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Chapter 4

Physical Education and Sport: The Interface

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During the last decade significant changes have taken place in the curriculum of physical education that have called into question yet again the relationship of physical education and sport. It is not proposed to rehearse the debate on sport in schools that has received such intense publicity in the last few years. What is important is to ask what, if anything, will emerge from that debate and what will be the nature and extent of the response to the pertinent reports that have been published (Department of Education and Science/Department of the Environment [DES/DoE], 1986; Greater London/South East Sports Council, 1986; Inner London Education Authority [ILEA], 1988; School Sport Forum, 1988; South-west Council for Sport and Recreation, 1984; Sports Council for Wales/Welsh Council for School Sports, 1980).

The response to the debate within education has been temporarily overshadowed by the impact of the Education Reform Act of 1988 (DES, 1989) and the firm declaration in 1988 of physical education as a foundation subject within the National Curriculum. This must be welcomed by those in both physical education and sport because it secures for each child the entitlement of programmes of study and assessment schedules, at the same time confirming the importance of physical education in the eyes of educators, parents, governors, employers and the children themselves. It provides the basis for a new look at the interface of physical education and sport, a look that focuses on the needs of young people of today and the 1990s. There is opportunity now to put in place a statutorily required curriculum for physical education, and it is right that the interface between physical education and sport for children should exercise the minds of those preparing and approving the proposals.

There would appear to be a range of attitudes to the relationship between physical education and sport. These attitudes reflect the differing perceptions of the relationship between physical education and sport and give rise to questions that address this relationship as one that will offer mutual benefit and, more important, will ensure the best provision for each child.

Arising from these attitudes and perceptions, different models for this relationship will be proposed and discussed. Through this it will be seen that it is difficult to encapsulate the richness and complexity of the interaction between two such clearly established and distinct phenomena as physical education and sport. The issue will be addressed from the standpoint of physical education and 'new directions in the curriculum'. Each model will be examined in turn. They are not mutually exclusive in practice, but it is only by examining them discretely that the full relationship can be appreciated while preserving the distinctiveness of physical education and sport.

Can and should physical education serve the needs of sport as a cultural phenomenon? Should physical education educate for sport? Does sport provide a vehicle for physical education? These questions and others will be raised, and responses will emerge—if not explicitly, then implicitly—as the topic is explored.

The following models are proposed for examination:

- Substitution model
- Versus model
- Reinforcement model
- Sequence model

These arise from the ways in which the interface is perceived.

The first two models, *substitution* and *versus*, have negative connotations and do not hold potential for the development of working relationships. They are nevertheless significant in that they open up crucial and key issues that characterize many of the problems that the interface raises.

The *reinforcement* and *sequence* models, on the other hand, are positive attempts to capture the essence of somewhat uneasy but significant relationships that are seen to exist and considered worth developing. A further model, the *integration* model, will be proposed. It will address and attempt to provide for the many recommendations that are being made about sport in schools and its relationship to physical education within the National Curriculum, the full curriculum and the sporting community of which the school is a part.

The Substitution Model

'Sport and Physical Education are not the same' (School Sport Forum, 1988, p. C3.1). The need to state this firmly and often is felt by many in both physical education and sport. The refutation is made often in discussion with headteachers, teachers, governors, parents and children because many hold the view that physical education and sport are synonymous. When such a view is challenged, the holder is often willing to concede the error in principle but is neither able to analyse why this is possible or desirable nor to articulate the alternative. Much of the responsibility for the original misconception must lie with those who work in physical education and sport. The lack of clear statements of intent from either group gives rise to a real lack of understanding of what is the essence of each. This confusion is often reinforced by the interpretation of personal experience.

A recent broadcast was introduced by the presenter as 'School Sport, or to Give It Its Proper Title, Physical Education'. Such statements reinforce the urgent need for both physical education and sport to extricate themselves from the web of misunderstanding that reduces the influence of both on the lives of children.

