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Innovations in Practice

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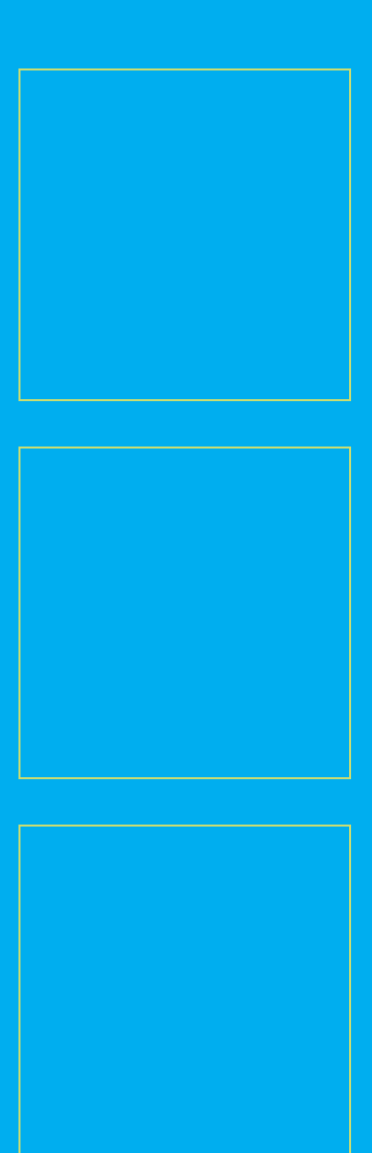

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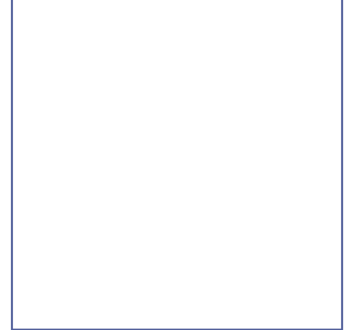
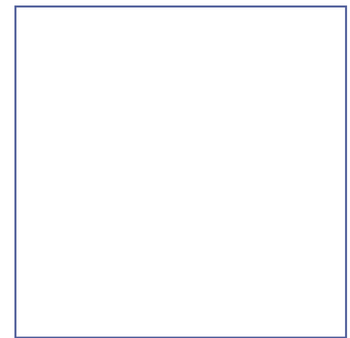

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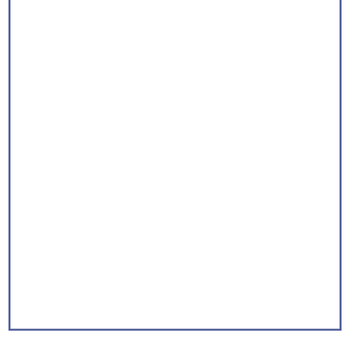

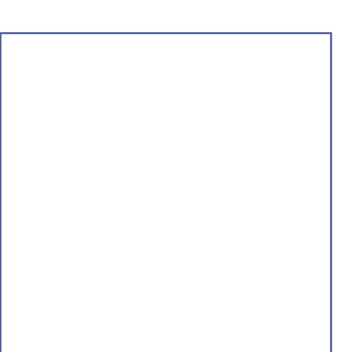

March 2009

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Editorial

Welcome to the second edition of Innovations in Practice. In this edition we again have a wide range of papers reflecting the journals attempts to encourage people to publish on aspects of professional practice, case studies, discussion papers and research informed teaching.

This edition of the journal starts with a paper by Sarah Nixon and Caitlin Walker which provides an overview of 'modelling' the Sport Development programme through the use of metaphors. The paper describes the process the team have gone through to map the programme out and is a useful discussion paper for any course team to consider.

Another submission which focuses upon course development and the impact it can have on students is the paper by Keith Mullin, Jim Turner and Carol Maynard. In this paper they discuss how in 2007 the Postgraduate Certificate in Teaching and Learning in Higher Education underwent a major review which included mapping the LJMU aims and outcomes to the United Kingdom's Professional Standards Framework that had been published in February 2006. They go on to outline the impact these changes had on one participant and how this experience has provided a framework for on-going interrogation of his teaching within the wider higher education context.

