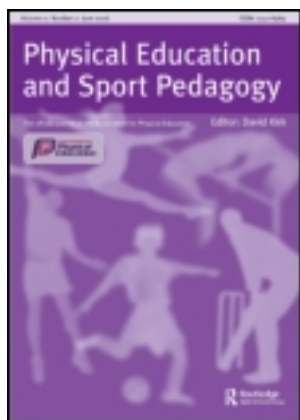




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Teaching under the influence: feeding Games for Understanding into the Sport Education development-refinement cycle

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In this contribution to the special issue on Teaching Games for Understanding (TGfU), we outline how the Sport Education curriculum model constitutes an organisational framework within which a TGfU pedagogy might productively be located and utilised. In addition, we describe our application of the development-refinement process to the progress of Sport Education in an outcomes-based educational environment. This has led to a new relationship between Sport Education and TGfU within what we call the ‘Clinic-Game Day’ (CGD) model. Included are two tables depicting typical Clinic and Game-Day instructional formats. We conclude by foregrounding a number of workplace factors that may affect the adoption of the CGD.

Keywords: *Outcomes-based education; Physical education pedagogy; Sport Education; Teaching Games for Understanding*

Introduction

The ‘development-refinement cycle’ (Siedentop & Tannehill, 2000), is a process in which curricular models are ‘developed, tested, refined and further tested in a variety of school settings’ (p. 146). The authors argue that teachers, who generally lack formal training in curriculum development, are rarely well-served by calls for them to start with the end in mind and then, to work backwards following well-tested principles of curriculum, to build a clear pedagogical direction for their teaching. In recognising that teachers are customarily implementers rather than developers of curriculum, Siedentop and Tannehill go on to ask, rhetorically: ‘Is the best curricular outcome achieved when physical educators start from scratch to build a

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wholly local curriculum? We think not' (p. 145). Essentially, their argument is that curriculum development is always contextualised and that the process is informed by, and continues through, what is typically called 'implementation'. In this sense, development, rightly, is ongoing—responsive to issues arising from trying out ideas in particular settings. Arguably, development is the core business of any teacher committed to the 'plan/teach/reflect' cycle—a standard expectation for the development of quality professional practice.

In many Western educational systems, physical education still sits on the margins of the curriculum, struggling for contemporary educational relevance and, it must be said, respect (Crum, 1983; Locke, 1992; Siedentop & Tannehill, 2000). The dominant, multi-activity model's 'busy/happy/good' assessment focus appears to flourish while accountability for learning outcomes seems comparatively lacking. This focus, together with a foregrounding of *sport* as a privileged subject matter, has raised questions about the merits of contemporary physical education. Recently, Kirk (2004), citing Fairclough, Stratton and Baldwin (2002) questioned whether we really 'need more of a form of physical education that has failed spectacularly over a fifty year period to reach its own goal of facilitating lifelong participation in physical activity' (p. 192). In a recent study of pre-service teachers' conceptions of teaching within Sport Education and Multi-Activity units, Curtner-Smith and Sofo (2004, p. 370) concluded that 'most pre-service teachers did indeed find the Sport Education model more attractive'.

In response to their own concerns about contemporary physical education's Multi-Activity model, Siedentop and Tannehill (2000) outline five instructional formats they call 'main-theme curriculum models'—all of which have emerged from a *development-refinement cycle*. In this contribution to the Special Issue on Teaching Games for Understanding (TGfU), we outline how one of these 'main-theme' models, Sport Education, constitutes an organisational framework within which a TGfU pedagogy might productively be located and utilised. In addition, we describe our application of the development-refinement process in the ongoing development of Sport Education. This has led to a new relationship between Sport Education and TGfU within what we call the 'Clinic-Game Day' (CGD) model. Before discussing the CGD, however, we provide some important 'developments' that have informed the 'refinements' of the cycle.

The Sport Education model (Siedentop, 1982, 1994; Siedentop *et al.*, 1986) was developed in the hope of providing an authentic sporting experience for young people—*within* the time allocated to physical education lessons each school day. Siedentop's aim was to assist the development of *literate, enthusiastic and cooperative* sportspeople. In a number of papers examining Sport Education and its capacity to help students improve their game performance, Hastie (1998, 2000, 2003) noted the complementarity between the model and the TGfU pedagogy. Both appeared highly relevant to a number of contemporary educational developments such as authentic assessment, peer tutoring, outcomes-based education and cooperative learning.

