



Physical education and the art of teaching

**Transformative learning and teaching
in physical education and sport pedagogy**

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Physical education

- The only real sustainable aim for physical education is more physical education
- To reach this aim a focus on the art of teaching is vital

The continuous worrying signs!

Richard Tinning in 2001

Catherine Ennis in 2006

Hal Lawson in 2008

Jan Wright in 2014

“...unless we first of all face up to and fully acknowledge the extreme seriousness of our current situation, until we grasp the nature of the problem, we cannot begin to contemplate a positive future”. (Kirk, 2009, ix)

The continuous worrying signs!

In all these contexts, the message systems of schooling endorse performative cultures privileging reductive practices centring on measurable outcomes, accountability, target setting and heightened surveillance that, together, effect shifts away from more liberal and social democratic educational principles and ideals. (Evans 2014, p. 546)

The E in PE is under attack!

Outsourcing de-professionalises HPE-teachers
(Williams et al., 2011; Williams & Macdonald 2015;
Sperka et al, 2017)

Also the P is under attack!

Focus on grading leads to students becoming
formulators of knowledge *about* movement not experts
in or through movement (Brown 2013, Svennberg
2017, Tolgfors 2018)

PE is under attack!

- Doing of sports without Education
- Fitness instruction without Education
- Physical activity facilitation without Education
- Obesity prevention without Education
- Facilitating fun and enjoyment without Education
- Theoretical knowledge without movement

Physical education as educative

- Teaching as a continuous act of doing judgements about the why(s), what(s) and how(s) of education
- Is PE educative, non-educative or mis-educative?

Hope

- Activist, participatory, transformative and paradoxical approaches
(e.g. Enright & O'Sullivan 2010, Luguetti et al. 2017, Oliver & Hamzeh 2010, Oliver & Kirk 2016, Tinning (section Ed) 2017)

Also e.g.

- Meaningful physical education
(e.g. Ní Chróinín et al., 2018, Fletcher et al. 2018)
- Social justice
(e.g. Azzarito et al 2017)

The beautiful risk of education

Biesta, G. J. (2013). *Beautiful Risk of Education*. London: Paradigm Publishers.

The view of the child

Sociology of childhood

- children's naturalness
- children as subjected to socialisation
- children as incompetent *becomings*
- children should not be viewed as adults in the making, as not-yets, as not yet being adults

The view of the child

- children are both becomings and beings
- released from the results of a finished product of adulthood
- we should not make any *radical* difference between children and adults

Physical education as educational

- Education is a continual transforming of experience
- Educative, non-educative, mis-educative
- “the educational process has no end beyond itself”
(Dewey)
- Open ended ... involving disturbance and unknowingness
(Todd)
- The meaning of experience in relation to a future unknown
or rather a future yet undecided

Educative, non-educative or mis-educative

The art of teaching

Teaching is one aspect of what makes education being about education

A relation where *something* is taught by *some-one* to *some-body* for certain *purposes*

The art of teaching

- The essence of education is the introduction of newcomers and newness to the world (Arendt)
- “the newcomer possesses the capacity to begin something anew” (Arendt 1968, p. 9)
- Visiting - acting with and among others in a plurality of beginnings
- The responsibility to bring something unexpected

Didaktik

...what, how and why, in terms of what and how teachers teach, what and how students learn and why this content or teaching is taught or learned. Questions such as who is teaching, who is learning, when and with whom are also relevant in this context.
(Quennerstedt & Larsson 2015 p. 567)