The reasons for this 'substitution' can be understood in that traditionally the majority, if not all, of the physical education curriculum activities have been recognized sports; the child's initiation into these conventional sports has been seen by many as the *raison d'être* of physical education. What is overt and accessible to the observer looks very much like sport! The success of physical education programmes has been the success of the school teams. The strong historical tradition set in the public schools is replicated still in the minds of many and is hard to change.

The lack of written, easily available objectives related to curriculum planning, as well as the sports-oriented nature of the programme, has done little to contradict inaccurate assumptions of what physical education is about. The total ambience of physical education can be interpreted as sport, and physical education sessions carry many connotations of sport: The dress of participants, for example, is heavily reinforcing.

The confusion is understandable. Much is now happening that will call into question this substitution model, but the model is still significant in its impact on both physical education and sport. The fact of this confusion in the minds of many can be damaging: The claims that physical education would wish to be seen as an essential educative force in a child's development are often hard to substantiate when the curriculum and its delivery are seen to have many of the main characteristics of sport. The 'nonserious' nature of such an activity cannot be held up alongside the essential skills of numeracy, literacy and a knowledge of scientific concepts. This poses the teacher of physical education with a long, uphill run to reach the starting line—and how often do we use sporting analogies to make our points?

The implications of the substitution model are becoming more significant as the possible effects of the Reform Bill and other government legislation begin to become evident. The government has declared its intention to rationalize the forms of unusual entry to the teaching profession for mature students in the hope that for shortage subjects, at least, the numbers may be increased. The 'licensing' of teachers after a short period of training and experience in schools should give rise to some concern in the physical education profession because it will be possible, and not unlikely, that a mature entrant holding an impressive array of coaching awards may be seen by headteachers and governors as a highly suitable candidate for the teaching of 'sport'. After all, such people may have much higher sporting qualifications than a fully qualified teacher of physical education. The substitution model strongly reinforces this attitude. The possible effect of this on the profession and its supply of teachers is obvious and gives rise to some early concern.

It is necessary that, in their making provision for and in the resourcing of physical education, headteachers and governors are given clear mission statements from physical education and its relationship to sport so that simplistic interpretations

of substitution are removed and that the differences between, and the real values of, both are understood. For the sporting bodies to reinforce the value they place on physical education for the child first and then for the sport would strengthen this understanding.

The Versus Model

There are differences between physical education and sport. The second model emphasizes what these differences are. There has always been a felt need to differentiate between physical education and sport, perhaps in reaction to the perceived substitution model in operation. In making distinctions the tendency is to state extreme, polar views. This strengthens the claims that physical education and sport are not one and the same and that sport cannot be a substitute for physical education.

There has been an uneasy relationship between physical education and sport in that sports clubs have been seen as a threat to physical education by putting pressure on young players to choose whom to represent, by setting what can be seen as dual standards, and by different patterns of behaviour. Sport has increasingly reported its unhappiness at the inadequacy of the physical education curriculum as a basis for sport at representative levels. Each has perceived the other as having different goals. This has reinforced the versus model (School Sport Forum, 1988, p. C3.2). Some of these polarities follow:

PHYSICAL EDUCATION	SPORT
Education	Recreation
Controlled by DES	Controlled by DoE
'New' physical education (led to media debate of 1986)	Sporting competition
Teachers	Coaches
Process	Product
LEARNING	PERFORMANCE
Child-centred development of the self	Sports-centred development of the sport
Participation and quality for all	Excellence for some
Compulsory	Voluntary
Ordinariness	Glamour

More pairs could be added! Reading down these descriptive columns does give 'definitions' of physical education and sport, but extreme interpretations are not helpful to future collaborative development. It is in the grey area between these poles that the real potential for co-operation lies.

The next three models address the collaboration and forms that it might take to ensure that the best of both is used for the benefit of the participants and performers. Talbot (1987) has reminded us that 'the game is not the thing, the child is'. The acceptance in both physical education and sport of such a spirit means there is a need to identify models of co-operation and collaboration based at best on common goals or at least on an acceptance of the merits of both sets of goals as a means to good provision for the children.

