE and sport to key people – for example, school governors, head teacher, parents, sports personnel and the pupils themselves.

WHAT HAPPENED BEFORE *SPORT: RAISING THE GAME*?

Chapter 16 has already alerted you to the fact that the last decade has seen many significant influences on both PE and sport. It has been a period of hitherto unknown central government interest, involvement and influence. This period of quite remarkable change nevertheless reveals some consistent trends in thinking and in the progression of ideas.

The Desk Study: Sport in Schools

The beginning of this period of change can be traced back to the mid 1980s when there was quite unprecedented media interest in the state of sport in schools. The extensive media interest in sport in schools during this period focused on, and in many instances, exaggerated, two current prevalent perceptions that, first, sport was in a decline both within the school context and in the winning of international honours and, second, that the former was responsible in a direct way for the latter. There was an urgent

need for evidence, relating to both the incidence and the state of sport in schools, that would serve to refute many of the misconceptions and illfounded allegations that were being levelled directly at schools, school sport and PE and also indirectly at the different sports bodies that were in any way involved with schools. There was also a need for a the production of a defined policy for sport in schools based on this evidence.

This led to the commissioning, and writing, of what came to be known as *The Desk Study: Sport in Schools* (Murdoch, 1987). While this document had limited and controlled circulation, it did nevertheless signal the beginning of a period of considerable impact on developments in PE and sport in the ensuing ten years.

Parry (1988), in reflecting on the study soon after its publication, voiced regret that, with the brief to consider ‘the place of sport in the PE curriculum’, the study focused only on the descriptive answers to factual questions when there was such an obvious opportunity to ask significant questions relating to the *justification* of sport within the curriculum.

This sort of question is conspicuous by its absence from many PE and sport documents, and I believe it to be a very serious weakness which has contributed significantly to present-day difficulties.

(Parry, 1988, p. 106)

This may well be the case, but the purpose behind commissioning *The Desk Study* was not to seek justification for sport but rather to provide more specific and detailed evidence of the state of sport in schools, to recognise significant issues and to suggest which of these issues might provide a suitable basis for advice on a policy for sport in schools. The study deliberately confined itself to the decade from the late 1970s to late 1980s. The completed study presented the Department of Education and Science (DES) and the Department of Employment (DoE) with five key recommendations that were to form the basis of joint action by both government departments (DES and DoE). These recommendations were to:

- improve provision for, and place more emphasis on, PE and sport in the primary school;
- implement corporate strategies and action for PE and sport involving all appropriate agencies;
- make clear statements of policy for both PE and sport;
- consider education and training for providers in schools and other agencies; provide adequate resources including finance.

(adapted from Murdoch, 1987, pp. 50–3)

School Sport Forum

To approach the defining of a policy, as identified above, the two government departments (DES and DoE, as they were in 1986), through the Sports Council, set up a working group known as the School Sport Forum. The remit of the forum was to address the recommendations from *The Desk Study*. The subsequent report of this group (*Sport and Young People: Partnership in Action*, Sports Council, 1988) raised a number of significant issues. These are summarised below:

- the Sports Council (through DoE) was taking an influential lead in the future of sport in schools;
- this focus on sport in schools would have inevitable implications for PE in general and for the curriculum in particular;
- similar political interest and involvement was not being shown by DES in the impact that this could have on education;
- there was actual and potential funding being released by the above initiatives in sport that could not be matched by education;
- time allocation for PE in the curriculum in schools was inadequate to provide the underpinning for sport in schools that was being demanded;
- primary ITE was inadequate to equip teachers to deliver an appropriate curriculum in the critical years of a child's development;
- education and training was being seen by the Sports Council as being critical to the future of sport for young people.

