

and Ryan, 1985) and Achievement Goal Theory (AGT) (Nicholls, 1989), and be able to implement teaching strategies consistent with these theories;

- appreciate significant aspects of teaching behaviour that can promote an effective motivational climate;
- understand the role of pupils' voice in promoting and enhancing motivation.

MOTIVATION AND LEARNING

Motivation relates to the *why* of behaviour. It has been defined as an internal process that activates, guides and maintains behaviour over time (Schunk, 2000). In other words, motivation is what 'gets you going, determines where you are trying to go, and keeps you going' (Slavin, 2003, p. 329). Gervis and Capel (2019, p. 143) identified the three elements of motivation as:

1. direction (the activities people start);
2. intensity (the effort people put in);
3. persistence (the activities people continue).

It is crucial for you to understand that pupils need to be motivated to learn and that they have different motives for putting effort into your lessons. An important distinction in this regard is the difference between *intrinsic* and *extrinsic* motivation. Intrinsic motivation comes from within the person and is associated with doing an activity for its own sake, for the pure pleasure and satisfaction derived from participation. Intrinsic motives for participating and putting in effort to learn in your physical education lessons could include excitement, fun, enjoyment and the chance to learn and improve skills (Deci and Ryan, 1985). On the other hand, extrinsic motivation results from external rewards such as praise, recognition, status, approval or acceptance by peers or teachers. Extrinsic motivation involves participating and putting in effort to learn in physical education to, for example, gain a tangible or social reward, or to avoid disapproval.

The *additive principle* suggests that intrinsic motivation can be boosted by extrinsic motivators (Deci and Ryan, 1985). However, contrary to popular belief, this is not always a good idea. In fact, in some situations where a task is being performed because of intrinsic motives, extrinsic rewards (such as school merits) can lower a pupil's intrinsic motivation. In order to explain this phenomenon, Deci and Ryan (1985) stated that rewards can be divided into two types: *controlling* and *informational*. Controlling rewards include praise and tangible rewards (e.g. merits) and are given to influence (control) a person's behaviour. Informational rewards (e.g. teacher feedback) convey information about a person's competence at a particular task. According to Deci and Ryan (1985), rewards perceived by the pupils as controlling decrease intrinsic motivation, whereas rewards viewed as informational increase intrinsic motivation. Task 11.1 asks you to observe a teacher in relation to the use of rewards.

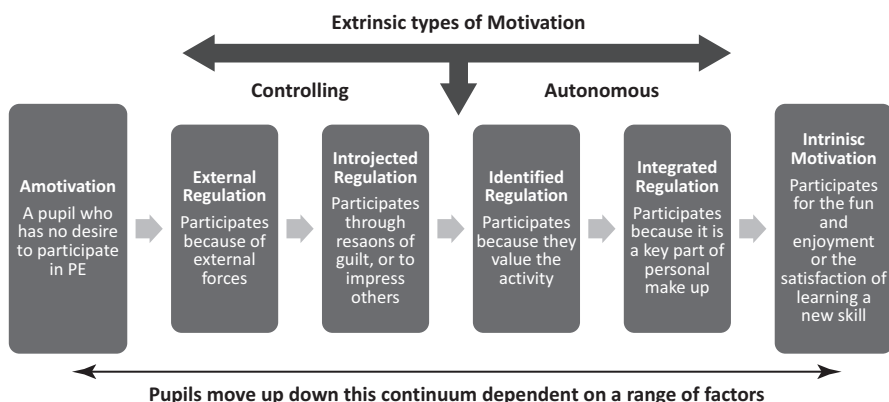
Task 11.1 **Controlling and informational rewards**

With their permission, observe a lesson taught by your mentor and identify *controlling* rewards given to influence an individual's behaviour (e.g. praise and merits) and *informational* rewards (e.g. feedback given to the pupil on competence, improvement or effort). Discuss the data collected with your mentor/tutor and consider how you might influence pupils' intrinsic and/or extrinsic motivation through using these two types of reward. Put these notes in your teaching file/professional development portfolio (PDP) or equivalent for future reference.

Whilst all pupils are required to take part in physical education, some motives for participating and putting in effort to learn are clearly intrinsic (e.g. because physical education lessons are fun) and some are clearly extrinsic (e.g. because I gain rewards); others are less clear. For instance, how would you classify the motive 'because participating in physical education helps me to control my body weight and look good'? It seems more intrinsic than extrinsic but it is not totally intrinsic as the motive involves reasons for participation other than fun, enjoyment or learning. For this reason, Deci and Ryan (1985) proposed that viewing motives as either intrinsic or extrinsic is too simplistic and they developed a continuum of motivation called SDT to explain this.