The Reinforcement Model

What is the place of sport in education? What is the role of education in sport? How do these coexist in the child's learning? The reciprocal nature of these questions gives rise to the proposal that physical education and sport can each reinforce the other's function.

While training and coaching may be concerned with developing performance, education is concerned with developing people. However, there seems to be no reason why the two should be virtually exclusive; the training process can be educational if it is conducted in such a way that it contributes to the total development of the person. (Lee, 1986, p. 248)

Sport is used as one very suitable vehicle for physical education learning. The aims and objectives of physical education centre round the view that education must be about enhancing the individual in terms not only of knowledge and skill but especially of self-esteem and self-knowledge. Furthermore, each child is entitled to have a balanced range of experiences that ensure that he or she knows how to learn. These experiences are embedded in different contexts; one of these contexts is the area of sport through the involvement in specific sports.

Skilful teaching can ensure that, while the focus is on giving the child the appropriate learning experience, the integrity of the sport itself is not lost. The motivation to participate can be substantially increased by the sporting context. This demands that the teacher has a very clearly worked-out approach to the process of learning; the approach is of paramount importance and will be the basis of decisions. Appropriate selection of the sports will reflect the potential that each individual sport holds for the learning that has to take place.

Participation and performance in sports offers a number of valuable experiences that are central to a rounded education, including the following:

- The experience of competition and co-operation, and learning how to compete
- The concepts of winning and losing, and acceptance of both
- The concepts of failure and success, and acceptance of both
- The experience of preparation and training, and appreciation of their value
- The initiation into a cultural phenomenon, and its significance in our lives
- The preparation for spectatorship and sport analysis

So sport offers opportunity for essential and valuable educational experiences. These will not be revealed, however, to the participant without careful and systematic

tutoring from a teacher. These values have to be brought to the conscious awareness of the pupil before any claim for education in them or through them can be made.

Sport holds potential for cross-curricular links. The expectation of the National Curriculum is that a number of attainment targets should be linked with those in other subject areas. For instance, there can be links with environmental studies through the outdoor sports; links with sciences through nutrition, body and mental preparation and function; links with personal and social education through the personal demands of sport and individual responses and resources. The approach of Technical and Vocational Educational Initiative (TVEI) to 'real-world issues' in relation to sport as culture holds much potential.

There is no difficulty in making a case for sport to have a place in education. As a vehicle for education, and particularly physical education, sport has a strong claim.

Likewise, there is much that education can offer in the pursuit of sport by an individual. Compiling a personal sporting profile can be of real value to a pupil who is wishing to take part in sport. A study of body type and the relationship of this to potential for success in specific sports can mean that many disappointments may be avoided by making correct initial choices. Ability profiles can help the understanding of short- and long-term gains in performance levels. The notion of plateaux of improvement and the changing profiles of abilities at different stages of sport performance can become clearer. The study of diet and physical fitness can enhance one's potential for success and significantly extend the satisfaction gained from participation.

These and many other aspects of education have been well recognized by the National Coaching Foundation in its Level 1, 2 and 3 courses for coaches. The recognition of the need for education within coaching should result in more thoughtful and appropriate coaching of the performer. The performer being able to use this knowledge within his or her own context should increase the potential for success.

More emphasis can be given to encouraging pupils to bring to the physical education context the needs of their personal participation in sport outside school so that education and sport can exist alongside each other and be used to inform each other. The coexistence of education and recreation carries great potential for the furtherance of both by cross-reference, as exemplified by the following quotation:

There are examples of schools that have introduced the Community Sports Leaders Award Scheme (CSLA) into the school programme. This can involve collaboration with Colleges of FE [Further Education] and HE [Higher Education] and gives the pupil direct contact with the professional coach/teacher. (School Curriculum Development Committee [SCDC]/National Curriculum Council [NCC], 1989, Record 20)

The spotting of talented young performers within the education context should be seen as a significant role for physical education. The potential for estimating

long-term possibilities for a pupil in a specific sport is great. Securing the appropriate outlet for such talent is also an important reinforcing role. Collaborative development between school and club in the interests of the pupil should be seen as very important and pursued where possible.