In their Australia-wide survey of nearly 400 primary and secondary teachers who had implemented the Sport Education model, Alexander and Luckman (2001)

reported that teachers commonly expressed concern with two significant aspects of their teaching—both related to the requirement that, under Sport Education, students are to be given opportunities to fulfil coaching roles. The teachers reported, firstly, that the time needed to support students in coaching effectively was burdensome—preparing drill and scrimmage resource sheets and briefing student coaches not only took time, but it also tended to lead to generalised practices, unresponsive to the specific outcomes of the most recent round of matches. In essence, teachers were unable, through student (coach)-mediated instruction, to respond effectively to the tactical and technical needs of students. Sport Education, they reported, was restricting their ability to inject pedagogical expertise, directly and in a timely manner, into the teaching-learning context. This restriction, they suggested, resulted from a perceived obligation, if they were to be ‘true’ to the student-mediated instructional imperatives of Sport Education, to limit their own direct instructional interventions. Generally, teachers reported that the achievement of improved game performance was in double jeopardy—the perceived denial of significant opportunities to inject their own expertise was being compounded by student coaches’ inability to offer any of their own.

The teaching of technique and tactics is demanding enough for expert teachers and coaches. It is unreasonable (even fanciful) to expect student coaches to possess such content knowledge and pedagogical expertise, and then to combine it with a set of managerial and organisational skills to effectively mediate instruction. A second set of concerns with Sport Education involved teachers’ observations that student coaches seemed ill-equipped to perform such duties effectively (Alexander & Luckman, 2001). Teachers reported that student coaches were unable to ascertain the technical and tactical needs of their teams, let alone plan and implement practices capable of remedying shortcomings and further improving team-mates’ game performance. While a recent study (d’Arripe-Longueville *et al.*, 2002) found that highly skilled peer swimming tutors were more effective with novices than those who were only a little more skilled than the tutees, the study was done with 18-year-old students and in the relatively closed learning environment of a swimming pool, and with a focus on stroke correction. In the case of Sport Education, the managerial and organisational demands that would confront a student coach working with a mixed ability team in Sport Education could be considered much more demanding.

According to Alexander and Luckman (2001), when expert pedagogical content knowledge (Shulman, 1986) is largely stripped from an instructional programme, what remains is a rather ‘skeletal’ organisational structure, lacking the ‘musculature’ of a focused teaching-learning pedagogy. Form triumphs over substance. Although the regularly scheduled matches of the Sport Education model may provide some authenticity for the competitive setting—what Kirk and McPhail (2002), citing Lave and Wenger (1991) have called *legitimate peripheral participation*—without a *substantive* pedagogy, Siedentop’s model is in danger of becoming ‘sport’ without the ‘education’. This concern was addressed specifically in a recent paper by Penney, Clarke and Kinchin (2002) who, in questioning Sport Education’s potential to become a ‘connective specialism’, suggested that further development was needed

before teachers might be in a position to promote 'sustained connections' for students' engagement in sport, especially beyond the school gate.

Arguably, the 'TGfU-Sport Education' relationship has remained inadequately explored or discussed, although Curtner-Smith (2004) and Dyson, Griffin and Hastie (2004) have begun to focus increasingly on the theoretical, pedagogical and operational considerations at the heart of such a 'marriage'. In the context of this emerging interest in the Sport Education-TGfU 'hybrid', the Clinic-Game Day (CGD) model presented here represents an important prompt for debate about the merits of closer alignment of Sport Education with the principles and pedagogical practices of TGfU. It is against this backdrop that the 'Clinic-Game Day' (CGD) model has emerged as a means of infusing Sport Education with the pedagogically robust TGfU approach—*robust* in the sense that, comparatively, TGfU's focus on technique and tactics embraces, rather than sidelines, the expertise of a teacher or coach with a repertoire of advanced content and pedagogical content knowledge.

Recently, Light (2004, p. 115) has questioned whether TGfU has made a 'significant impact upon physical education teaching'. In our paper, we suggest that infusing Sport Education with TGfU would allow teachers to benefit from the structural guidance (about *what* is to be taught) and support (for *how* to go about it) inherent in the Clinic-Game Day (CGD) instructional format. The attraction, for teachers, may be found in the quite explicit organisational (Sport Education) and pedagogical (TGfU) structuring within and across practice and competition sessions. The 'Game/Practice/Game' cycle in the lessons presented across seven different sports by Griffin, Mitchell and Oslin (1997), when set within a Sport Education structure, provide such support—especially in the 'teaching-through-questioning' teacher-mediated instructional episodes that precede each of their lessons' recommended Practices.