SELF-DETERMINATION THEORY/THE SELF-DETERMINATION CONTINUUM

The self-determination continuum distinguishes between *amotivation*, *extrinsic* and *intrinsic* motivation as different ways of regulating behaviour. At one end of the continuum, pupils are *amotivated* (neither intrinsically nor extrinsically motivated and thus experience feelings of incompetence and lack of control), whereas at the other end they are intrinsically motivated to learn by the pure enjoyment and pleasure of the activities. In between these two extremes pupils go through differing forms of autonomous (self-directed) and controlling extrinsic motivation (see Figure 11.1). *External regulation* exists when behaviour is completely controlled by external sources such as rewards and constraints. *Introjected regulation* is also considered to be controlling and is evident where pupils participate to please or impress others (e.g. to please their teachers or parents, or to impress their peers) or to avoid feelings of guilt. Although these controlling forms of extrinsic motivation can sometimes regulate or motivate short-term engagement in your physical education lessons, they are unlikely to sustain it over time and can have a negative impact on pupils' motivation for physical activity (Teixeira et al., 2012). However, not all extrinsic motives are controlling; for instance, if pupils participate and put in effort to learn in your lessons because they see the value in the subject or outcome (e.g. the health benefits attached), they are experiencing a more autonomous form of extrinsic motivation, *identified* regulation. Finally, pupils who participate and put in effort to learn because the activity is a key part of their personal make-up (e.g. they consider themselves to be an athlete or sports person) are displaying *integrated regulation*. This SDT continuum can, therefore, be used to describe the quality of motivation a pupil displays within your lessons.



■ **Figure 11.1** Levels of self-determination

Where pupils are on the continuum depends on a whole range of different factors, including the type of activity, their relationship with you (as the teacher) and their peers, previous experiences and their general health and wellbeing. It is essential, therefore, to get to know your pupils. Task 11.2 asks you to encourage pupils to discuss the nature of their motivation.

Task 11.2 **Types of motivation**

With the help of your mentor/tutor, construct a simple description and example of the six 'levels' of motivation in SDT (see Figure 11.1). Hand these out to the pupils and ask them to indicate what they consider to be their primary level of motivation to participate and put in effort to learn in physical education. Discuss the information collected with your mentor/tutor and consider how you might respond to these different levels of motivation in your teaching. Put these notes in your teaching file/PDP or equivalent.

SDT theory is based on the premise that there are three psychological needs that motivate all human behaviour – autonomy, competence and relatedness (these are explained in Table 11.1). Physical education teachers who utilise these three psychological needs are deemed autonomy supportive, as they recognise pupils' preferences and provide meaningful choices (Milton et al., 2018). By supporting these three needs and creating a supportive climate as a teacher, it is possible to move your pupils along the continuum of self-determination towards more self-determined or intrinsic motivation (Reeve, 2009).

Using the basic tenets of SDT can influence your teaching approaches and help to create a more autonomy-supportive (self-directed) motivational climate for your pupils (Van Den Berghe et al., 2012). Research evidence on SDT provides strong support for the use of an autonomy-supportive motivational climate in promoting intrinsic motivation in physical education (Ntoumanis, 2012), as it results in satisfaction of pupils' psychological

■ **Table 11.1** Psychological needs

Autonomy	The need to feel autonomous, that is, to make your own decisions and to be in control of your own behaviour, e.g. exercising because you want to, not because you were told to.
Competence	The need to feel competent and able to accomplish things, e.g. mastering a physical skill or improving your expertise in an activity.
Relatedness	The need to relate to others and feel a sense of belonging, e.g. being part of the lesson, feeling accepted and valued by other pupils and the teacher.

needs, autonomous motivation and well-being (Sun, Li and Shen, 2017). However, despite reported benefits of an autonomy-supportive motivational climate, it is acknowledged that physical education teachers still engage in controlling behaviours that can impede the three psychological needs (see Table 11.1). According to Reeve (2009), some of the reasons for these more controlling teacher behaviours include: a belief that they are more effective; that they demonstrate a higher level of teacher competence; and that without control, you cannot effectively structure a lesson. The suggestion, therefore, is that there needs to be a balance between teacher control and pupil autonomy in your physical education lessons in order to facilitate the most effective learning environment. Now complete Task 11.3.

Task 11.3 **Balance between autonomy-supportive and controlling teacher behaviours**

Arrange for a lesson you teach to be video- and audio-recorded (check requirements for videoing a lesson at your placement school). After the lesson, watch the recording and identify if and how you use autonomy-supportive behaviour (e.g. pupil choices) and controlling behaviour (e.g. teacher commands and rewards). Discuss the data collected with another student teacher and consider how you might increase your use of autonomy-supportive behaviour in your lessons. Put these notes in your teaching file/PDP or equivalent.