The small number of centres of excellence in Britain makes this task difficult. Because many local clubs do not have the resources to develop the talented young performers, the school is unable to relinquish direct responsibility. This creates a problem for the school—one that must be addressed if talented young people are not to be lost to the system:

Physical education looks after the child.

Sport looks after the game.

Together they look after the sporting future of children.

The reinforcement model raises many key aspects of the interface between physical education and sport. It consolidates a number of important actions that are being taken to make it possible for the benefits of physical education and sport to be mutually reinforcing.

The Sequence Model

'Physical Education should prepare young people for Sport.' The implication here is that physical education comes before sport in the sequence. It would be difficult to refute this in principle. What needs to be presented is a definite strategy for achieving this that is acceptable both to physical education and to sporting providers and consumers. This calls for a joint approach.

The sequence model focuses on the out-of- and postschool aspects of sporting involvement of young participants and performers. The target group for the Sports Council is ages 13 through 24, in the years of transition from school to the community outside school in the form of the other activity-providing agencies. It would be true to say that up until a few years ago, within physical education departments the approach to the problem of young people pursuing sport out-of- and postschool could be described as simplistic. The main way to implement the often occurring objective 'to prepare young people for participation in leisure' was to offer a range of experience of different activities in the hope that each young person would find something with which to identify.

It is safe to say that this was a false notion; many would now agree that it was. We know that participation by young people is closely related to success and satisfaction (White & Coakley, 1986; Williams, 1988). The following main reasons given by young people for feeling successful are related to motives and goals (Ewing, 1981; Whitehead, 1987):

- To show ability, often by being better than others
- To master an activity for its own sake
- To please others
- To feel a sense of adventure

- To do something not done before which one thought one couldn't do
- To achieve as a member of a team

Having fun is a constant must in teenagers' goals. Sadly the wide 'dip-and-taste' curriculum strategy that was adopted in many schools missed the mark in all these respects and could not hope to achieve its objectives of continuing participation.

There is a significant issue embedded in the first two of these listed reasons, seeking achievement and mastery. How can this be made available to young people—what does it mean—and are we anywhere near making it possible? These questions will be addressed in the section on the interaction model, but at this point it is important to stress that achievement and mastery do not appear after a short few weeks of exposure to a new activity. Too little is known about just how long it does take to reach a point of achievement in each sport and also how each sport will have a different time demand because of its intrinsic form and structure. There is much need for systematic research in this area.

We are beginning to address more fully the issue of preparing pupils for leisure and active lifestyles. It is assumed that participation and performance in sport is included in leisure and in fact plays a very large part in it.

A third dimension to participation and performance, which in Sports Council terms implies both activity and full involvement, is officiating in sport. This is an aspect that is underemphasized particularly in physical education, which understandably wishes to preserve its *raison d'être*, the *active* young person. Perhaps it is time to rethink the nature of the physical education programme for the later years in school and to consider the role of physical education in the preparation for an active lifestyle.

The Active Lifestyles project based in Coventry has developed in a very exciting way a new look at the preparation of young people for this active life. It has completely reset the programme for the upper years in school orientating it firmly to entry to the world of leisure and sport, addressing the skills and knowledge required not only to participate but, more important, how to gain entry to this world. The latter is seen as the greater stumbling block for many young people. It is encouraging that this project is continuing beyond its critical time scale and is giving us important information in terms of planning and feedback (Coventry Education Authority/Sports Council, 1985; Laventure, 1985).

A valuable Sportslink scheme has been set up, through Warren Wood Secondary School in Kent and involving the sports development officer, with a group of schools. Each school contracted into the scheme, which made available for each pupil the total experience of finding, setting up and taking part in the sporting provision of the local community (SCDC/NCC, 1989, Record 34).