Our final paper related to programme development and enhancement by Ian Beattie examines what he describes as the key ingredients for successful work related learning. In his paper Ian examines how he strives to build a holistic curriculum which seeks to provide 'connectivity' for both students and partners alike.

In this edition we also have a paper by Sarah Nixon, Carol Maynard and Philip Vickerman which examines 'the serious business of teaching' and how to develop policies and practices for 'powerful learning' which meet the needs of learners. This reflective paper provides an interesting insight into a small group of staff's experiences of working with an external consultant how to 'teach at your best'.

Following on from these papers we have two submissions addressing varying aspects of Physical Education. The first is by Nicky Hepworth in which she explores the potential of a proposed learning community's model to support high quality Physical Education initial teacher training and continuing professional development. Through a case study approach Nicky sets out to explain how a strategy has been implemented that focuses on secondary Physical Education within the context of a university and school initial teacher training partnership and what we can learn from this process.

Our second paper on the topic of Physical Education is provided by Julie Money and colleagues. In this submission Julie describes the context of a continuing professional development developed in conjunction with Manchester Local Authority that has changed the way in which gymnastics was taught. This paper provides an interesting insight into the challenges of meeting the professional development needs of teachers and offers a useful insight into the impact it had on student learning.

Following on from the Physical Education themes are two papers submitted by Simon Roberts. Both will have wide popularity to anyone engaged in learning and teaching and provide stimulating thoughts for your practice. The first paper examines the use of Pod casting feedback to students and its effectiveness in providing feedback to students. In his second paper Simon examines the role and nature of Model Based Instruction

and discusses how Instructional Models such as Sport Education and Tactical Games Concepts have become embedded in the pedagogic delivery of coach education programmes. The paper then goes on to examine how learning 'how to coach' principles reaffirm a view currently held by coaching scholars that current coach education discourse and Physical Education discourse actually contain more similarities than differences.

Our final theme within this edition offers an opportunity to examine two broad issues which will help you reflect upon varying aspects of your personal and professional practice. The first by Manny Emslie argues for making Space for Somatic Practice in Higher Education. Manny goes on to note that it is heartening to acknowledge that in recent years somatic practice has been given a rightful place in the curriculum of a number of undergraduate dance courses. Finally in the paper Manny who is an advocate and facilitator of somatic addresses the significance of its inclusion, especially with regards to its value of nurturing dance technique, creative play and personal artistry in performance.

Our second theme from Lizzie Smears addresses what she describes as 'the space in between us', and asks the question what of the 'personal' infiltrates the 'professional'? In other words Lizzie in her paper seeks to examine how academics locate their sense of self within the learning environment in which they work and this is question that is explored in terms of what impact personal embodied experiences have upon the way in which we present ourselves professionally.

I do hope you find these articles of interest and look forward to receiving more submissions. It is only through your submissions that this journal is kept alive whilst offering stimulating debate across a range of pedagogical and subject related matters.

Philip Vickerman
Editor; **Innovations in Practice**

Modelling the curriculum through metaphors: One programmes' approach

Sarah Nixon and Caitlin Walker

Background

Understanding the intricacies of a degree programme and its curriculum is difficult enough within a staff team, never mind then explaining it to students. How much thought do we ever really put into the whole package of experiences students are receiving rather than just our own modules?

As part of exploring Personal Development Planning (PDP) across the Sport Development programme we decided to gather the views of staff on the programme to see if we could agree on a common model, philosophy and message. This approach, called Metaphors at Work (Walker 2007), allows individuals and groups to explore their own thoughts and perceptions on a subject, in this case the degree programme, through the development of metaphors and their associated meaning. The process has a number of stages which we went though (documented below) with the overall objective being to get to a jointly shared view amongst staff.

Stage 1: Preparation work to enhance metaphorical thinking

The staff team were asked;

Thinking about the Sport Development Programme as a whole; modules levels & themes: The Sport Development Programme is like what?

Thinking about the students and the programme, currently the student experience of it is like what?

If the Sport Development Programme were working just the way you'd like it to it would be like what?