Tactical awareness and game performance improvements, arguably the twin goals of TGfU (Griffin *et al.*, 1997), can only be won when students are required to *conceptualise* the tactical aspects of their games playing—the point of TGfU being to produce *thinking* players. However a meaningful context for games playing is a necessary condition for all of this. Players must do their thinking in the context of an ongoing commitment to the team and to the competition. When a teacher succeeds in arranging the conditions of learning so that students find meaning through competing in stable team environments (that is, 'persisting groups'—Siedentop, 2002), the foundation for improved game performance has been laid. However, the construction and attainment of improved games playing outcomes on such a foundation cannot be assumed. It must be designed and scaffolded. It is this challenge that the CGD must meet as a next step in Sport Education's development and refinement.

Mediating instruction in a Sport Education–TGfU context

Game performance (Griffin *et al.*, 1997) is a major goal for sporting teams—and so it should be for Sport Education in schools if authenticity is to be a valued feature of the experience. In Sport Education, the technique and skill required for game

performance is to be pursued through direct teaching as well as through the creation of student coaching roles. If a key goal of educating students in sport is to be enhanced game performance, then student coaches need to be conversant enough with a sport to conduct practices that respond to the needs of the team and its individual members. But who should design such practices? Teachers of Sport Education believe, as has already been pointed out (Alexander & Luckman, 2001), that such expertise lies beyond the capabilities of student coaches.

If managerial, organisational and instructional expertise can safely be assumed to lie beyond the capabilities of most students then it is teachers who must select and implement the instructional format. There is an array of teacher- and student-mediated formats available (Siedentop & Tannehill, 2000). 'Active' and 'task' teaching and 'teaching through questions' each fall under the 'teacher-mediated' category, while 'peer tutoring', 'reciprocal teaching', 'small-group/cooperative learning' and 'self-instructional' approaches fall under the 'student-mediated' banner. The CGD format includes both teacher- and student-mediated formats. In this sense, it adheres to Siedentop and Tannehill's advice:

There is no hierarchy of formats; each is appropriate for a given context, the outcomes and objectives of a lesson, what you want learners to achieve, the content to be introduced, the expectations you hold for learner behaviour and growth, and your expertise. (2000, p. 283)

Technique is most efficiently taught by direct (active) teaching (Rink, 1998; Siedentop & Tannehill, 2000). Teachers working within the 'dominant' multi-activity PE programme model (Locke, 1992), still common in many PE programmes, are well-placed to utilise this 'teacher-on-centre-stage' format. It is characterised by a strong focus on tasks, clear goals, close monitoring, activities that are well structured, and the provision of immediate feedback to learners (Rink, 1998). However, under Sport Education, although the aim is to devolve many of the responsibilities for arranging the learning environment to students, teachers often 'default' to direct forms of teaching. For example, they may not have thought carefully about how to provide opportunities for students to support team members whose technical abilities are not well-developed. Similarly, they may not make provision for students who are unsure how to respond effectively to the behaviour of team members who appear not to be trying. Without an understanding of the need to sometimes remain in the background if students are to develop self-management and interpersonal skills, teachers can become frustrated and impatient—stepping back onto 'centre stage' to deal with what they consider to be easily remedied 'problems'. Thus, it is often a challenge for many teachers adopting the Sport Education model, to teach less directly. Debriefing discussions and one-on-one consultations with the aim of challenging students to cooperate and support one another are among the indirect teaching skills needed under such circumstances.

While some teachers may begin to minimise their direct instructional roles once the routines of the Sport Education season are established (e.g., team selection, duty team rosters, game fixtures), others face the dilemma of wanting to continue offering their expertise directly without compromising the 'student-centredness' of Sport

Education. Many teachers may hold a forlorn hope that, by withholding their expertise, their students will confidently take up instructional, managerial and organisational responsibilities. The challenge, then, is to develop teaching strategies for effectively supporting student-mediated instructional activity without compromising their opportunity to accept significant responsibilities in the learning environment. In the next section we outline a means of organising the Sport Education season that allows teachers to teach directly on some occasions without detracting from students' opportunities to fulfil responsible roles at other times within the season. This is the aim of the 'Clinic-Game Day' (CGD) hybridisation of Sport Education and TGfU.