Physical education as a profession has not yet universally taken on board the challenge of preparing its pupils for vocation within the areas of sport and leisure. Opportunities are available in the schools in the TVEI initiatives. Sport-related economic activity employs a significant proportion of our workforce in this country

(almost 7%). The schools, and physical education departments in particular, have not yet fully investigated what this might mean in relation to preparation for employment. Much is to be learned from the further education sector in this regard. They focus on

- prevocational,
- vocational, and
- academic

as a basis for their courses having a specific focus. This structure offers a range of possibilities. The development of examinations in physical education, sports studies and dance is moving swiftly; these examinations will form a very firm base for young people to move into vocational outlets. The recognition of the examinations and their relevance both need to be constantly addressed by examination boards and the physical education profession so that they serve our young people as a basis for future academic and vocational progression.

Careers in sport are becoming available. Young people are interested. Schools must help, and new developments in the curriculum give a very good opportunity for this. The ILEA (1988) report *My Favourite Subject* has a specific recommendation calling for careers services to review the opportunities for employment in sport and leisure and provide advice for pupils.

An Integration Model

The four models thus far proposed and examined have reflected the existing varieties of approach and thinking about the interface between physical education and sport and have attempted to give some order to the complexity. None of these models individually, nor even an amalgamation of them, however, can provide the complete framework for the nature of relationship between physical education and sport for the 1990s. Some radical changes in practice in both physical education and sport are needed to meet the challenge of providing for the needs of each child. The integration model may be the mode in which those needs may be met.

There is enormous pressure on all providers of sport for young people to stand back and rethink their policies and practice. The main call is encapsulated in the title of the report from the School Sport Forum: *Sport and Young People: Partnership in Action*. The recommendations of this report address all who are involved in any way with sport for young people. The model that is implicit in these recommendations is an integration model. The main integrating force is the recognition that the child and the child's needs are the starting place. To implement this critically may require a change of attitude from all concerned.

The call is for coordination, co-operation and liaison, which inevitably will have a local and regional focus rather than a national one. It is only at the local level that the potential for a realistic and appropriate strategy can be found because

no one pattern will be appropriate for all regions. It is acknowledged that because of the significance of school in the lives of children, what happens in schools is the key to the success of any integrated development. The integration model proposed will focus largely on the pattern of provision in schools and suggest how the relevant partnerships can be the basis of realistic objectives for the programme both in and out of school.

With the upheaval going on in the school curriculum as a result of 1988's Education Reform Act and National Curriculum changes there is great opportunity for changes in attitude and practice within physical education. This should make possible changes in attitudes and practice towards sport that will make partnership possible. If the opportunity is not fully taken now, a real chance for change and development will be lost.

The integration model is based on the following assumptions:

- We are addressing the age range of 'before 5 through 18 and after' in continuity.
- Young people are currently underachieving in both physical education and sport.
- No one agency can completely address the issues and offer independently any satisfactory solution.
- Physical education and sport should be integrated throughout the period of provision for the child from pre- to postschool and both in and out of school in the most appropriate way.
- The progress of a child through his or her education in the area of physical activity and sport must be developmentally smooth, and the responsibility for ensuring this should rest primarily with those in education. This does not mean, however, that only those in education can provide what the child needs.

Helping Primary Students Achieve in Sport

In the early pre-5 years, encompassing the transition into school, activity is high in a child's daily experience. This activity has a base in play and playfulness and will provide the child with satisfaction, a sense of achievement and fun. One has only to watch young children to acknowledge this. This must be preserved in the developing years, when the child becomes more and more competent and responds to increasingly difficult and sophisticated challenges both within and outside school.

The child will not develop from this early experience at an appropriate pace, however, if some structural support for learning is not available and sensitively used. Gradually each child is helped to master increasingly complex physical challenges in relation to his or her own level of competence. This requires very skilled observation and response by those working with him or her. It should be that by the middle years in the primary sector, each child is showing a sophisticated mastery of the fundamental patterns of movement and a sense of self-confidence

born of that mastery. Both are essential as a basis for more specific learning and as an affirmation of each child's sense of worth. Each child by about 8 or 9 should be able to make consistently successful responses to novel tasks in unpredictable situations. The quality of these responses is also significant.