Although closely linked to SDT, the origins of motivational climate are associated with AGT (Nicholls, 1989). Therefore, before identifying and explaining different types of motivational climate in physical education, it is important to understand the theoretical background of AGT.

ACHIEVEMENT GOAL THEORY (AGT)

AGT proposes that, in achievement settings such as physical education, a pupil's main concern is to demonstrate ability and to avoid demonstrating incompetence in front of their peers and teachers. However, ability or competence can be perceived in different ways, dependent upon two states of goal involvement, known as *task* and *ego* involvement. When pupils are *task-involved* they focus on personal progress with an emphasis

on effort, mastery of the task and the learning of new skills. In contrast, when pupils are *ego-involved* they focus on demonstrating superior ability compared to others and on outperforming their classmates, with the minimum effort required (Nicholls, 1989). Now complete Task 11.4.

Task 11.4 **Goal involvement**

With the help of your mentor identify two pupils who would seem to be task-involved and two who would seem to be ego-involved. Conduct two short discussion sessions, one with each pair of pupils, and ask them to share with you what makes them work hard in physical education lessons. Enquire if and how they have different or the same views when working in various activities in the physical education curriculum. Discuss with your mentor how you could use this information to foster task-involved attitudes in your pupils in physical education. Put these notes in your teaching file/PDP or equivalent.

Goal orientations are individual differences in pupils' proneness to being task- or ego-involved, resulting from childhood socialisation at home or in learning situations such as school. Nicholls (1989) contended that after the age of about 11 years (i.e. secondary-school age), task and ego goal orientations are *differentiated* as independent constructs so that pupils can be high or low in both, or high in one and low in the other. According to Nicholls (1989), perceived ability has a moderating effect on an individual's behaviours. This effect is dependent on whether individuals adopt task or ego goals. When task goals are adopted, and a pupil is task involved, perceived ability is not relevant, since the criteria for success is self-referenced rather than comparative to others. In such circumstances, behaviours are most likely to be positive and the individual is predicted to persist in the face of difficulty, exert effort, choose challenging tasks and be interested in the activity (Nicholls, 1989). On the other hand, when a pupil adopts ego goals and is ego-involved, perceived ability is of greater importance because the demonstration of ability compared to others is highly significant. In such circumstances, if perceived ability is high, positive motivational behaviours are predicted, as it is likely that high ability will be demonstrated. However, if perceived ability is low then more negative behaviours such as avoiding challenges, lack of effort, reduced persistence and the devaluing of the tasks are predicted (Nicholls, 1989).

In a later development of AGT, Elliott and Church (1997) identified 'approach' (trying hard in an attempt to achieve) and 'avoidance' (not trying in an attempt to avoid failure) behaviours associated with achievement goals in their development of the 'trichotomous' and 'two-by-two' models of goal orientations. The trichotomous model identifies three types of goals: task approach, ego approach and ego avoidance. The two-by-two model divides both the task and ego goals into 'approach' and 'avoidance' behaviours. This means that both task and ego goals can result in approach as well as avoidance behaviours. As already identified, pupils' perceived ability is often the moderating factor for these different behaviours. As the teacher, you can influence a pupil's perceived ability and subsequent use of approach and avoidance behaviours by the type of motivational

climate you create, as identified in the following section. Task 11.5 asks you to gather data on pupils' approach and avoidance behaviours.

Task 11.5 **Approach or avoidance behaviours**

Ask your mentor to watch a lesson you teach and identify approach behaviours in your pupils (trying hard) and avoidance behaviours (not trying). Discuss the data collected with your mentor and use AGT to try to identify why pupils might be adopting such behaviours. Put these notes in your teaching file/PDP or equivalent and try to influence pupils' behaviours in your lessons.

According to Nicholls (1989), a pupil's state of goal involvement in your lessons is the combined result of their achievement goals (goal orientations) and the prevailing situational factors (motivational climate). Individual pupil differences in propensity towards task or ego goal orientations are not to be denied, but research in physical education (e.g. Dorobantu and Biddle, 1997) has shown that the motivational climate created by teachers can be more influential than pupils' goal orientations in determining their motivation.

MOTIVATIONAL CLIMATE

Motivational climate is defined as a situationally dependent, psychological environment directing goals of action (Ames, 1992). When the emphasis in a lesson is placed on learning, self-referenced goals, improvement and effort, a *mastery* (task-involving) climate is promoted. In such a climate, pupils are more likely to adopt positive (or approach) behaviours such as trying hard, selecting challenging tasks and persisting in the face of difficulty (Ames, 1992). In contrast, when the emphasis in a lesson is placed on social comparison and winning competitions, a *performance* (ego-involving) climate is promoted. In this case (particularly when their perceptions of ability are low), pupils often adopt more negative (or avoidance) behaviours, such as a lack of effort and resilience in an attempt to protect themselves from demonstrating low ability (Ames, 1992).

