

Assessing attitudes: Sport Education Questionnaire

All target pupils completed a questionnaire at the end of the academic year. This questionnaire included 10 statements relating to pupils' Sport Education experiences, for example: 'The Sport Education points system helps me to achieve a '1' (see above) in the 10 weekly assessments'. Responses were made on a Likert Scale from 1 (strongly agree) to 5 (strongly disagree). Data elicited from the questionnaires was used to inform the group interviews.

Assessing attitudes: Group interviews

I used semi-structured group interviews to gain a greater insight into the issues addressed in the questionnaires and to examine issues that were not included in the questionnaire. The interviews were held at the end of the academic year. On average there were 5 pupils in each group. Each group included both target (underachieving) pupils and non-target pupils (however, only the comments of the target pupils are reported in the following section), and a mixture of boys and girls. I used both open and closed questions during the interviews.

Conclusions

- Sport Education highlights the importance of a more flexible approach in meeting the needs of pupils. There is a teaching style for every learning style and despite varying degrees of motivation and academic ability, there is always a path to achievement if you are flexible enough. Pupils managed their own warm-up, equipment, drills, games, recording and assessment, allowing the teacher to facilitate the process as opposed to lead it. Due to no longer having to manage groups, teachers could become more flexible in their teaching styles, allowing pupils more responsibility over their own learning and assessment.
- Sport Education is conducive to a more democratic teaching style and developing a relationship with students. It helps to pre-empt the negatives and change the situation to meet the motivational needs of the pupils. Creating a positive working climate allows pupils to reach a positive outcome, as opposed to waiting for poor behaviour and providing punishing consequences.
- I have adopted the model for each year group that I teach and have found it to be even more successful with younger groups when taught from Y7.
- Teaching in this way has provided greater consistency for pupils when I cannot be there to

teach them. The independent ability of the groups that I teach promotes the model to my colleagues as they observe Y7 pupils demonstrating GCSE theory knowledge.

Suggestions for further reading:

Alexander, K. and Luckman, J. (2001) 'Australian teachers' perceptions and uses of the sport education curriculum model', *European Physical Education Review*, 7 (3): 243-267.

Alexander, K., Taggart, A. and Medland, A. (1993) 'Sport education in physical education: try before you buy', *ACHPER Healthy Lifestyles Journal*, 142: 16-23.

Clarke, G. and Quill, M. (2003) 'Researching sport education in action: a case study', *European Physical Education Review*, 9 (3): 253-266.

Hastie, P.A. (1996) 'Pupil role involvement during a unit of sport education', *Journal of Teaching in Physical Education*, 16: 88-103.

Richardson, M. and Oslin, J.L. (2003) 'Creating an authentic dance class using sport education', *Journal of Physical Education, Recreation and Dance*, 74 (7): 49-55.

Siedentop, D. (1994) 'The sport education model', in D. Siedentop (ed.) *Sport education: quality PE through positive sport experiences*, pp. 3-16. Champaign, IL: Human Kinetics.

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National Teacher Research Panel
engaging teacher expertise

Sport Education: A vehicle for the inclusion and performance of your under achieving and disaffected pupils


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This summary was commissioned by the National Teacher Research Panel for the Teacher Research Conference 2006, which explored and celebrated teacher engagement in and with research. All conference materials are available at www.standards.dfes.gov.uk/ntrp

Aims of the project:

- To improve the attainment (A-C %) of disaffected and underachieving GCSE PE pupils through the integration of a school-specific leadership model.
- To improve pupils' attitudes towards and engagement with learning
- To marginalise poor behaviour through implementation of the flexible model as a vehicle for citizenship, fostering a sense of belonging, equality, accountability, ownership and enjoyment.

Dimensions of the study:

I investigated the use of the Sport Education model (Siedentop, 1994) in Bishop Challoner Catholic School with 12 Year 10 students who were predicted a grade 'C' in GCSE PE, and who were at risk of failing to meet their predicted grade. Some of these pupils displayed signs of disaffection, such as disruptive behaviour or reluctance to actively participate in the lesson. The target group was mixed with 12 other achieving pupils.

Summary of the KEY findings:

- Improved attainment
- Improved attitudes
- Decline in poor behaviour
- Increased participation and engagement
- Increased sense of accountability and ownership
- Increased enjoyment

Background & Context

The original aims were linked to previously conducted research, which focused upon a year group identified as being both disaffected and underachieving. This year group provided an immense barrier to learning and proved to be a challenge to staff. Initially, the direction was driven via the pastoral route by the head of year. Without the time or resources to continue this, I narrowed the focus to within PE. I felt the pastoral route, which aimed to eradicate the negative influence through tightening structures, and whole school behavioural procedures such as conduct logging, was unlikely to motivate any positive behavioural reformation. Consequently, I identified 12 year 10 GCSE PE pupils who demonstrated characteristics of disaffection and underachievement, who were seen as a barrier to their own and others' learning and the whole school A-C%. The vehicle through which this progression was to occur was the implementation of the Sport Education model. This aimed to liberate, rather than restrict, these pupils by giving them responsibility and accountability for their actions, enjoyment and learning.

Teaching Processes and Strategies

Roles and responsibilities: The class comprised four teams which each contained five pupils. Each pupil had a specific leadership role with certain responsibilities to fulfil, i.e. Team Captain, Fitness Coach, Equipment Monitor, Skills Co-ordinator and Recorder and Monitor. The Captaincy was teacher prescribed but all other roles were allocated according to pupil preference.