This may sound far removed from sporting achievement, and so it is in the formal sense. It is, however, the only foundation for sporting quality and excellence in later years. Without this base having been fully secured, the later developments are at risk. The child's sense of achievement is vital to future participation. Through this achievement comes satisfaction, which is the deep and lasting basis of enjoyment.

At present, this level of achievement is not realized in our primary schools. Appropriate experience is not being provided, and children are reaching later primary years sadly lacking in the mastery of their own bodies in movement that is their entitlement. We must acknowledge and accept this in education, and we must convince all those concerned that a real change must take place in this area. This has much wider implications than that of future sporting achievement because much is denied children through this inadequacy, and it is here that the seeds of both future participation and performance are sown. Equally, the attitudes that lead to dropping out are often set at this stage. Resources need to be made available in the shape of differently qualified teachers before this can improve.

If a strong foundation is secure, children in later primary and early secondary years can enter the more formal phases of participation in the activities of physical education and sport, moving from simple to complex versions. It is here that the integration of the work of the governing bodies of sport and of the National School Sports Association with education is essential. The development of mini sport forms is particularly significant and is proving very successful in making sport more accessible to children. Teachers and coaches can and should plan together to provide a rich and varied programme that addresses each child's needs in response to the challenge of a range of sports. Developing understanding of the complexities of competing and how to compete, and all the moral and ethical issues that this entails, would benefit from joint planning. It is important at this stage that common messages from sport and physical education are reaching the child through experts in both groups. While it is not possible and certainly inadvisable to attempt to place any age band on the development of a child's level of competence, there must be, for the sake of the administrative demands of schools, a series of points of change of emphasis that match as near as possible the developmental processes in children's learning. The advice of educators is paramount in this.

Continuing to Facilitate Achievement Through the Secondary Years

By the end of the first 2 years of secondary schooling, each child should be equipped to begin to select those sports that most suit personal needs and attributes

and begin to take aboard the challenge of some in-depth experience in a few sports or even in only one. To effect this within a school timetable programme will pose problems, so the intention may not be fully achieved for all, yet the harnessing of as many resources as possible both inside and outside the school can go a long way to ensure that the programme for each child is as near the ideal as possible. A blend of school and club experiences that has a planned, combined focus—a programme negotiated by pupil, club and teacher—will avoid confusion and fragmentation of experience for the pupil. Each agency can take some responsibility for integrating the total experience for each pupil as far as possible. This describes an ideal situation—that is accepted, but it is the implication of following through an integrated model that focuses on the child and his needs. It is recognized that clubs do not at present have the resources or facilities to provide this support in full, but the raising of awareness may increase what is available.

If by the end of the 4th year of secondary schooling the pupil has had some in-depth experience of a few sports, then the nature and the level of the work done should be such that the pupil has a sense of self-satisfying achievement and has passed the early plateaux of lack of knowledge and skill that are the points at which many abandon the sport.

By this time early sporting talent should have been recognized, and those who have potential should have been integrated into a developed system appropriate to their potential. All pupils should have been able to extend their capacities as far as they wish and to recognize this. It is essential in the case of the gifted performer that the school makes an early recognition and has the contacts to promote this individual, supporting as and if necessary and being advised by the other agencies involved in a collaborative programme.

In the later years of secondary school, the pupils are in a position to consider courses that will offer them knowledge, understanding and experience that have both vocational and leisure orientations. For some this may mean examinations; for others it may mean the further developing of active lifestyles; for others it may mean in-depth development of known or new sports; and for others it may mean a focus on officiating. An imaginative programme is needed at this stage, where the school, the leisure and sporting industries, and the further and higher education institutions are collaborating to excite and encourage teachers and their pupils to prepare for leisure or vocation by considering the relevant issues. Such programmes can largely be designed by the pupils themselves, with teachers, coaches and others acting as consultants. The programmes thus negotiated may not focus on practical involvement for all pupils. If the 5 through 16 curriculum as outlined (Table 4.1) is in place, this should be a right and natural development for those whose talents will by now require specific outlets.