National Curriculum and the School Sport Forum

It was a fortuitous coincidence that at the same time as the setting up of the School Sport Forum in 1986, the Secretary of State for Education was launching detailed plans for the subsequent Education Reform Act (ERA, 1988) that gave rise to the National Curriculum in England and Wales. The juxtaposition of these two significant and separate developments, one in sport and the other in education, meant that the opportunity was there to address both PE and sport in some detail from different viewpoints but at the same time and at the same level of significance within government policy. Had it not been that PE was included within the ten subjects of the National Curriculum, the future of PE could have had a very different history, and the impact of the strong initiatives within sport could have threatened PE very profoundly. As it was, PE had the opportunity to establish itself firmly within the Statutory Orders of the National Curriculum and to meet developments in sport with

dialogue rather than the aggression of survival. The challenge to the PE profession in preparing the National Curriculum was to present a clear rationale for the subject that would be nationally recognised. The potential for coherence that this offered to the teaching of PE was something that the profession had been calling for for some time. For the first time a single voice may speak and be heard.

The School Sport Forum report (Sports Council, 1988) was published in advance of the report of the National Curriculum Subject Working Group in PE (SWGPE) (DES/WO, 1991b). These intervening years allowed the recommendations of the School Sport Forum to be absorbed by the specific groups to which they were targeted. This report undoubtedly had an influence on the general thinking of the SWGPE and laid a foundation for the approach that was adopted towards sport in the curriculum and its context within the school. Ultimately both reports carried some very similar messages and these have formed the basis for policy development and implementation both in education and in sport.

The broad assumptions acknowledged by both reports were that:

- PE and sport are not the same but have a very significant working relationship for mutual benefit where 'sport, including competitive games, is an essential part of PE' (DES/WO, 1991b, Chapter 4, see 4.1, p. 7). (An early chapter in the proposals to The Secretary of State, 1991, was entitled 'PE and sport'.);
- the models adopted for both coaching in sport and teaching in the PE curriculum should be as compatible as possible;
- the critical years for both PE and sport are the primary years;
- the preparation of teachers for this age group is inadequate in terms of time allocation;
- PE and sport should be accessible to all young people;
- partnerships are essential if the young people are to benefit, as no one agency can deliver what is required on its own;
the local community in which the young people live should be the place in which these partnerships are worked out and implemented.

You will see that these were serious assumptions as the developments arising from them are considered in some detail in the later chapters of this book, and the innovations and examples of good practice that have resulted are explained and discussed (see, for example, Chapter 16).

PE AND THE NATIONAL CURRICULUM

But what of PE? What has emerged from these debates, proposals and reports that has served to define the subject in a way that has shaped curriculum policy and implementation in schools? How much of the rhetoric contained in the various documents has been retained as workable practice and what has been lost and why?

The first attempt to produce a National Curriculum for PE was made by an informal working group set up by the British Council of PE (BCPE) in 1990. This was the Interim Working Group–PE in the National Curriculum. This arose as a result of the decision of the Secretaries of State to introduce the subjects of the National Curriculum in sequence. That PE came in the last group with Art and Music was no surprise. The delay, while regretted, gave BCPE the opportunity to use the time positively and have a first stab at what the profession considered a National Curriculum in PE might be. This procedure was unique to PE and a request to DES secured support in principle for the group to begin its work. The absence of a guarantee that the results would be used, and also the absence of any direct financial support, only strengthened the resolve of the group to succeed. The production of a report from the group in July 1990 was received well by DES which, as a result, financed a seminar for dissemination and consultation within the profession. This served to confirm the status of the document to professional colleagues and to DES. This was reinforced when the SWGPE under the Chairmanship of Ian Beer, Head of Harrow School, decided to use this slim document as the basis of its early discussion.

Some of the key principles that were central to this report survived the later rigorous process of the SWGPE. This strengthened considerably the confidence within the profession that we could actually influence such major changes and that the ‘people’ had been consulted. This was an interesting and welcome reinforcement of one of the critical principles of good innovation.

