

Physical Education & Aquatic Activities (BMPE4005)

Applying theory in practice

In small groups, you need to discuss and problem solve the scenarios below and prepare to present back (apprx. 3mins) to the rest of the group.

Scenario 1

John works at Henry High School; he completed his PgCE and has been a qualified PE teacher for two years. Having left his previous school, he started teaching at Henry High eight weeks ago. It's the middle of the autumn term, and John has to teach rugby outside to a Year 9 boys' group. Recently, the weather has taken a turn for the worse and it has become much wetter, colder and blustier than it was earlier in the term. There isn't an option for John to teach inside due to a lack of available facilities. Given the size and characteristics of the group, John would usually 'team-teach' with another member of staff. The pupils are of mixed ability and have varied experience within rugby. They can be quite unruly at times and have been known to become disruptive if they become disinterested or disengaged. There are a handful of boys who play on the school team and know more about the sport than the other pupils. These players are technically more competent but get distracted and bored easily if they are not kept busy and thus, under control. This can be frustrating for John as he believes they have lots of potential.

This week, John's teaching partner has been taken ill and cannot teach with him, his other colleagues are tied up teaching their own lessons. He has to deliver the session by himself. He's concerned about the group's discipline and worried that he may not be able to maintain control of the session. It's a one-hour lesson and fifteen minutes of that is taken up by the boys getting changed and walking over to the pitch.

Scenario 2

Jane is a newly qualified PE teacher; she believes that pupils should be kept busy and under control and that the best lessons are those which are clearly structured, so pupils are kept safe and the sessions look organised. This was something instilled in her by her experienced mentor, Sandra - the Head of Department at her PgCE placement school. Sandra had been teaching for 30 years, was much respected within her department and by other teachers in the district. Jane looked up to Sandra and aspired to be like her.

In game-based activities Jane would plan lessons with specific progressive activities where she would manage the learning of pupils with fairly tight control, moving all pupils on to the next progression at the same time, just as Sandra did. Pupils were generally on task and doing what she wanted them to do, when she wanted them to do it.

Within the school she worked, peer evaluation was used by staff as an opportunity for teacher feedback and a way of identifying good practice or areas that could be developed within the department. It was Jane's first experience of this in her new job. She was nervous, but confident, that she would receive a good review given the excellent mentoring she got during her PgCE. Contrary to this, the feedback she got wasn't what she expected. Rhodri (her reviewer - another PE teacher at the school) criticised Jane because he believed the pupils were rarely challenged or engaged in any independent learning that required them to make decisions or choices. According to Rhodri, she was "teaching safely", but not providing appropriate levels of challenge to really motivate or "stretch them". He felt that the pupils weren't excited or stimulated. They were able to perform basic techniques, which Jane taught well, but due to the ease of the tasks they actually looked bored. When asked about this, Jane defended her approach by stating that she didn't want to over challenge them because she believed firmly that having lots of success was a key factor in learning and development.

How to get started

- Use bullet points to highlight the key aspects of the scenario
- Explain what you find interesting / important
- Explore the impacts and complications you might face if you were the educator going through this experience
- From what you know so far (in this and other modules), what theories can you 'see' in the scenarios?
- Think of (research-informed) solutions to tackle some of the issues in the scenarios.

Some guidance notes for the task

- Provide practical examples of the teaching styles – how would you improve the situation?
- Use your devices to help supplement your research. You can read Purdy's (2018) section on Coaching Methods available on Moodle (it is a very short read!)
- Be critical regarding the teaching styles provided in the scenarios – think about what you would observe in practice and how you would feel as the learner experiencing this teaching experience.

Other aspects to consider in your discussions

- What learning theories can be seen in the scenarios? Which principles are evident?
- Describe the teaching styles used.
 - What are the key features?
 - How will this look in practice?
 - Explain why you have chosen this teaching style?
- How will you implement the teaching style?
 - What will be the impact on the learners?
 - What factors do you need to consider?

Present your scenario and findings back to the group

- Explain what you found interesting / important in the scenario
- What did you consider in your discussions?
- Be critical about the design and implementation of the coaching/teaching styles
- Draw upon your personal experiences of the different coaching/teaching styles
- Provide practical examples

Resources you can use to inform your discussions:

- The sessions you delivered last week
- **Overview of Mosston & Ashworth (2008) Spectrum of Teaching Styles:**

REPRODUCTION	DEFINITION
Command	Learner reproduce a precision performance that follows the directions established by the teacher.
Practice	Individual practice of a memory/reproduction task while receiving private feedback from the teacher.
Reciprocal	Learners work in partnership. One performs the task, while the other offers feedback, using a criteria sheet designed by the teacher.
Self-Check	Learners work independently, and check their own performances against the criteria prepared by the teacher.
Inclusion	Tasks are designed with varying levels of skill difficulty so that learners can survey the options and select an entry level of difficulty.

PRODUCTION	DEFINITION
Guided Discovery	Teacher questions the learner to discover a predetermined content that was not previously known.
Convergent Discovery	Learner discovers a single predetermined response to a new and unfamiliar stimulus.
Divergent Discovery	Each learner discovers new multiple responses that previously were not known.
Learner-Designed Individual Program	The learner initiates a request to pursue the complexities inherent in making all decisions, defining learning objectives.
Learner initiated	The learner determines the teacher's degree of involvement, as is the learner who initiates the decision about the learning objectives.
Self-Teaching	This style is governed by the individual's decision-making expectations and desires to construct own learning experience.

- Purdy (2018) *Sports Coaching: the basics* > Chapter about Coaching Methods on Moodle.
- Other sources researched independently