Points system and team sheet: The introduction of a points system along with allocating roles and responsibilities increased accountability with measured standards improving. At the start of each lesson, the equipment monitor collected the lesson team sheet. The team recorder registered standards such as attendance, punctuality, kit and homework on a lesson team sheet provided by the teacher. Each of the 5 team members received a point for their team for each standard met. The recorder documented further points administered at the teacher's discretion for meeting set objectives. These were illustrated on the team sheet (2 points each), exceptional effort (3 points), Champagne moment (3 points outstanding performance) and sports personship (3 points). The team with the most points at the end of the week won. The results and the winning team's picture was placed on the Sport Education notice board. This also allowed pupils to evaluate performance through recording indicators of success in the lesson, and targets for improvement.

Punctuality revision quiz: The lesson began with pupils receiving a numbered card 1-24 as they arrived to the lesson. This allowed the recorder and monitor to note punctuality on their team sheet. Until the last person arrived, pupils had time to revise their notes from the previous lesson. A punctuality revision quiz was then delivered with those who arrived first receiving the simplest question. The recorder and monitor noted those who answered successfully and added a point for each correct answer to their lesson total. This encouraged pupils to be early for the lesson, highlighted the profile of revision and instilled a more focused start to the lesson.

Model Structure: This involved implementing strategies that would give pupils a clear sense of direction and enabled lessons to run smoothly. The teacher set out clear objectives and expectations for the lesson. The lesson was split into shifts of responsibility which aimed to exploit pupils' desire to do their best. Lesson objectives were printed on the team sheet setting clear expectations. Topic and activities were new and interesting. However, the structure aided by the team sheets which Sport Education provided in each lesson set clear expectations for pupils and demanded them to be mentally focused about what was to happen next, i.e. recording standards at the start followed by the punctuality revision quiz, lesson aims, the work

necessary to meet them and the totalling of points to analyse performance.

Bringing the correct kit: The recorder and monitor documented any incorrect kits for each pupil in each lesson, with a point being lost for their team if they were an offender. This was confirmed by the teacher's register.

The number of incorrect kits in the second and third term greatly declined from 15 in the first term to 2 in the third term.

The Findings

Attainment

- More pupils achieved a pass on their ten weekly assessments, hitting their target grade or above. Six of the twelve remained on target over three further assessments for the entire year. Five pupils failed one of these assessments and one pupil failed all of the assessments.
- End of year exams also illustrated a positive outcome. Only one pupil failed to reach their predicted grade of a C but was short by only one percent. Five pupils achieved their target grade of a C. Four pupils outperformed their predicted grade.

Working as a team

75% of pupils completing the questionnaire stated that they enjoyed working with their Sport Education team in their PE lessons. Being part of a team provided pupils with a sense of belonging, with one pupil commenting 'it makes you feel like you belong; like you're needed'. It also appeared to reduce the uncertainty that is sometimes associated with working in teams: 'you don't get left out...you don't worry about not being picked'. Pupils clearly recognised that their own performance would impact on the performance of the team, with one commenting that, if pupils performed poorly, they'd be letting their team down.

Having a role

63% of pupils stated that they enjoyed having a specific role within their team. The assignment of distinct roles for each pupil also appeared to enhance feelings of pride and responsibility in the target pupils: 'you have a part to play. You have your own role. So everyone played a part. You stand up for your own role and you want to present it well.' It also reduced opportunities for pupils to 'disengage' from the lesson. One pupil suggested that 'some people would have chosen not to participate and not be bothered and fade into the background... but if you've got a role, you have to do it and go from there and keep participating'.

Punctuality and the punctuality revision quiz:

All pupils' punctuality improved with one pupil commenting that 'people were running to the lesson'. Another pupil declared that they were more aware of

the need to be on time, because it (the point they would score for being on time) counts towards their team'. Team points available in the punctuality revision quiz facilitated a prompt start to the lesson with one pupil observing that, '...you had to be focused from the start and be ready for your question. Otherwise it takes a long time to settle down but if you have a quiz you have to'. Moreover, in the interviews, four pupils agreed that the punctuality revision quiz had made them more aware of the need to revise in order to progress. Another pupil illustrated the possible motivations behind this: 'you can get more points for your team and to see if you're improving or not'.

Bringing the correct kit

According to one pupil, the number of incidents regarding incorrect kit 'definitely improved', as was the case with bringing the right materials to theory lessons. According to the questionnaires, 50% of the target pupils associated this improvement with Sport Education.

Homework

Data from the team sheets and class register showed that the number of 'failure to hand in homework' issues greatly decreased from 24 in term one to 6 in term three.

Misbehaviour

The researcher observed a decline in poor behaviour, which further enhanced enjoyment and maximum time on task. One pupil affirmed that 'people were more mature instead of just messing about and it makes your team more well behaved'. The number of detentions for the target group given for poor behaviour decreased from 18 in term one to 2 in term three. The number of conduct logs for the target group given for poor behaviour also decreased from 18 in term one to 2 in term three as each detention requires the completion of a conduct log. The amount of time on task in lessons was maximised - 63% of pupils concurred that the team sheets helped them to focus on the task at hand.

Research Methods

Assessing pupil attainment: Termly progress reports and end of year exams

Attainment in the theory aspect of GCSE PE was assessed every ten weeks via a '1' or '0' progress report. A '1' indicated that the pupil was on target to achieve their predicted grade and a '0' indicated that they were not. This grade was based on exam marks, written work and general class contributions. At the end of year 10, each pupil's attainment in the theory course was assessed in a written examination.