The workings of the Clinic-Game Day (CGD) Sport Education model

The CGD presented here is based on a programme time allocation assumption of at least two lessons of PE each week over the course of a ten-week term. Adaptations will be required for other time allocations. Initially, the teacher establishes the key features of Sport Education. A Sports Board is formed consisting of students who, with the teacher, organise key aspects of the season's competition. Matched, mixed-ability teams are selected and a tournament schedule is decided upon. However, after the first few sessions, once game play has begun, subsequent sessions alternate between the Clinic and the Game-Day. So called 'Clinics' are teacher-mediated, whereas the Game Days are more like typical Sport Education sessions in which duty teams set up and then officiate the fixtured matches. Teacher modelling is a key feature of the Clinic, where teachers assume more direct instructional roles. On Game Day, teachers allow students to administer their own warm-ups, practices and matches but can still choose to intervene at key times (e.g., half-time, game rotation) to inject needed technical or tactical expertise into the session. Such interventions are measured, taking into consideration the effects they may have on other educational aims such as independence, responsibility, cooperative relationships and the authenticity of games.

The clinic

'Clinic' is a term sometimes used by sporting commentators who are witnessing a competition in which one team dominates another. They describe the winning team as having 'put on a clinic'. In this case, the beaten team is assumed to have benefited from witnessing, at close quarters, a superior model of game performance. More generally, a 'clinic' may be seen to be a place of practical instruction or treatment. Under the CGD, the term 'clinic' is chosen because it refers to instructional situations where sporting expertise is offered by a teacher or coach in a direct and often intensive format.

In the Clinic, the teacher works on technique or tactics with the, already established, Sport Education teams. Griffin, Mitchell and Oslin (1997) use 'technique' to refer to the execution of a specific movement and 'skill' as the appropriate execution of a movement in a game situation. 'Tactical awareness', then, is the understanding (from TGfU) or game *sense* required in addition to technique, for a player to

Table 1. Typical CGD clinic

Time	Teacher activity	Student activity
0–5	Take attendance (while students arrive and begin activities), informal discussion, join in play etc.	Get changed. Duty team sets up. Meet in matched, mixed-ability, small-sided Sport Education teams. Collect equipment, begin informal play or practice.
5–10	Monitor initial activity. Possible actions include: liaise with duty team or sports board; assess student performance; offer individual/team feedback; think about next activity.	After set-up, duty team joins in play/practice activities as per other teams.
10–14	<i>Prepare for Game 1</i> Select one or more teams. Set up a re-enactment of a common tactical problem observed during play on the last Game Day.	Remaining teams practise alone or have a friendly game with another team.
14–17	<i>Set today's problem</i> Gather all teams to observe the selected Game Day episode re-enactment. Use 'guided-discovery' questioning to help students identify the tactical or technical problem the episode raises. Direct teams to resume activity and to explore answers to the problem posed in the re-enactment – 'What should be done in this situation?'	Teams watch re-enactment and respond to the teacher's questions about the nature of the tactical problem demonstrated. Move off to their areas to re-enact the game episode and to develop solutions to the problem.
17–25	<i>Game 1</i> Help with technique and tactics or respond to questions about the tactical problem and possible solutions.	Teams re-enact the game-play problem just demonstrated. Play interspersed with discussion about possible solutions.
25–28	<i>Prepare the Practice</i> Select one or two teams to prepare a demonstration of a recommended solution to the tactical or technical problem posed.	Remaining teams continue Game 1 and their exploration of possible solutions.
28–33	<i>Show the Practice</i> Before the demonstration of the practice, ask for possible solutions to problem posed. 'What could we do in this situation?' Use 'guided discovery' questioning to lead students toward a recommended solution. Ask demonstration team(s) to show the recommended solution. <i>Specifically remind student coaches to note all aspects of these practice requirements so they may replicate them on Game-Day prior to matches commencing.</i> Direct teams to move away, pair up and practise this solution.	Teams gather around the Practice demonstration. Respond to teacher's questioning and suggest possible solutions to problem posed. Players watch the demonstration teams model the recommended solution. Move back to their areas and prepare to practise the recommended solution.