The principles for the PE curriculum contained in the BCPE report were that:

- the model (*or the PE curriculum*) should be developmental;
- the model should show clear progression;
- initiation into culturally valued activities is important;
- these activities are both vehicles and contexts of learning;
- the isolation of school from community should be reduced;
- the model should progress from a broad general base to specialism;

- there should be increasing responsibility for self-directed learning;
- personal and social education should be provided for;
- the concept of safety should be addressed in all its forms.

(BCPE, 1990)

You will recognise that all these principles have survived the lengthy process of the production of the National Curriculum documents in the various staged reports, subsequent reduction as a result of Ron Dearing's review (Dearing, 1994) and finally Schools Curriculum and Assessment Authority's interpretation of the statutory orders.

What is important now is that you, as you implement the now much reduced curriculum, should be aware of how much importance you should still place on these original, critical principles. The implication of each of these principles for good practice in PE is profound. Each is worthy of considerable investigation that is not possible within this chapter (although most of these principles are incorporated in other chapters of this book – for example, progression is considered in Chapter 3, safety in Chapter 8 and school–community links in Chapter 16). You are urged to consider each in depth and to realise the importance of each to their professional delivery of the National Curriculum.

TASK 17.1 PRINCIPLES FOR THE PE CURRICULUM

When you are on school experience find out by discussion with your tutor, reading of school documents and observation how many of these principles are in operation in the school. Compare your findings with those of another student teacher in another school experience school. Record this information in your professional portfolio for reference later.

Subject Working Group for PE (SWGPE)

The next stage in the process of producing a National Curriculum for PE was for the SWGPE to translate these principles into a workable structure for the subject that would reflect clearly what the subject was within the total educational process. This would be in the form of **Attainment Targets (AT)**, **Programmes of Study (PoS)** and **End of Key Stage Statements (EKSS)** in line with the structure of the ten subjects of the National Curriculum as a whole.

Key fundamentals to be absorbed into the curriculum were that the pupils had to 'know', 'understand', and be able to 'do'. This was a common

theme across all subjects in the National Curriculum and suited the needs of PE particularly well. One of the major considerations in how to provide for this was to clarify what is meant by the **learning process** in PE. Much of the current literature on the learning process, and there is much of it available in recent publications, emphasises the need to concentrate on the competences required by young people to continue to learn after leaving the formal institutions of learning; that is, school and higher education. This means that there must be an emphasis on the process of learning rather than on the **end product and outcome of the learning**.

It was from this that the SWGPE formed **Attainment Targets (AT)**. Initially there were three: planning and composing, participating and performing, evaluating and appraising.

TASK 17.2 THE DEVELOPMENT OF ATTAINMENT TARGETS IN PE

Procure a copy of the SWGPE's Interim Report of December 1990 (DES/WO, 1990), in which the three ATs are explained in some detail. From these you can trace the evolution of the ATs through the development of the curriculum for PE. Reflect on these in relation to PE in your school experience school.

Programmes of Study (PoS) designed to meet these ATs were proposed as the six Areas of Activity with which you are familiar: athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities, and swimming. This aspect of the SWGPE's work gave rise to considerable discussion. Some members proposed that the PoS should be devised within a framework that addressed the continuity and progression of learning within our subject rather than being directly related to discrete activity areas. Thus the PoS would be more readily compatible with the learning process. This 'continuity and progression' model was proposed as having three phases (see Figure 17.1). This was not adopted as a framework for PoS, but should not be abandoned, as it still may serve to provide a very useful progressive and continuous learning context to inform the way in which you should approach the teaching of the areas of activity. This model is compatible with much of the understanding of how children develop in this area of study.