Stage 2: Individual coaching to develop and define the models

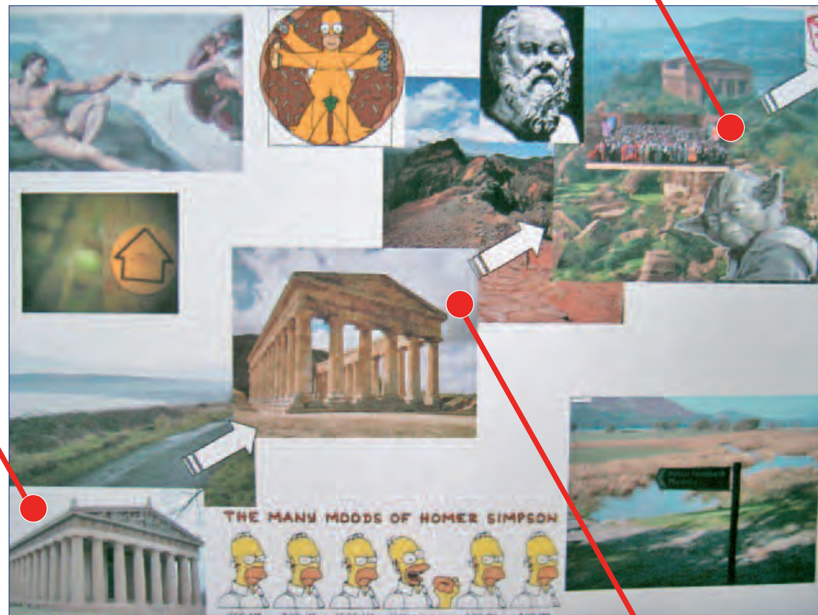
Each member of the team was coached individually to help them elicit and develop their metaphors and individual models of the programme, the student experience and the programme as they would like it to be. Each member of staff then drew their model of the programme onto paper working just the way they would like it and these were collated and shared between the team. Ten members of staff completed the process and their individual models were very diverse.

> A team member comments, "*My graphical model resulted in my personal thoughts about what I felt about the programme. This in itself forced me to question and reaffirm what I felt in order to describe and justify to others my feelings and thoughts. By doing this I now have more conviction, motivation and passion for what we are trying to do.*"

For one member of staff it was like a Greek Temple (the writing at the side of the images is the individual's written explanation of their model)

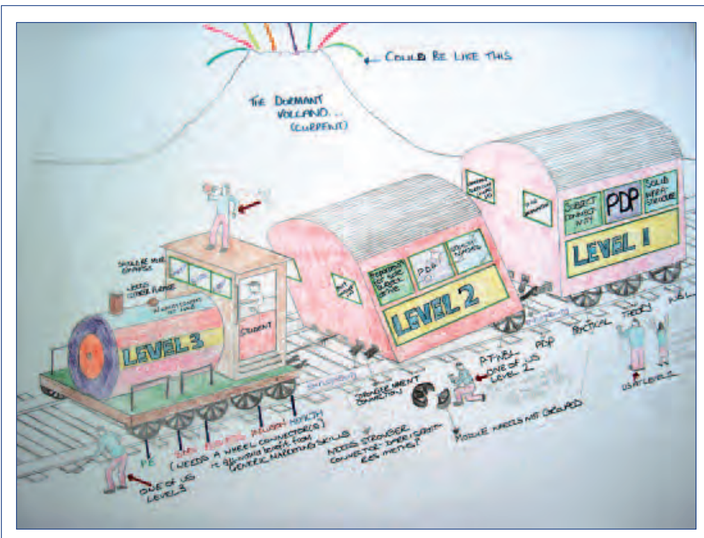
❸ Level 3 is a bigger space - the path doesn't just stop there, the journey the student is on goes from temple to temple to whatever they want to do next

❶ Temple one all students have similar experiences which are given to them by us.