(continued)

Table 1. *Continued*

Time	Teacher activity	Student activity
33–39	<i>Practice</i> Help with technique and tactics or respond to questions about the problem and its possible solutions.	Intra- or inter-team cooperation in implementing the practice (e.g., by feeding/retrieving balls).
39–41	<i>Prepare for Game 2</i> Select one or more teams and prepare a demonstration of a modified game that represents an authentic game situation and that exaggerates the problem posed and practised earlier.	Remaining teams continue practice.
41–43	<i>Show Game 2</i> Calls remaining teams over to observe the game and its modifications. Directs teams to move off into Game 2.	Teams gather to watch Game 2 and then move away to prepare.
43–48	<i>Game 2</i> Help with technique and tactics or respond to questions about the problem and its possible solutions.	Teams play the game shown, applying the solution to the problem posed in today's Clinic.
48–50	<i>Closure</i> End proceedings. Monitor duty team's pack up. Prompt coaches – Game Day duties.	Duty team packs away. Students change.

Note: Based on the Game/Practice/Game cycle (Griffin *et al.*, 1997).

be considered 'skilful'. It is this tactical awareness that Griffin *et al.*, building on the early Thorpe, Bunker and Almond's (1986) conceptualisation of TGfU believe, when combined with the skilful execution of a specific movement, determines game performance. However, because, in Australia, the terms 'technique' and 'skill' tend to be used interchangeably, when we work with pre- and in-service teachers we prefer to use the terms 'technique' and 'tactics' as the twin bases of game performance. When the two are combined effectively, we refer to players as 'skilled'.

At the heart of the Clinic is the 'Game/Practice/Game' cycle (Griffin *et al.*, 1997). The first game re-enacts a tactical (or technical) problem observed by the teacher during the last Game Day. The Practice is designed to remedy that problem. The second game is designed to consolidate the lesson to be learned from the Practice by giving students an opportunity to apply the solution in a second game situation. The games are modified to 'represent' and 'exaggerate' (Thorpe *et al.*, 1986) the tactical demands of the sport. Thus, small-sided games (e.g., 3 v 3 or 4 v 4) are designed to highlight technical or tactical demands and, in the second game, to provide very clear opportunities for teams to work on what they have learned in the Practice. It is important to note that the small-sided teams (a feature of Sport Education) are used in the Clinic and remain intact throughout the whole season's alternating Clinics and Game Days.

The teacher can select practices in which teams can work alone or in cooperation with another team. For example, 'setting up to attack' may be the tactical problem to be solved based on the teacher's evaluation of teams' performances on Game Day. In the Clinic, the teacher promotes question-asking among the teams. Essentially, the teacher helps teams to realise that, by seeking answers to the question—'What should we do in this situation?'—enhanced understanding of the game (tactical awareness) is the desired outcome. When teachers guide students toward discovering their tactical options, better game performance is more likely, especially when accompanied by improvements in technique. Alternatively, teachers may draw teams together to introduce or review aspects of technique rather than tactics. According to Griffin *et al.* (1997), it may be preferable if players' motivation to learn a particular technique stems from a natural desire to be a more valuable team member and to cope more effectively with the challenges each game delivers. The Clinic presents the teacher with the opportunity to respond to this motivation, and then see the results in Game Day performances.

Outcomes-based education and the 'Tuesday–Friday' scenario

Our physical education teacher education (PETE) students have described the CGD format as an example of 'teaching under the influence'. By this, they mean that a teacher's assessment of students' game performance on the Game Day (e.g., Friday) constitutes the basis of the instructional plan for the following Clinic (e.g., Tuesday). In this sense, the *outcome* of Friday's lesson becomes the catalyst for planning Tuesday's Clinic. Working within the CGD format, teachers are in a position to make the subtle, but nonetheless significant, shift in perspective that occurs when, instead of treating the Clinics as a weekly series of 'inputs' of expertise (often planned and delivered without reference to game performance) they scrutinise Friday's Game-Day 'outcomes' with the express purpose of identifying a clear focus for next Tuesday's Clinic. In this sense, teachers' direct instructional contributions (in Clinics) come under the influence of students' outcomes (on Game Days)—hence 'teaching under the influence'.