FIRST PHASE**INTEGRATED PLAY****OPTIMISING MOTOR CONTROL IN A VARIETY OF ACTIVITIES****MOVEMENT EDUCATION****SECOND PHASE****DISCIPLINED FORMS OF PHYSICAL ACTIVITY****DEVELOPMENT OF SKILL UNDERSTANDING AND APPRECIATION****‘PHYSICAL EDUCATION’****THIRD PHASE****EDUCATION FOR RECREATION • HEALTHY****LIFESTYLE ENHANCEMENT****EDUCATION FOR LEISURE/VOCATION**

Figure 17.1 Three phases proposed for the continuity and development model

Source: Murdoch (1990)

End of Key Stage Statements (EKSS) began as a statement of ten levels in the way that other subjects have retained them. Simplification of the curriculum by the Secretary of State reduced the EKSS for PE to one statement at the end of each key stage. While this can be seen to reduce the burden on assessment recording and reporting, it did remove a very powerful and useful teaching/observation tool (see Chapter 4). These levels are given in detail in the Interim Report of December 1990 (DES/WO, 1990) and you are advised to refer to these as support for the planning of progressive learning experiences for your pupils. Much of the detailed thinking on progression is clearly set out for you in this document. The progression is logical and compatible with the natural flow of children’s learning and development.

You should appreciate by now that the National Curriculum for PE is but ‘a shadow of its former self’. That the Statutory requirements are considerably reduced does not mean that you, as a good teacher, do not use the information that was generated in the earlier stages of the process to the benefit of your learners in PE.

At this point we again assume that you are familiar with the structure of the National Curriculum for PE as it is currently delivered (if not,

TASK 17.3 ATTAINMENT IN PE

This task requires that you have access to:

- (i) the SWGPE's Interim Report, December 1990 (DES/WO, 1990); and
- (ii) the SWGPE's PE 5–16 Proposals of the Secretary of State, August 1991 (DES/WO, 1991b).

In the August 1991 document, read sections 8.8 to 8.17, pp. 26–7. Consider the detailed levels of attainment given in the December 1990 Interim Report, pp. 33–59, and also in a shortened version in August 1991, pp. 20–3.

Can you appreciate the principles of progression that underpin the level of attainment? Can you trace them through these levels?

This understanding should be of considerable help to you as a tool for your observation of pupils working within the Attainment Target of PE towards EKSS.

re-read the documents now). The remainder of this chapter raises some underlying issues that should inform the teaching of the curriculum, and also the extra-curriculum, and give you support for decisions about how the PoS link with pupils' learning.

THE UNIQUE ROLE OF PE IN SCHOOLS

The inclusion of PE in the school curriculum for pupils aged 5–16 was assured by its inclusion as one of the ten subjects of the National Curriculum. But what of practice? Does the subject receive adequate attention in what is always seen as a busy, full curriculum? Do you know what to say when you have to defend PE in terms of its value to the growing and learning child? The range of values for each individual that can realistically be attributed to a good PE programme is impressive and perhaps not articulated often enough.

Values can be defended as:

- physical development;
- motor development;
- fitness and health;
- aesthetic awareness and expression;
- social development, communication, competition;
- cognitive development;

- self-esteem, self-concept with related self-confidence;
- significant intrinsic meanings in being active.

It is not possible to expand here on any of these but see Task 17.4.

TASK 17.4 EXPLAINING VALUES OF PE

Using each of the headings above, write a short paragraph that would explain each of the values to at least one of the following:

- chair of governors;
- head teacher;
- parent who believes in an 'academic' education;
- staff colleague;
- pupil.

Discuss your explanation with another student teacher and with your tutor so that you can formulate your arguments for future use.

The unique role of PE *vis-à-vis* sport

With the dramatic increase in the potential for sport in schools (see also (Chapter 16), PE must look to clarify its role and if possible to declare what it offers young people that none of the other providers in sport can do as well or better.