Didaktik

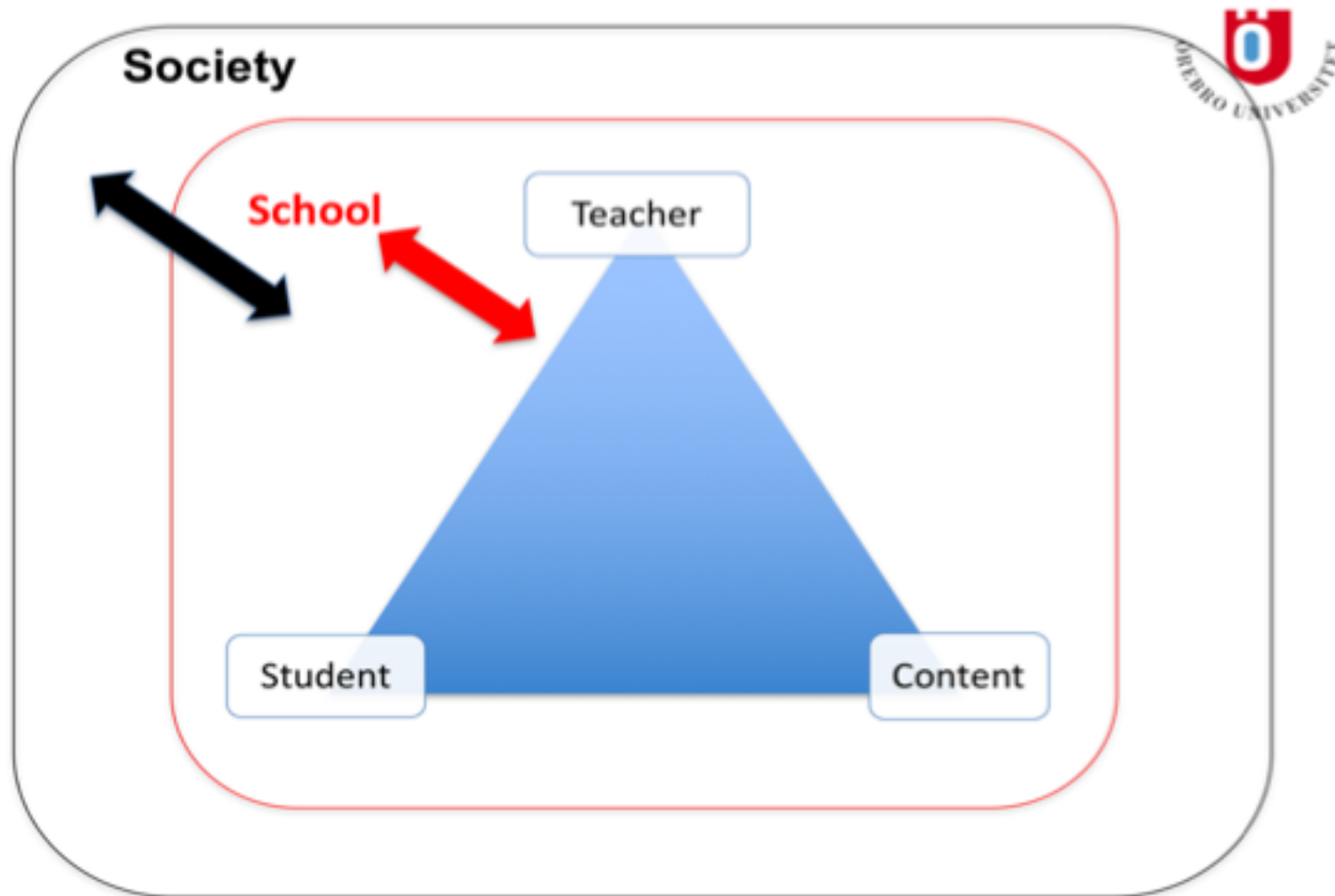


Figure 1. An extended didaktik triangle (translated from Öhman 2014).

The purpose of physical education

- Then we can start discussing the content students should engage in and how this content could be presented meaningfully
- Valuing physical activity (Siedentop 1996)
- Preparing physically educated citizens (Cloes 2017)
- Deliberate the purposes of physical education

The art of teaching

- The responsibility of being educative rather than noneducative or mis-educative
- Doing judgements about what *all* pupils should be given the possibility to learn in relation to the purpose

Conclusion

A sustainable aim for physical education is more physical education

- There can be no end to education
- We are always in a process of becoming physically educated
- Physical education as more physical education is risky

The art of teaching

- Something is taught by some-one to some-body for certain purposes and thus fostering new beginnings
- A continuous act of doing professional judgements about the why(s), how(s) and what(s) of education
- Bringing newness not asked for

What does it look like?

- Activist, appreciative, paradoxical and participatory approaches (Enright et al. 2014, Enright & O'Sullivan 2010, Larsson et al. 2012, Luguetti et al. 2017, Oliver & Hamzeh 2010, Oliver & Kirk 2016).
- Meaningful physical education (Ní Chróinín et al., 2018, Fletcher et al. 2018),
- Social justice (Azzarito et al 2017)
- Pedagogical cases (Armour 2014)
- National curricula in Australia and Scotland show promise (Carse et al. 2017, Jess et al. 2011, Thorburn & Horrell 2014, Thorburn 2017, Macdonald 2013, McCuaig et al. 2013).

Physical education as more physical education

1. A pedagogy of becoming
2. A pedagogy of meaning
3. A pedagogy of hesitation
4. A pedagogy of interruption and discovery
5. A pedagogy of critical inquiry
6. A pedagogy of social justice
7. A pedagogy of plurality

Transformation in relation to what?

Take home messages

– reclaiming the E in PE

- Reclaiming a certain view of the child *in* education
- Reclaiming the open-endedness of physical education
- Reclaiming the art of teaching in physical education



Thank You!

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