Instructional continuity, under the CGD, may be thought of as a *bridge-building* exercise (see Figure 1) designed to link what could be considered, under an instructionally disjointed dominant, multi-activity pedagogy (Locke, 1992; Siedentop & Tannehill, 2000), to be an unconnected series of technique practices followed by full games. Here, there is no instructional *bridge* provided for crossing from practices to games. The CGD aims to blend teacher- and student-mediated instructional formats into a meaningful whole by *bridging* Friday's outcomes to the following Tuesday and so on, as depicted in Figure 1. Students' Friday performances become the basis upon which Tuesday's Clinic is planned and implemented, *bridging* the two sessions. Re-enacting a selected Game Day scenario in the Clinic is the key strategy underpinning this linkage as it is carefully constructed to 'represent' and 'exaggerate' (Bunke *et al.*, 1986) an important tactical challenge faced by players during Friday's matches. On Tuesday, smaller bridges connect the Game-Practice-Game

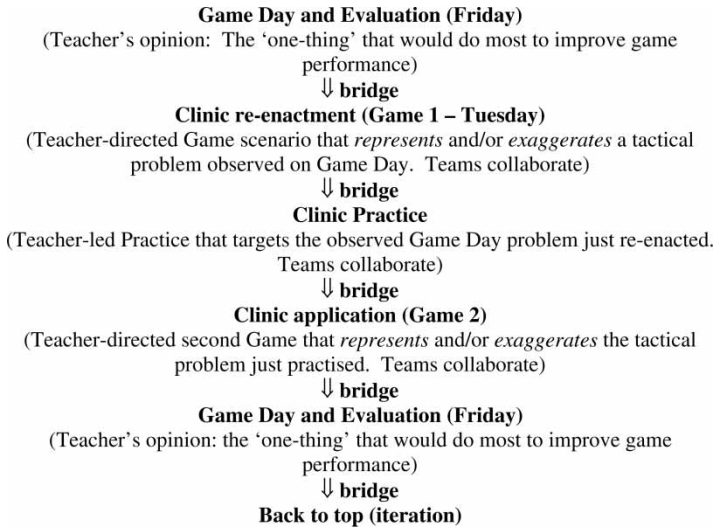


Figure 1. CGD instructional continuity – ‘bridging learning’: the ‘Tuesday–Friday’ scenario

cycle within the Clinic and the lessons learned, bridge to the next Game Day. This last bridge is constructed on the foundation of a teacher-modelled Tuesday practice, which is subsequently imitated by student coaches responsible for Friday’s warm-up/pre-match Practice session. Once matches commence, students’ game performances provide an authentic context for the evaluation of the effectiveness of the Clinic. In this way, the process becomes iterative (as shown at the bottom of Figure 1).

Our student teachers seem attracted to the simple planning dictum inherent in a CGD instructional format. The advice is straightforward. It is simply that, each week at the conclusion of Friday’s fixtures, the teacher asks ‘Logically, what is the *one* thing I could do next Tuesday that would help these kids play better?’ Whether the answer to this question is found in the existing expertise of the teacher, or by consulting teaching-coaching resources based on well-conceived game and tactical frameworks (e.g., Griffin *et al.*, 1997), seems immaterial. The important matter, for physical education is that the subsequent arrangement of learning environments aligns with the noblest intentions of outcomes-focused education and key teaching and learning principles. Building a bridge between Friday’s Game Day outcomes and Tuesday’s Clinic seems to align well with an outcomes rather than an inputs approach to instruction.

Teachers need not always decide the focus of activities in Clinics. Teams may request that particular tactics or techniques be placed on the practice schedule for the day. For example, players with a strong background in a sport may suggest particular tactical or technical solutions to problems they have identified. These can become a focus of the teams’ activities for all or part of the Clinic. Nor must the instructional focus of the CGD always be limited to the psychomotor domain. Whilst the structure of the Clinics and Game Days strongly supports the pursuit of technical and tactical outcomes, any session’s briefing, re-enactment, game and practice arrangements could equally highlight interpersonal or self-management skills.

However, as stated earlier, the chief focus of this paper is on the former—the technical and tactical underpinnings of game performance.