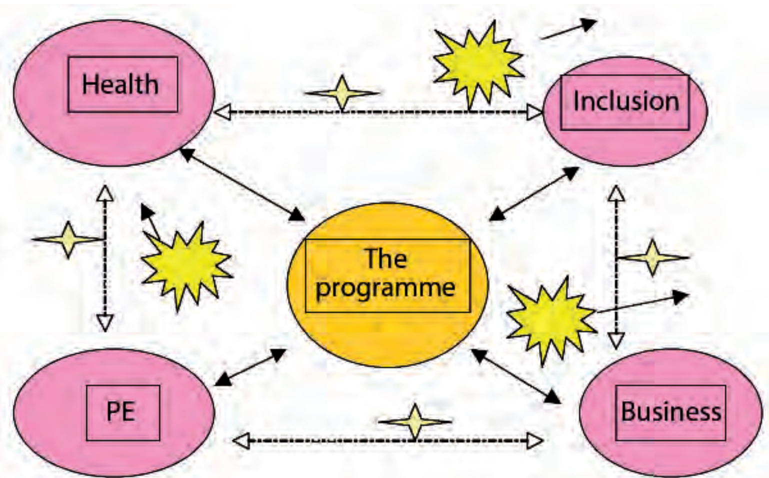
❷ Then in temple 2 are your work based learning, option choices, core modules etc where you begin to make decisions about what you'll do at level 3.

For another it was like a train



The engine is the 3rd year student driving their own train - we cannot drive the trains for them (which I think some expect) we are all too busy fixing the points on the track - but if the train connectors and carriages are more secure, the driving of the train will be smoother and more defined in where they are going.

For a third it was like a solar system



Students sit on the sun and look at the planets, they play on all as tasters and decide where to set up home, the stars (staff) will shoot about interacting with the student, but the student will be in control of their own destiny and destination

Stage 3: Sharing and negotiating between the individual metaphoric models

Over the period of three months each person shared their model of the programme, using an approach called 'clean questions' (originated by David Grove), to develop their understanding of the similarities and differences that exist within the team.

> One member of the team comments, "*by discussing each other's models or perceptions, my own perceptions and interpretations of how others think or believe has been changed. Often what you thought someone felt was wrong or misinterpreted. This helped not only our understanding of the programme but of each other.*"

Stage 4: Negotiating a shared metaphor.

Once everybody had talked to each other, small groups worked to pull out the key concepts and then the whole group came together to agree a shared metaphor / model for the degree programme. This involved a lot of discussion and debate as we agreed to some of the points and discarded others. Out of this came the things that were really important to us as group of professionals which informed both the way we work to support our students and the eventual model we have produced.

> "*The process although not without its challenges, disagreements, and much soul searching has been tremendously useful. We now have a joint projection of what we perceive our model of the programme to be. There is still scope for different descriptions of the model i.e. We can still all explain it slightly differently (which is good) but that now there is a more consistent approach to what we perceive to be the "golden threads" running through our programme.*" (Team member)

Stage 5: Confirmation and communication

After much debate we agreed on a superstore model, where you go in through the front door and then follow the floor map as you put credits and experiences in your basket (Level 1), trolley (Level 2) or cart (Level 3). At the end of each floor there is a cash register that allowed you access to the lift to the next semester or level, with staff available on each floor to support and advise on the students' progress

We then wanted to make this into a physical building and contacted the University architecture department for support. We commissioned two of their Level 2 students to help, interpret, design and build the model. After a number of meetings they took our ideas and helped us mould them into something much more architectural. They created a very different type of building for us which was far better than anything we had envisaged in design, layout and functionality.

Each semester is represented by a floor in the building and is built as a drawer that can be removed. All the modules are cubes that are housed within each drawer and are colour coded based on whether they are core or options and themes run through the programme. The students can pick out the cubes and get the basic module details from them and arrange their own study path. Each level has World of Work (WoW) windows to represent the external environment and lifts take you to the next level with a helicopter launch pad on the roof for graduation as the students go on the next stage of the journey.