Both government reports cited earlier, i.e. Schools Sport Forum and the National Curriculum, made a very clear and unambiguous statement that where sport was being provided for pupils in school that this would be planned and managed by the teacher of PE. This challenge has already been set before you in Chapter 16 (see particularly, NCC, 1992, Section H1.2). It is very important that you respond positively to this challenge. What does this mean for you, and how do you do it? You hold key and critical knowledge and understanding about what is offered to young people in the name of PE, when, how and why. Your guidance for this resides in your awareness and understanding of critical underpinning aspects of the National Curriculum referred to above; namely, it could be expected that you:

- understand the learning process;
know about progression;

- appreciate what is meant by continuity;
- can implement differentiation in respect of all pupils.

You should be in the most advantageous position to provide what is referred to above because you are the only person within the PE/sport delivery team who is in a constant and systematic interface with each pupil's learning over time. None of the other providers from outside agencies, good as they may be, are in this position. Your role is a privileged and necessary one. Yours, when you have qualified, is the role of the professional within this team, and you will be expected to make critical judgements and offer advice as to the appropriateness of what is being offered to the pupils.

Learning to learn

The most effective process of learning is learning how to learn.

(Nixon *et al.*, 1996, p. 128)

The last decade has seen an increasing interest in the learning society, learning organisations and reflective ability on one's own learning. It is in learning that the identity and dignity of each pupil can be valued. Your role in developing a positive approach to learning and the learning process within the PE curriculum is essential. It is here that the greatest and most significant distinction between the delivery of both PE and Sport is to be found.

Investigation into the learning process reveals that it embraces a number of assumptions. Consideration of how such assumptions might affect learning and teaching within PE open up some interesting debate and discussion. To enable you to ensure a coherent and systematic approach to learning, consider the following three assumptions about learning, which hopefully may become your working principles.

Assumption 1:

that 'how' children learn is essential and almost more important to address than 'what' they learn

This refers to the expressed need to equip young people to continue to be engaged in the learning process even after they have left school. If young people know what it means to learn, and how they individually prefer to learn (learning style), then they are more likely to be successful as they take on new learning situations. They need to be educated to

appreciate the process for themselves. See Chapter 9, for further information. You may also want to refer to Entwistle (1988) and Ackerman, Sternberg and Glaser (1989) for further information about learning styles (see Further Reading at end of chapter).

Assumption 2:

that children understand what it means to engage in the learning process

This could be considered in the form of a learning contract between yourself and each pupil where both of you agree to commit to the completion of certain aspects of the shared process. This focuses learning on the motivation to learn which is so critical to involvement and success (see Chapter 7 for further information about motivation to learn). This approach to learning begins to lead the young person into a **deep** learning experience as opposed to a **surface** one, the former being potentially much more productive than the latter in terms of the quality and retention of the elements of the learning episode. Deep learning, where the learner is fully engaged in the contract to learn, does not occur naturally for all learners but must be encouraged by sensitive guidance, from you as the teacher, that takes account of each learner's preferred style of learning and equips them with the capacity to be critical about their own learning. Refer to Entwistle (1988) in the Further Reading section for more information about the deep and surface approach to learning.

Assumption 3:

that children can self-assess the extent of their learning and estimate the possible barriers to better learning

This is compatible with personal profiles and self-assessment, both of which feature within the National Curriculum. So often (too often!) profiles are about end product achievements rather than about the grasp of an essential process which in the current climate of educational change will have a longer-term currency. Refer to Nisbet and Shucksmith (1986) in the Further Reading section for more information about self-awareness in learning, or metacognition.

These concepts and their understanding tend to be underplayed in the subsequent advice to you from within the National Curriculum for PE, which appears still to place too much emphasis on the outcome and

product of learning at the cost of the **process**. The process is not ignored but what is more subtle is that little has been written to help you to interpret this process into effective learning and teaching by giving concrete and practical advice. There is much encouragement to engage in the learning process, but you are then left with little real support. If we wish to retain an appropriate and significant distinction between PE and sport then it is essential that education focuses on process in relation to product while sport can afford to place more emphasis on the end product. PE loses this focus at its peril.

Process of learning within PE

What is the process of learning within PE, and why was the particular model for PE in the National Curriculum chosen?