In summary, the Clinic responds to the most common tactical (or technical) problems observed on the preceding Game Day and follows a Game/Practice/Game structure. Content, for the Clinic, is selected only after observing students on Game Day. An important function of the Clinic is for teachers to *model* the kinds of practices that teams and their student coaches can *imitate* on Game Day, a session which typically begins with student-led team warm-ups and practices before the fixtured Sport Education matches commence. Thus, teachers can achieve two aims in the Clinic. Firstly, they can directly and efficiently teach technique or tactics using a Game/Practice/Game cycle (Table 1). Secondly, by designing and organising team-based practices, they can model the precise practice arrangements for student coaches who can now more confidently use them in their own teams' practices on the next Game-Day. Thus, the CGD responds directly to teachers' concerns with the quality of student coaching under Sport Education.

Game Day

The format of the Game Day is that teams begin their warm-ups and practices at the start of the session and, after an agreed period, begin the first of their round of games for the day (see Table 2). While this arrangement is typical of the manner in which many Sport Education sessions are conducted, the CGD format seeks to merge the tactical awareness objectives of the games-centred teaching model (Griffin *et al.*, 1997) with the regular opportunities the Sport Education model provides players to improve their performance in a game context. This day is much like a session in any Sport Education season once the fixtured games are underway. The expectation, under the CGD instructional format, is that student coaches will conduct the practices they have recently witnessed—perhaps only a day or two before in the Clinic. The idea is that the students will feel supported by having a model to imitate and, as an added benefit, are dealing with classmates who are also familiar with the pre-game practice requirements. For example, team coaches could run the Clinic's Practice component as soon as the Duty Team has finished setting up. Conscientious coaches, supported by their teacher, should now be better prepared to conduct these practices, reminding team-mates about the salient points of technique or tactics covered by the teacher in the preceding Clinic.

Building tactical awareness

On Game Day, it is important to continue to build a tactical awareness focus into each game. This can be achieved in several ways. Firstly, each game has a half-time period in which students are encouraged to ask themselves tactical questions about their first half performance—'What should we have done?' 'Did we do the best thing in that situation?' 'Are we taking care of our off-the-ball responsibilities?' Secondly, teams are able to call a 'tactical time-out' (TTO) each half. This strategy to more strongly

Table 2. A typical Game Day Sport Education session (double lesson; 80–100 minutes)

Time	Teacher activity	Student activity
0–5	Take attendance, monitor duty team, informal discussion, work with teams or individuals as required etc.	Change. Duty team sets up.
5–10	Work with teams by request.	Teams begin warm-up activities, practise or play friendly ‘pick-up’ games.
10–15	Prepare and conduct assessments of game performance or further assist teams with their practices. Immediately prior to Game One, remind/brief teams about the focus for today’s play (link focus to Clinic and to last week’s games).	Teams begin <i>Practice</i> or play <i>Game 2</i> from the Clinic Day under student coach’s direction; duty team prepares for umpiring and scoring duties.
15–31	<i>Game One.</i> Teacher free to coach (help with technique or tactics) or to attend to assessment tasks.	<i>Game One.</i> (7 + 2 + 7 = 16 minutes)
15–22	<i>First half.</i> As above.	<i>First half.</i> (7 minutes – including any optional 30 second Tactical Time Outs – TTOs)
22–24	<i>Half time.</i> Respond to team requests for assistance or provide guidance to whole class, teams or individuals as appropriate.	<i>Half time.</i> (2 minutes.) Players rest, discuss/adjust tactics, call for teacher assistance etc.
24–31	<i>Second half.</i> (7 minutes, including any optional TTOs).	<i>Second half.</i> As for first half.
31–35	<i>Break.</i> (4 minutes between games). Activities at discretion of teams.	As for half time. Duty teams record match results and manage the transitions to new matches.
35–55	<i>Game Two.</i> (16 minutes + Break)	As for game one.
55–75	<i>Game Three.</i> (16 minutes + Break)	As for game one.
75–91	<i>Game Four.</i> (16 minutes)	As for game one.
91–95	<i>Closure.</i> Debrief students in relation to selected outcome(s): invite comments on needed improvements to game play. Consider what might be the focus of the forthcoming Clinic.	Debrief.
95–100	<i>Pack up.</i> Administrative duties; liaise with student officials.	Duty team packs away. Students change.

promote tactical thinking is recommended by Launder (2001) in his text—Play Practice—so that students, rather than the just the teacher, may also decide to ‘talk tactics’:

