

PHYSICAL EDUCATION PEDAGOGICAL MODELS THROUGH A PHYSICAL LITERACY LENS

This article is a follow up to the spring 2024 edition of *Physical Education Matters* where I considered Mosston's teaching styles through a physical literacy lens. As a reminder, I suggested that teachers of physical education (PE) will have many experiences, both as a student and a teacher, and, as such, this will influence the teaching styles and models they might choose to use when teaching. Observing others teaching and learning about different teaching strategies through continuing professional development will also influence the choice of teaching strategies within PE. From my experience of teaching and observing others teach, it is clear that many teachers favour particular styles or models and do not always experiment with alternative strategies. To create rich learning environments, it is important for teachers to consider the needs of their students and what learning outcomes they are focusing on. Chosen strategies should be appropriate to the desired learning outcomes and students' needs.

Increasingly, teachers of PE are focusing on developing physical literacy through their lessons, where a more holistic approach related to how individuals move, connect, think and feel during physical activity (Sport England, 2023) is considered.

Understanding how different teaching styles can impact on physical literacy was considered in the previous article; this article will consider how a selection of teaching models might impact from a physical literacy perspective.

Incorporating various teaching styles from Mosston's spectrum into PE programmes can help students develop not only physical skills but also the knowledge, motivation and confidence required to promote physical literacy. By providing a diverse range of teaching approaches, educators can address the various components of physical literacy, ultimately supporting individuals on their physical literacy journey. The same can be said about teaching models. A teaching model can provide a framework for structuring the PE curriculum and offers a departure from traditional methods. Models are often more focused on holistic development and a more engaging approach to PE, fostering not only physical competence but also cognitive and socio-emotional development in students. I will not go into detail about each model within this article but will let you find out more about them in your own time. The references will link to appropriate material. I will, however, highlight the way in which the models can contribute to the development of physical literacy.





Teaching Games for Understanding (TGfU)

In a typical TGfU lesson, students will begin by being introduced to and playing a version of the game (either modified or full-scale). Students will gain an appreciation of the game and start to understand the tactical awareness related to the game. They will work on understanding and making appropriate decisions before improving their skills to enhance their performance in the game (Bunker and Thorpe, 1982; Stolz and Pill, 2014). TGfU focuses on teaching physical activities through games, where students learn to understand and adapt to different game situations. This approach enhances the opportunity to use their ability to apply movement skills in various contexts, developing physical competence and contributing to a broader physical literacy. TGfU emphasises tactical decision-making in games so students can develop a deeper appreciation of the intellectual aspects of physical activities, which is a key component of physical literacy. TGfU encourages students to analyse game situations and find solutions. This promotes critical thinking and adaptability, skills that are transferable to various physical activities. Using a TGfU approach, games can be adapted to ensure students of all abilities are included and challenged, promoting inclusivity in PE. By making PE enjoyable and engaging through game-based learning, TGfU can enhance students' motivation to participate in physical activities beyond the classroom, contributing to a lifelong commitment to physical activity, a key element of physical literacy.

Cooperative Learning (CL)

In this model, students work together in small groups to achieve a common goal. The teacher acts as a facilitator, providing guidance and support as needed. CL focuses on five elements: Positive Interdependence, Individual Accountability, Face-to-face Interaction, Interpersonal and Small Group Skills, and Group Processing (Casey and Quennerstedt, 2020; Dyson and Casey, 2016). CL inherently promotes inclusivity with groups working together. This helps to ensure that all students are involved in physical activities, developing their physical competence and providing opportunities for them to

support and learn from one another. By working collaboratively, students develop teamwork, leadership and other social skills, which are important components of physical literacy. They learn to communicate, cooperate and build positive relationships with their peers. CL involves problem-solving activities and challenges at a level that is appropriate for the needs of the individuals within the class. Students need to draw from their knowledge and understanding to work towards a common goal. Engaging in such activities helps students to develop critical thinking and decision-making skills, which are transferable to other physical activity situations. When students work together and experience success as a group, it enhances their motivation and enjoyment in physical activities. Positive experiences created by using this model can contribute towards a lifelong commitment to physical activity.

Sport Education (SE)

This model is designed to encourage students to become more competent, literate and enthusiastic sportspeople. SE assigns students various roles within the context of a sport, such as coach, captain or official, so all students are included and work together to organise and take part in a sports league over a season. They teach and coach each other, referee and organise equipment and training with the support of the teacher (Siedentop, Hastie and Van Der Mars, 2004; Casey and MacPhail, 2018). SE often involves students participating in a single sport over an extended period of time, allowing them to develop a deep understanding of that sport. This extended engagement intends to promote a more profound connection to physical activities, which is a fundamental aspect of physical literacy. Taking an active part in the training, organisation and playing of games not only enhances students' physical skills but also helps them to develop empathy and life skills in relation to leadership, teamwork and communication. SE integrates the concept of 'game sense', where students learn to read the game, make tactical decisions and understand the strategic aspects of the sport. This goes beyond the mere physical execution of movements, as reflection opportunities contribute to their overall understanding of physical activities. Students



can experience both competitive and cooperative aspects of sports, fostering a balanced approach to physical activity. SE encourages students to take ownership of their learning and the organisation of sporting events which can develop their confidence and life skills. This promotes self-regulation, motivation and responsibility, which are crucial elements of physical literacy.

Teaching Personal and Social Responsibility (TPSR)

This model aims to help students develop personally and socially responsible behaviours through PE. It emphasises the importance of developing positive relationships including respect, effort and self-direction, helping others, leadership, and social interaction through PE (Harrison, 2010). By emphasising personal and social responsibility, respect, cooperation and leadership – all of which contribute to a well-rounded and socially responsible individual – this approach helps students to develop the decision-making skills that are vital for physical literacy. TPSR encourages students to take ownership of their actions and behaviours. This sense of autonomy is a fundamental aspect of physical literacy as it encourages self-regulation and self-motivation in physical activities.

Health-Based PE (HBPE)

This model encourages students to learn to value and practise appropriate physical activities that enhance health and wellbeing, now and for the rest of their lives, by promoting habitual movers, motivated movers, informed movers and critical movers. Teachers are encouraged to promote physical activity in all lessons, develop knowledgeable movers, create a supportive learning environment and encourage families and communities to promote healthy physical activity habits (Bowler, Sammon and Casey, 2022). HBPE emphasises the importance of overall health and wellbeing. This holistic approach to PE aligns with the broader concept of physical literacy, which encompasses not only physical skills but also stresses the importance of health and wellbeing throughout life. HBPE provides students with knowledge and practical skills related to leading a healthy lifestyle, including physical activity, nutrition and mental health. These components are integral to physical literacy. By educating

students about the long-term benefits of a healthy lifestyle, HBPE aims to instil a lifelong commitment to physical activity and overall wellbeing.

As mentioned in the spring 2024 article, PE is a multi-faceted subject that can support holistic development in relation to promoting healthy active lifestyles, as well as the development of physical, affective, cognitive and social skills in individuals. Teachers have at their disposal a range of strategies and models that can impact in significantly different ways with different children. It is our job, as practitioners, to utilise the most appropriate strategies and models so as to impact most effectively on students' physical literacy development. ■

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