Based on Epstein's (1989) original work, Ames (1992) identified the structures of achievement situations that influence the motivational climate as *task, authority, recognition, grouping, evaluation* and *time* (TARGET) (see Table 11.2 and explanations of the structures below).

Manipulating these TARGET structures to be mastery-focused has been found to be associated with higher task orientation, beliefs that effort and ability are reasons for success, improvement in pupils' intrinsic motivation, a more positive attitude, greater feelings of satisfaction, less boredom, higher perceived ability and a preference for more challenging tasks (e.g. Digelidis et al., 2004; Morgan and Carpenter, 2002), which is likely to result in greater learning. In contrast, a perceived performance climate has been associated with higher levels of ego orientation, the belief that natural ability determines success, a more negative attitude towards the activity, less enjoyment and higher levels of boredom.

 **Table 11.2** TARGET structures

TARGET structure	Mastery climate	Performance climate
Task	Self-referenced goals Differentiated tasks Varied and multi-dimensional tasks	Comparative goals Undifferentiated tasks Uni-dimensional tasks
Authority	Pupils involved in decision making and given leadership roles	Teacher makes all the decisions
Recognition	Individual recognition of improvement and effort	Public recognition of ability and comparative performances
Grouping	Mixed ability and co-operative groups	Ability groups
Evaluation	Self-referenced Individual feedback by teacher based on improvement and effort	Comparative and public
Time	Flexible time for task completion	Inflexible time for task completion

More recently, Morgan (2019) has argued that the TARGET structures can be applied to enhance physical literacy, that is the knowledge and understanding, perceived competence, confidence and motivation to remain physically active throughout the life-course (Whitehead, 2010). For physical education teachers, therefore, understanding and creating a mastery motivational climate is central to improving pupils' learning, motivation and physical literacy. The following section outlines some specific teaching strategies that you can employ for each of the TARGET structures in order to promote a mastery climate in your physical education lessons.

Task structure

The intended learning outcomes (ILOs) of your physical education lessons should be clearly identified (based on prior learning) and shared with the pupils in order to ensure that they fully understand what is expected of them in the lesson and have some ownership over the learning activities (Chapter 6 looks at ILOs in more detail). Additionally, the organisation of tasks designed to help pupils achieve the ILOs is a crucial aspect in engaging the pupils, decreasing the opportunity for social comparison, maintaining pupils' concentration and interest and maximising their effort, personal improvement and learning. Consequently, practices should be designed for individual learning, variety (e.g. a multi-activity design involving a number of different activities taking place at the same time during the lesson), fun and intrinsic appeal. However, differentiation and personal challenge are difficult to achieve in teaching, where significant differences exist in ability, experience, knowledge and understanding; therefore, to ensure that the tasks you set are individually challenging for all pupils, you should encourage and teach pupils how to set their own self-referenced goals and how to monitor their individual progress towards achieving these goals. Using basic goal-setting techniques such as SMART goals (specific, measurable, achievable, relevant and time-bound), based on self-evaluation of performance, would be one way to achieve this in physical education. Now complete Task 11.6.

Task 11.6 **Learning goals and differentiated tasks**

Plan a lesson in which you share the ILOs with the pupils and also encourage them to set their own ILOs. Reflect upon and ask the pupils how this impacted on their learning and motivation within the lesson and record your thoughts and their responses. Discuss the data collected with your mentor and, if it had a positive impact on the pupils, together draw up a plan to develop your use of both the above aspects of teaching. Put these notes in your teaching file/PDP or equivalent.

Authority

The authority structure relates to the balance of decision making between you and your pupils during a lesson. To emphasise a mastery climate, you should encourage pupils to participate in decision making and provide them with an opportunity to take on leadership roles. Research has shown that the degree to which you involve your pupils in decision making is directly related to positive motivational responses such as feelings of self-competence, responsibility, independence and greater levels of determination and engagement in learning (Ames, 1992). This aspect of the TARGET structures is closely related to the ‘autonomy’ need in SDT (Deci and Ryan, 1985), as covered earlier, and to ‘pupils’ voice’, which is addressed later in this chapter.