With Play Practice . . . it is possible to allow teams themselves the chance to call a limited number of tactical time-outs—of 30 seconds’ duration only—to discuss what they are doing; to raise questions—for example, about the rules—and to make necessary

adjustments to their play. When carefully handled, these situations can help youngsters better understand the nature of the game and of skilled play. (Lauder, 2001, p. 63)

Thus, TTOs present further opportunities for players to consider and reorganise their tactics. As well, the prominent display of small posters referring to key off-the-ball concepts (Griffith *et al.*, 1997) can promote the use of tactical language among players and constitute another prompt for them to 'think tactically'. For example, during a volleyball CGD season, poster cards attached to net posts that carry key positioning cues such as 'base', 'transition', 'pursuit', 'support' and 'open-up' can help stop the drift from tactically aware play into forms of the game in which only 'on-the-ball' movements receive attention. Even worse is the deterioration of the instructional focus to a bottom line where only the results of points played consume players' thoughts. Through carefully positioned instructional prompts the *understanding* in TGfU is specifically targeted.

Under Game Day arrangements, although sessions are largely student-mediated, teachers are still able to (and should look to) 'build-in' occasions when students are prompted and supported to think tactically as a means of enhancing game performance. For example, at half-time and during Tactical Time Outs (see Table 2), teams can request that their teacher assists them to identify and remedy specific tactical or technical shortcomings. Teachers may respond directly to these requests or simply guide teams toward solving their own tactical problems using what Griffin *et al.* call a 'question-answer/problem-challenge' instructional format. Of course, the need to help individual players with technique may also become evident to teachers as they observe the games. Thus, both the Clinic and the Game Day practices provide opportunities for teachers to support learning. The teacher's role as a 'facilitator of learning', often referred to in the Sport Education literature, now seems more credible.

Conclusion

No curriculum model should 'sideline' the expertise teachers can bring to the instructional setting. The Sport Education model provides a learning context in which many games are scheduled and played. However it leaves open the question of the instructional arrangements that teachers can make, and the input they can provide, to enhance game performance. A key requirement for enhanced game performance is that students are repeatedly presented with opportunities to develop their tactical awareness and technique. The CGD offers teachers the flexibility to move between direct and indirect instructional formats within an organisational structure than requires regular injections of pedagogical expertise. By drawing on a TGfU structure that places tactical awareness teaching within a tactically developmental framework (Griffin *et al.*, 1997), student learning under Sport Education seems set to benefit. Moreover, the infusion of the Sport Education model with a TGfU pedagogy may appeal to teachers committed to improving game performance but preferring a balance of teacher- and student-mediated instructional formats, as occurs within and across Clinic and Game Day sessions.

However, many teachers of physical education, as potential adopters the CGD, will be reluctant to proceed because of a number of factors that cluster under the construct—‘quality of working life’ (QWL—Louis & Smith, 1990; Tinning *et al.*, 2001). Among such factors lie self-efficacy, goal congruence, participation in decision-making, material and temporal resources, respect from significant others, frequent and stimulating professional discussion and tasks that draw directly on the key knowledge and skills of individual teachers. The likelihood of adoption will depend very much on the QWL of particular teachers being at or above some ‘threshold’ level on this constellation of factors. Below such a level, *any* curriculum initiative will be condemned to lie ‘below teachers’ professional radar’. We acknowledge that the mere availability of yet another, supposedly, ‘better way to teach’ ensures little. Workplaces, as in the parable of the sower, must offer ‘fertile’ rather than ‘stony ground’.

Educationally, we are in an era in which there is, increasingly, an explicit focus on outcomes. This is also a time in which physical education is asked to pursue a wider range of outcomes than ever before. In Western Australia, these specifically include interpersonal and self-management skills, knowledge and understanding, values and attitudes and skills for physical activities (Curriculum Council, 1998). Arguably, there is a need to consider what may be achieved in the resource-constrained contexts of contemporary physical education and then to critically ask, ‘of all these possibilities, which outcomes matter most, and to whom?’ Trying to address a wider array of outcomes than seems practicable, given the limited resources available to a learning area often on the margins of the curriculum, can pull teachers toward acquiescence—where they opt for negotiated settlements with students in which instructional demands and levels of cooperative student engagement reach an agreed equilibrium. Important learning outcomes are often the first casualties in the face of such pressures. It is against these workplace ‘realities’ that our proposal that the CGD be added to physical educators’ pedagogical repertoires should be evaluated.

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