Making the Integration Model Work

The essence of this curriculum structure is its continuity. No one part of it can happen fully without all the others being in place. It all hinges on the early experience of children. If this is not right, the total programme is a catching-up exercise, and sometimes that is not ever achieved. The only guarantee for a young

Table 4.1 Model of the 5 Through 18 Curriculum in the Integration Model

Goal	Curricular provision	Age
Movement, play	Variety	Pre-5
Movement education	Width and variety of experience Deepening of skill	↓
Physical education	Conventional forms of activity Selection from range	
Education for leisure/vocation	Specialism	
Vocation/leisure		
		18 and beyond

Note. From School Curriculum Development Committee/National Curriculum Council (1988); School Sport Forum (1988)

person having a high achievement profile in secondary school is the early programme being in place. The reason for so many young people dropping out may be that they are delayed in their physical competence relative to their cognitive and emotional development, and this can cause tension and a sense of inadequacy not conducive to voluntary involvement. Any attempt to integrate physical education and sport must stem from a continuous process; anything less will mean that the focus will be on catching up, compensation and gross underachievement.

The following are the changes that need to take place to allow the integration model to work:

- *A new attitude within education accepts the input from the world of sport with a relinquishing of any feeling of threat*
- *A reappraisal of the content of physical education results in moving away from activity-based programmes of study to programmes that focus on different aspects of the child's learning process.*

This is under way in the National Curriculum. The potential of the National Curriculum programmes of study and attainment targets can open up possibilities for this integration model to be realized. All opportunities should be explored. Physical education and sport together can find within the personal and social education learning approaches an ideal base for many of the objectives each holds as important. The intentions and form of TVEI is highly compatible with the intentions of the integration model proposed. It is possible that in the future curriculum the time needed for physical education, so hotly debated, will not be found on all timetables as 'physical education' but may be there in a cross-curricular context. What must be preserved is the experience for each child.

- *The preparation of teachers both in primary and secondary sectors will need to develop and change.*

Those in the primary sector will require more and different experience. Those in the secondary sector ideally should have a range of skills, such as teacher/

primary consultant, teacher/coach, teacher/fitness consultant, or teacher/leisure adviser. This dual focus for teachers will make it possible for real integration to take place with the other agencies.

- *A joint in-service provision is called for so that teachers, coaches and leaders can work from a common base in relation to meeting children's needs.*

Teachers are calling for more governing body awards, while coaches are increasing, through the National Coaching Foundation (NCF), their awareness of the educational aspects of coaching.

- *A full understanding by parents, heads, governing bodies and children of the value of integrated planning is achieved, such that appropriate and sensitive support is forthcoming from all parties.*

If those in physical education and sport can make integration work, it may put pressure on those policy makers, administrators and providers to consider the resource problem as an integrated provision. Local authorities and even government departments should acknowledge that some cross-boundary discussion and action must happen between separate providing or managing groups, resources then being appropriately provided to support the developments.

There is only one way for the integration model to succeed, and that is for local and regional groups to meet and talk together. There is a significant role to be played here by the regional sports councils, who can stimulate 'Partnership in Action' through their membership. Greater liaison with education is needed, however, before this will have full impact.

The British Council of Physical Education and the Sports Council work closely through the Physical Education Advisory Group to come more closely together in terms of both policy and provision. As yet one of the major stumbling blocks to real integration is the fact of the separate departmental control of education (through DES) and sport (through DoE). At a local level this has real implications for the effecting of any joint policies and practices.

The most successful developments depend on and stem from small groups of committed innovators who can imaginatively overcome the apparent constraints that make integration look difficult. It is to these people, and there are many of them, that we owe acknowledgement for all the good practice that is in existence and through which we can be sure that many young people are having a satisfying experience within their sports both in and out of school.

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