Several teaching styles from Mosston and Ashworth’s (2002) spectrum allow for shared decision making in your lessons. The spectrum is a continuum of teaching strategies (called ‘styles’ in the spectrum) categorised according to the decisions made by the teacher and pupil before, during and after an activity. At one end of the spectrum is the command style, in which the teacher makes all the decisions across all three phases. At the other end of the spectrum is the learner-initiated style, in which the pupil makes all the decisions and the teacher acts as a facilitator (this style is very rarely used in schools, as rarely are pupils able to select the activity in which they participate). Between these two styles, Mosston and Ashworth (2002) identified a series of other styles, each categorised according to the decisions made by the teacher and pupil. Styles such as reciprocal, inclusion, guided discovery and problem solving are particularly focused on pupil decision making (or authority) within lessons. Research by Morgan, Kingston and Sproule (2005) demonstrated that such styles foster a more mastery-involving motivational climate than the more traditionally used teacher-led styles. Task 11.7 asks you to observe and discuss pupil decision making in a lesson.

Task 11.7 **Pupils’ decision making in a lesson**

Ask your mentor to observe a lesson you teach and identify if and how you encourage pupils to make decisions themselves. Discuss the data collected with your mentor and consider ways in which you could increase opportunities for pupils to make decisions within your lessons. Put these notes in your teaching file/PDP or equivalent and try to increase opportunities for pupils to make decisions in your lessons.

Recognition

The type of recognition and rewards, reasons for and distribution of recognition and rewards have important consequences for pupils' learning, interest, satisfaction and feelings of self-worth. To foster a mastery motivational climate, your recognition and rewards should be focused on individual effort and improvement, rather than comparisons between pupils. This ipsative assessment (assessment against previous performance/achievement) provides equal opportunity for all to be recognised for their accomplishments, not just the high achievers, because everyone can try hard and there is always room for improvement.

Although often given with good intention, when rewards are given publicly and on a differential basis, they invite social comparison and emphasise a performance motivational climate. To foster a mastery motivational climate, therefore, you should try to give individual and (where possible) private recognition to your pupils, so that feelings of satisfaction derive from improving personal standards rather than doing better than others. In physical education settings, providing individual feedback and distributing this equally is a significant challenge, but one that you should persevere with. By providing one-to-one feedback the teacher recognises every pupil's individual needs, which is more likely to enhance pupils' confidence and perceived ability. This type of feedback also helps to develop positive relationships with pupils, which led Morgan (2017) to argue that the R in TARGET should also represent teacher–pupil 'relationships'. Task 11.8 asks you to consider feedback to individuals.

Task 11.8 **Individual recognition of personal progress**

Ask your mentor to observe a lesson you are teaching and record if and how you provide individual feedback to pupils, noting to whom the feedback is given and about what (e.g. learning, behaviour). Discuss your observations with your mentor and together make a list of strategies you could use to provide individual feedback and distribute your recognition equally amongst pupils in a class. Put these notes in your teaching file/PDP or equivalent and try the strategies identified in future lessons.

Grouping

How you group pupils is particularly salient in determining the motivational climate in lessons. When pupils work in groups based on ability, it is easier to make ability comparisons. On the other hand, when you promote mixed-ability and varied grouping arrangements, it is more difficult for the pupils to interpret performance comparatively and, consequently, this is more likely to evoke a mastery motivational climate. However, there are circumstances in physical education where ability groups may be preferable due to the nature of the activity. For example, in sustained running sessions, pupils of lower aerobic capacity would be unable to maintain the same pace as more able runners in a mixed-ability group and therefore would be more likely to perceive this as a comparative situation within a performance motivational climate.

In order to foster a mastery motivational climate an important element to emphasise and promote within your groups is cooperation. Pupils can learn from each other just as effectively as they can learn from you, particularly when there are experienced performers in the groups. This type of learning environment, however, needs to be carefully constructed and facilitated by you, rather than just assuming it will happen by chance. Developing pupil leaders within groups assists this process, as does grouping pupils into units that work well together and complement each other's strengths and limitations. Sport education (Siedentop, 1994) is an example of a physical education-specific pedagogic model that utilises a cooperative grouping strategy effectively. Using the reciprocal teaching style (Mosston and Ashworth, 2002) is another. Now complete Task 11.9.

Task 11.9 **Grouping strategies for effective learning**

Make a list of different ways you could group your pupils in physical education and consider when mixed-ability and ability grouping might be appropriate. Consider ways in which you could encourage pupils to work cooperatively and how this might impact on their learning. In planning three lessons during the forthcoming week, each with a different class, explore different ways of grouping the pupils and reflect on how this affected their learning. Keep these notes in your teaching file/PDP or equivalent.