The SWGPE debated this at some length and decided to propose the process of learning within PE as:

PLANNING: PERFORMING: EVALUATING

Together these form the single AT of the National Curriculum.

The source of the learning process model came from already established knowledge and good practice and can be seen as threefold.

- 1) Activities in PE have as their roots the motor ability, competence and skill of the participant that underpin and make possible effective and successful performance. You should remember from your work on skill acquisition and motor learning that the process which every performer employs within each skilled action is that of preparation and planning, performing, and evaluating – through feedback loops, both internal and external. These words are familiar and well documented in work by Schmidt (1991), Singer (1982), Kelso (1982) and others in the literature on skill acquisition and perceptual motor control. Writers such as Gallahue (1982) and Wickstrom (1977) have applied the model to the learning process in which we all engage as we refine performance skills. So the generalised learning process model is compatible with the specific holistic process employed in the learning of individual skills.
-) Performance in a physical activity engages the performer in a process of decision making as to tactics to be employed or the sequence to be composed (**planning**), that leads to the actual execution

(performance) which is quickly followed by some appraisal or evaluation that acts as feedback for improvement **(evaluation)**.

The process of **planning** is concerned with identify: explore: select: formulate: carry out; that of **Performing** is concerned with establish: adapt: refine: vary: improvise; while that of **Evaluating** is concerned with observe: describe: analyse: compare: judge: evaluate.

During your teaching and the pupils' learning these processes should be systematically worked through within each new task as appropriate.

The two examples above emphasise that the model applies also to the total strategic and tactical process as well as the holistic process involved in skill learning. You could consider these as 'micro' and 'macro' versions of the same logical process.

) The study of dance had for some time been structured around three aspects of dance: performance, choreography, criticism. The educational translation of this to focus on the individual as a learner easily became dancer, choreographer and critic or spectator as dance education sought to prepare the young learner to fulfil all roles. To reduce the particular specialist focus on dance the model then assumed a more generic structure of performer, planner or composer and evaluator or judge or critic, which allowed the model to be applied to all areas of activity within the PE curriculum. There was much debate about the terms used. Great pressure was exerted, especially by the Secretary of State himself, to strip the curriculum report of all jargon. You should appreciate that the terms finally proposed are not ideal, but you are asked to concentrate on the concepts underlying the terminology rather than on the words themselves. This example of the process is related to the adoption of, and the learning about, an external role of choreographer: dancer: critic or team manager: player: spectator.

This three-part learning process can be understood and conceptualised at three levels that could be described as intrinsic performance, process awareness and the adopting of external roles. These levels progress from the subconscious (as is seen in the process of motor control), through the conscious within a performance, to the deliberate (as in adopting specific roles). These co-exist and happen at least in some form at one level or more each time the pupil engages in a learning experience within PE. The fact that the learning process is capable of

being understood at three different levels gives it an integrity that strengthens the uniqueness of the process to PE.

There is no doubt that these concepts are complex and will challenge you in coming to terms with them, but once you understand and appreciate the possible implications of them for pupils' learning, they open up to you the opportunity to question what might be happening within the learning process and at what level. Increased awareness in this way should form a very strong base from which you can make, with more confidence, better informed decisions about each pupil's learning. The most critical aspect of this for you is that being aware of the existence of these processes as you engage in setting up and supporting the pupils' learning should assist you to set appropriate learning tasks and adopt relevant and helpful language as you teach and give feedback (see Chapter 9 for further information about feedback). The following example may help to clarify how this may be achieved. The task is:

Gymnastics: A sequence that allows the performer to cross the vaulting box showing a controlled contrast between held balance and absorption of fast momentum.

If you are concentrating on the control and quality of the **performance** then you use phrases such as:

- how did that feel? (establish);
- can you repeat that exactly? (refine);
- where are you placing your hands and why? (adapt/vary);
- experiment with where your legs are in relation to your point of support? (vary);
- can you give an extra push with your arms about half a second sooner? (adapt), etc.