> This physical model has had some really un-expected benefits for us beyond its original purpose. It has been used by staff with potential students and with groups of students choosing their options and deciding on their pathway through the programme. It has been used with individual students who not sure whether this is the degree for them. One student commented "*I can really see where I am going now, before I didn't get what you were going on about and using the model I have mapped my pathway through the whole degree, it's fantastic.*"

Overall this has been a very interesting process to go through and the final group metaphor in its physical shape is the icing on the cake. The process allows for thinking, discussion, debate, understanding and the pulling together of a collective identity. If you would like more details about the process, to undertake something similar with your programme team or to have a look at the model please contact a member of the sport team or visit **www.trainingattention.co.uk/**)

Sarah Nixon is a Principal Lecturer in the Centre for Sport, Dance and Outdoor Education and Leader of the Centre for Excellence in Teaching and Learning

Caitlin Walker is Director of Training Attention and a Consultant to the Centre for Excellence in Teaching and Learning

Case study: The development of a learning communities model to support the delivery of high quality physical education initial teacher training and continuing professional development

Nicky Hepworth

Abstract

This paper explores the potential of a proposed learning communities model to support high quality physical education initial teacher training and continuing professional development. A case study strategy has been implemented focused on secondary physical education within the context of a university and school initial teacher training partnership. The purpose of the study was to examine the context and delivery of mentor training for schools in an initial teacher training partnership through a learning communities perspective. It developed the notion that mentors involved with initial teacher training were engaged in continuing professional development through the nature of their role and expectation of the partnership. A grounded theory approach was adopted to utilise evidence gathered from questionnaires to the 150 PE partnership schools, participant observation and a selection of interviews. The results showed an emergence of a number of key concepts that support a successful learning communities model to develop ITT and CPD. The conclusion reflects on the possible need to reconfigure our view of partnership in ITT and the way that it is resourced and managed.

Background

The background to this initiative stems from an involvement in a three year Physical Education (PE) Initial Teacher Training (ITT) Project funded by the Training and Development Agency (TDA) which was developed to raise the quality of PE ITT. Ten key areas for development were identified, one of which was to develop a model of good practice for schools to '*work in partnership with their local communities in establishing learning networks to support the development of high quality initial teacher training and continuing professional development*' (Shenton *et al*, 2005, p10)

This partnership approach to ITT is based upon a philosophy of school and community clusters in which trainee teachers, students, teachers and the wider workforce work together for the benefit of the young people within their locality. This model embraces the concept of partnership in action, which provides an integrated, progressive and continuous strategy for implementing lifelong participation in physical activity (Hepworth 1999; Shenton 1994; Shenton 1996; Hepworth and Shenton 2005; Hepworth and Shenton 2006; DFES 2007).

Since the development of sports colleges (1996); school sport partnerships (2000) and the implementation of the Physical Education and School Sport Clubs Strategy (2002) and the subsequent Physical Education and Sport Strategy for young people (2008), the concept of clusters or families of schools has become a particular way of working.

Indeed, nationally PE ITT Providers have sought to develop their programmes to enable students to gain an insight into these developments. Furthermore, the concept of partnership clusters was developed through incorporating the philosophy of professional learning communities and research literature, scholarly activity and learning resources produced by the National College for School Leadership (NCSL) (Peters 2002; Renshaw 2003; Wenger 2005).

The introduction of Partnership in Training (DFE1992; DFEE1998;Training and Development Agency 2007) has demanded that ITT provision takes place in tandem between the training provider and the school. This has presented challenges for ITT Providers in managing and quality assuring the partnership, particularly for those Higher Education Institutions which have school placements over a wide geographical area. Consequently, the PE ITT project (Shenton *et al* 2005) identified a number of key areas in need of improvement and development which forms the basis of the rationale for the development of learning communities.

The range of issues that encompass aspects of improvement and development include consistency; meeting the individual needs of the trainee; mentor training; valuing the role of the mentor (Brooks 2000, Keay 2005) and mentoring and coaching skills identified in the new professional standards for teachers (TDA 2007). Furthermore, issues related to Continuing Professional Development (CPD) (Armour 2002, 2003, Department for Education and Employment (DfEE) 2001, Keay 2005); current and future agendas of Government reforms in education including Every Child Matters (ECM) 2006; Physical Education School Sport and Club Links (PESSCL) (2003) and the extended schools agenda are also in need of further examination into how they can be addressed through a learning community context.