Evaluation (elsewhere in the book, judgements of this nature are referred to as assessment)

Evaluation is one of the most important features of your lessons and consequently pupils' motivation to learn can be easily undermined by how it occurs. Evaluation that emphasises normative comparisons with peers is identified with a performance motivational climate and evokes a state of ego involvement that can impair pupils' self-worth, intrinsic interest and perceived ability (Nicholls, 1989). The mere availability of social comparison information, however, is not the main concern; rather, it is when this is emphasised that motivation can be undermined (Treasure, 2001). In contrast, when evaluation is based on improvement, progress towards individual goals, participation and effort, everyone has equal opportunity to achieve.

Consistent with the recognition structure, in order to emphasise a mastery motivational climate, evaluation should be communicated individually without comparison to others. Furthermore, effort should be recognised and rewarded, and mistakes regarded as part of the learning process rather than an indication of failure. Effective evaluation strategies for the promotion of a mastery motivational climate include informing your pupils of the criteria against which they are being evaluated and including them in the evaluation of themselves (self-evaluation) through, for example, video analysis or the use of personal diaries. They can also be involved in evaluating others (peer evaluation), for example, within the reciprocal style of Mosston and Ashworth's (2002) spectrum. By becoming more aware of their own and others' strengths and weaknesses, pupils are more likely to understand their achievement/performance and to be able to set themselves targets for improvement. This is called evaluation/assessment *for* learning (Chapter 9 focuses on assessment). Now complete Task 11.10 to consider the use of evaluation/assessment *for* learning.

Task 11.10 **Assessment for learning**

Ask your mentor to observe a lesson you teach and record: (1) how you use evaluation strategies to encourage individual pupil progress and effort; and (2) situations in which you encourage self and peer evaluation. Discuss the data collected by your mentor, particularly in respect of how these strategies promoted pupil learning. Consider with your mentor changes you might make in your teaching as a result of this reflective discussion and try these out in future lessons. Put these notes in your teaching file/PDP or equivalent.

See Chapter 9; Bowler, Bassett and Newton (2021); and Haydn (2016) for more information on assessment.

Time

The pace of instruction and the time allotted for completing tasks significantly influence motivation. Strategies for promoting a mastery motivational climate in your lessons include the use of *extension* tasks for those that finish the task early, and additional time for those who require it, thus allowing all pupils to progress at the rate of learning appropriate for/in line with their potential. However, depending on the maturity and experience of the pupils, allowing them flexibility in time to complete a task also has the potential to result in a loss of focus and for the pace of your lessons to drop to unsatisfactory levels so that learning is not maximised. You should, therefore, closely monitor tasks that allow pupils flexible time to ensure that they remain on task and are progressing at a rate that is optimum for their learning. Time is covered in Chapters 5 and 6; Cliffe (2021a, 2021b); Lawrence (2021). Now complete Task 11.11.

Task 11.11 **Allowing flexible time to learn**

Arrange for a lesson you teach to be video- and audio-recorded (again, check requirements for videoing a lesson at your placement school). After the lesson watch the recording and identify if and how you provided pupils flexible time to learn at their optimum rate. Note if you used an extension task for pupils who had completed a task very quickly and easily. Discuss your teaching with your mentor and take these considerations into account in planning your next lesson with this class. Ask your mentor to observe how effective you are being in this respect. Put your notes in your teaching file/PDP or equivalent.

Consistent with a mastery motivational climate (Ames, 1992) and SDT (Deci and Ryan, 1985), adolescents have a strong desire to be independent from adults, to be autonomous and to have an element of control over their own learning. The final section of this chapter on pupils' voice focuses specifically on this important aspect of developing an effective motivational environment in your physical education lessons.

PUPILS' VOICE IN PHYSICAL EDUCATION

The value of listening to young people in different contexts in society is well documented (Sandford, Armour and Duncombe, 2010). Increasingly, young people are perceived as capable of reflecting accurately on their own experiences (Christensen and James, 2008; Heath et al., 2009) and, as such, they should be considered a key source of information for you, in terms of what engages them in physical education lessons (Alderson, 2008). *Pupils' voice* is about empowering young people to be involved in the process of learning and for teachers to value the contribution they have to make. This is important because it gives pupils responsibility and ownership of their learning and enables them to promote good relationships with peers and adults (Davies, 2013). In addition, it is widely accepted that pupils engaging in discussions about their own and others' performance is a significant learning process for them (Sandford, Armour and Duncombe, 2010), enabling them to develop important skills such as listening to others, working collaboratively and making choices and decisions (Davies, 2013). Furthermore, hearing what pupils have to say develops a shared culture and informs them of what is expected of them in the physical education environment. As a consequence, attendance, participation, behaviour, attitudes, self-esteem and achievement often improve as pupils take ownership of what is happening around them and feel more engaged and valued (Davies, 2013). Therefore, it is considered essential to create opportunities for pupils to be heard in your physical education lessons and for their voices to be respected and valued.