If you are concentrating on the composition or **planning** of the sequence then you use phrases such as:

- do you think you are approaching the box from the best angle? (explore);
which was best? (select) . . .

See Chapter 5 for further information about communication, particularly language in PE.

TASK 17.5 PHRASES TO ASSIST PUPILS TO PLAN, PERFORM AND EVALUATE

Complete the phrases that might be helpful in *planning* and devise your own for *evaluation*. Focusing on the breakdown of the process as given acts as a check-list to ensure that you are exposing the learner to the complete process.

Try this with other activities and tasks you might be teaching and put these into practice in your lessons.

What is a physically educated person? What should be the hoped for outcome of taking part in PE within the curriculum and extra-curriculum during a pupil's school years?

In relation to what has been discussed above, the physically educated person would be one who would be able to:

- approach the majority of a range of physical tasks with confidence and success;
- have adaptable control over movement under all circumstances;
- be articulate about the learning process;
- describe and work within own personal learning style(s);
- appraise own performance and that of others;
understand and participate in the process of tactical, compositional planning.

This is also discussed in Chapter 2.

The above does not preclude any person who has a disability, as confidence, success and control are still fully relevant in these situations. Where some interpretation and adaptation may need to be made is in those cases where the disabling condition is seen to be a significant handicap. See Chapter 10 for further information about working with pupils with different needs.

The description of a physically educated person given above is not arrived at by referring directly to the PoS in the National Curriculum for PE (i.e. the activities) and describing this person as a 'good' **games** player or an 'effective' **tennis** player or an 'inventive' **gymnast** (for example). However, what is proposed above does result in the description in terms of success in a specific activity also being possible while at the same time the more generic profile gives a very much better evaluation of someone who is well prepared to engage in lifelong **learning** rather than **specific performance**.

TASK 17.6 LEARNING VERSUS PERFORMANCE IN PE

Debate with another student teacher the issue 'Is it more important to focus on learning or on performance within the PE curriculum?'

Enjoy the debate . . . and enjoy your work with pupils as they learn to become physically educated people.

SUMMARY

This chapter has provided you with an overview of developments which led up to and influenced the National Curriculum for PE and factors influencing PE in schools since then. It has provided a great deal of background information to enable you to understand and put the following into context: what you learn on your ITE course; why PE teachers do what they do in schools today; and some of the environmental factors impacting on PE today. We hope that this chapter (together with Chapter 16) has made you aware of the need to be aware of the external environment in which you are working and to try to influence that environment rather than just responding to changes imposed on you.

FURTHER READING

We encourage you to refer to the various documents cited in this chapter so that you understand the background to current practice of PE in schools. This should put into context what you are doing in schools.

Ackerman, P.L., Sternberg, R.J. and Glaser, R. (eds) (1989) *Learning and Individual Differences: Advances in Theory and Research*, New York: W.H. Freeman and Company. Chapter 4 focuses on learning styles

Entwhistle, N. (1988) *Styles of Learning and Teaching: An Integrated Outline of Educational Psychology for Students, Teachers and Lecturers*, London: David Fulton Publishers. Chapter 4 focuses on deep and surface approaches to learning, and Chapter 5 focuses on learning styles.

Murdoch, E.B. (1990) 'Physical Education and Sport: The Interface', in N. Armstrong (ed.) *New Directions in Physical Education, Volume 1*, Champaign, Ill.: Human Kinetics, pp. 63–79.

This provides an overview of how PE and sport are different and how they complement one another.

Nisbet, J. and Shucksmith, J. (1986) *Learning Strategies*, London: Routledge.
Chapter 1 and Chapter 8 focus on self-awareness in learning, or metacognition.

ISBN: 0-415-15301-8, *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience*, © 1997 Susan Capel; individual chapters © their authors, ROUTLEDGE, Page 270.