Research in physical education by Xiang et al. (2003) found that pupils liked to have choices, such as an activity choice day, but that physical education teachers rarely allowed this. Further, Prusak et al. (2004) reported differences in self-determination between groups that were given choices in physical education lessons and groups that were not, with the groups that were given choices reporting lower levels of *amotivation* and *external regulation* and higher levels of *intrinsic* motivation. Therefore, increasing pupil choice within the curriculum can have a positive impact on pupils' motivation within your physical education lessons (Fisette, 2013). Considering this relationship, and the fact that levels of physical activity start to decline after adolescence (Department of Health and Social Care (England) et al., 2019), it would seem critical to listen to your pupils regarding their preferred activities and teaching strategies within your lessons (Fisette, 2013; Graham, 1995; Hopple and Graham, 1995). Indeed, pupils' voices and observations accurately reflect their involvement and provide invaluable information towards understanding their overall experiences in your physical education classes (Berstein, Phillips and Silverman, 2011). Now complete Task 11.12.



Task 11.12 **Encouraging pupils' voice**

Write a list of ways in which you might give pupils a *voice* in your lessons. In your teaching explore the use of some of the ways you listed and keep a record of pupil reactions to this opportunity, particularly changes in their engagement in the lesson. Discuss your findings with your mentor/tutor and consider reasons behind the effectiveness or otherwise of the different approaches you used. Continue to try out possibilities and then write a 1,000-word reflection on your experiences and findings. Put this writing in your teaching file/PDP or equivalent as evidence of Masters level work.

O'Sullivan and MacPhail (2010) identified some innovative ways of representing pupils' voices in physical education (including photography, personal biographies, free writing, pupil drawings, scrap books, video diaries, poster sessions and physical activity timelines) and presented a strong argument for including pupils' perspectives in challenging accepted practices and implementing change to shape the curriculum. They argued that listening to and collaborating with your pupils will help you to understand their perspectives and implement changes to transform inequities that threaten participation and learning. Creating this type of collaborative learning environment is more likely to achieve the primary goal for all pupils to be active and, more importantly, to help pupils become motivated enough to want to learn and begin their own pattern of lifelong participation in physical activity (O'Sullivan and MacPhail, 2010). Task 11.13 asks you to engage pupils in the evaluation of your lessons.



Task 11.13 **Inviting pupil feedback on your lessons**

At the end of a lesson you have taught, ask each of your pupils (anonymously) to complete the lesson evaluation pro-forma in Table 11.3 below (and on the companion website: www.routledge.com/cw/capel), to provide you with feedback on their experiences in your physical education lesson. Ask them to place these in a 'feedback box'. Use these evaluations to reflect on your teaching and, where appropriate, the content. Take particular note of consistent messages and also of contrasting messages. Write a 1,500-word piece setting out what you have learnt from this exercise, which might recommend changes in your teaching content and interaction with all or some of the pupils. Put this writing in your teaching file/PDP or equivalent as evidence of Masters level work. Provide feedback to the pupils on 'this is what you said' and 'this is what we did' as a consequence.

 **Table 11.3** Lesson evaluation for Task 11.13

Which aspects of the lesson did you enjoy?

What did you learn from the lesson?

Which aspects of the lesson would you like to change?

How could the lesson be improved?

SUMMARY AND KEY POINTS

This chapter has attempted to:

- demonstrate that you can develop a positive motivational climate in your lessons through fostering pupils' self-determination and implementation of the TARGET structures;
- emphasise the importance of the value of developing a mastery motivational climate in your physical education lessons and of listening to your pupils' voice;
- suggest that the promotion of a mastery motivational climate will assist you in enhancing pupils' motivation for learning.

Finally, it is important to identify that, in addition to implementing the motivational theories and strategies covered in this chapter, your pedagogical and social skills as a teacher are crucial in motivating pupils for learning. Indeed, skills such as caring, nurturing, connecting, engaging, drawing out, stretching and reaching out to pupils, along with positivity and enthusiasm, are key aspects of working with your pupils and in developing their love of being active (Almond and Whitehead, 2012c; Gano-Overway and Guivernau, 2014; Morgan, 2017). Now complete Task 11.14.



Task 11.14 **Observing your teaching behaviours**

Ask a colleague to video- and audio-tape a lesson you teach, specifically focusing on your interactions with the pupils (again, check requirements for videoing a lesson at your placement school). Focus on your pedagogical and social skills as well as your TARGET behaviours in the lesson. Write a 2,000-word piece evaluating your work from a number of perspectives covered in this chapter and create a development plan to strengthen your teaching. Put this writing in your teaching file/PDP or equivalent as evidence of Masters level work.

Check which requirements of your initial teacher education (ITE) you have addressed through this chapter.

FURTHER RESOURCES

Ames, C. (1992) 'Achievement goals, motivational climate and motivational processes', in G.C. Roberts (ed.) *Motivation in Sport and Exercise*, Champaign, IL: Human Kinetics, pp. 161–176.

This chapter argues that teachers need to pay particular attention to the motivational climate they create and that the promotion of a mastery motivational climate will lead to effective learning strategies being adopted by the pupils.

Biddle, S.J.H. (2001) 'Enhancing motivation in physical education', in G.C. Roberts (ed.) *Advances in Motivation in Sport and Exercise*, Champaign, IL: Human Kinetics, pp. 101–128.

This chapter presents results from a set of studies conducted mainly in European school physical education settings, with the aim of discussing the enhancement of motivation in physical education.

Morgan, K. (2011) *Athletics Challenges*, 2nd edition, Abingdon: Routledge.

This physical education teaching resource specifically implements the TARGET structures (Ames, 1992) in athletics. It aims to foster a mastery motivational climate and to encourage all pupils to have a positive learning experience through a climate of inclusion and personal challenge.

Morgan, K. (2017) 'Reconceptualising motivational climate in physical education and sport coaching: An interdisciplinary perspective', *Quest*, 69 (1), 95–112.

This journal article combines the psychological theory of motivational climate with the pedagogical and social aspects of teaching and coaching, providing an interdisciplinary perspective.

O'Sullivan, M. and MacPhail, A. (eds.) (2010) *Young People's Voices in Physical Education and Youth Sport*, Abingdon: Routledge.

This book highlights the importance of young people's voices in understanding how they experience and understand PE, sport and physical activity.

Other books which you may find helpful are those in/related to the *Learning to Teach* Series, which include:

Capel, S., Cliffe, J. and Lawrence, J. (eds.) (2021) *A Practical Guide to Teaching Physical Education in the Secondary School*, Abingdon: Routledge.

This book is a companion to this current text *Learning to Teach Physical Education*. It provides more practical guidance to support student physical education teachers' development.

Capel, S., Leask, M. and Younie, S. (eds.) (2019) *Learning to Teach in the Secondary School: A Companion to School Experience*, 8th edition, Abingdon: Routledge.

This book is designed as a core textbook to support student teachers through their ITE.

Capel, S., Lawrence, J., Leask, M. and Younie, S. (eds.) (2020) *Surviving and Thriving in the Secondary School: The NQT's Essential Companion*, Abingdon: Routledge.

This book is designed to support beginning teachers in the early years of their teaching careers.

Capel, S. and Lawrence, J. (eds.) (2019) *Mentoring Physical Education Teachers in the Secondary School: A Practical Guide*, Abingdon: Routledge.

Although primarily written for mentors, some of the text and tasks would also be useful for student teachers.

The companion website www.routledge.com/cw/capel contains any additional resources and an editable version of any relevant tasks/tables in this chapter.



PLANNING FOR AN INCLUSIVE APPROACH TO LEARNING AND TEACHING

**Philip Vickerman, Barbara
Walsh and Julie Money**

INTRODUCTION

Teachers have a fundamental responsibility to maximise the learning of all pupils. Teachers are, therefore, required to work flexibly and creatively to design environments that are conducive to learning for all. This involves identifying potential barriers to learning, teaching and assessment, whilst using strategies that offer full access and entitlement to physical education. As part of this process you need to develop strategies for working in partnership with pupils, parents, teachers and external agencies to ensure equality of opportunity in physical education. A central aspect of this involves active consultation with pupils themselves, listening to their views, opinions and perceptions of physical education.

This chapter provides you with an overview of issues pertinent to an inclusive agenda whilst offering opportunities to reflect upon your practice and to learn to use strategies to ensure equality of opportunity in physical education. In England, notions of inclusion and diversity have risen up the agenda to such an extent that there are a plethora of policies, legislation and statutory guidance. The National Curriculum (NC) (Department for Education (DfE) 2014g, p. 9) states that in relation to inclusion, teachers should 'set high expectations for every pupil'. Teachers should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an equal obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

This requirement is supported by other statutory and policy directives such as: the Special Educational Needs (SEN) and Disability Rights Act (Department for Education and Skills (DfES), 2001), and the Equality Act 2010 (UK Legislation, 2010). The Children and Families Act 2014 (UK Legislation, 2014) is about reforming services for vulnerable children in order to give every child an equal chance to make the very best of themselves, whatever their start in life. These acts are all intended to tackle entrenched inequalities, with the aim of ensuring all pupils have the same opportunities to flourish.