Learning Communities - the philosophy behind the practice

The rationale for this case study stems from the idea that better collaborative practice within a community context that has learning at its core would have a greater impact on the quality of education and life of those involved. This naturally presents a number of challenges in terms of the principles to be adopted and the leadership, management and resourcing of the learning community. Literature suggests that the terms 'learning' and 'community' should be defined separately and in context together (Bolam *et al*., 2005).

This suggests a shared interest and commitment in a particular area in which all involved are keen to develop. The critical element is that it is about people and purpose and not structures (Anderson and Wood 2003). Renshaw (2003) suggests that the term community is a difficult term to define in our modern technological and transient era as it suggests a certain closeness, compatibility and mutual support. Indeed Millar (2005, p6) describes communities as '*a bit like wrestling with a piece of jelly*' when recognising that schools are important in binding communities but bringing children from outside the immediate locality of the area makes the term seem less applicable.

Some researchers would argue that communities can be across 'geographical areas and organisational boundaries' because they are about the relationships that are created and the mutual trust and support that is developed (Anderson and Wood 2003; Watkins and Marsick 1993 p11). These groups of like minded people can be informal or formal groups (Wenger 2005) who bring resources, ideas, knowledge and experience that can be shared through sustained interaction over a period of time. Like all relationships, there can be tension and conflict which have to be managed, but it is the dynamic process that takes place where knowledge can not only be shared but also created (Renshaw 2003, Wenger 2005).

The term learning communities suggests that those involved have a commitment to education and development within their own particular context. The focus is on learning rather than teaching per se. Learning communities can be defined as a climate of professional development and educational reform where learning is at the centre of the process (Peters 2002). Hargreaves (2001) argues that all communities should be learning communities as learning can take place in formal and informal contexts. Consequently, it is less about the end product and more about the process where shared enquiry and reflection in the workplace context can take place which can lead to a better understanding of learning (Cordingley 2003).

Hargreaves (2001) defines three fields of knowledge which are incumbent within a successful learning community. The first is, practitioner knowledge, which is the experience and expertise that an individual brings to a particular context. The second is public knowledge which is the theory, research and examples of best practice. The third is knowledge creation which can be created collaboratively through enquiry. This will be new knowledge to the individuals engaged in this process which is not necessarily original, but that which supports contextual learning and development (Hargreaves 2003).The learner therefore can be defined as not only the pupil/student but also as the teacher/lecturer in a shared learning and experiential process (Dewey in Kleine-Kracht 1993).

The term 'learners leading and leading learners' (Senge 1990 in Retallick 2005, p4) is used to describe the people and the process in not only the educational context, but also at home and in the community (Hargreaves 2001). If 'situated and contextual learning' (NCSL 2006, p10) becomes habitual then individuals can bring experiences and training back into the workplace context and develop that learning. Renshaw (2003) argues that the teacher is not just an advocator of learning but is engaged in the process of critical reflection of his/her learning and facilitates learning in others. This is an ongoing and dynamic process which suggests that the pedagogy of teaching and learning styles is equal too, if not more important than the actual content itself (Cordingley 2003, Hargreaves 2001). The new Qualification Curriculum Authority (QCA) curriculum review (2007), still in draft status, is promoting learning at the heart of the process through principles, concepts and skills rather than through a content driven curriculum. This may be problematic as schools are traditionally content driven and are 'steeped in tradition, heritage, continuity and consolidation of processes, practice and content' (Senge 1990) and 'think they are custodians of a special craft' (Sellars 1996, p22). Moreover, Gee (2000) suggests that there should be caution in the promotion of lifelong learning through 'a portfolio generation of cumulative records' to show evidence of professional learning and development could be interpreted by some as a 'condemnation to compete and not about choice' Perhaps this cautionary perception needs to be borne in mind as the new standards for classroom teachers come into the equation.

The workforce reform, specialist school status, training school status, education action zones, the PE, school sport and club links strategy are just some of the educational developments that suggest learning communities are far more than a focus on individual schools but across schools and local communities. The NCSL has during the last few years developed a wide range of resources through case studies and research into learning communities as networks details of which are in the 'Learning networks: publication directory' (2006).

In essence, networks are an extension of learning communities demanding creative thinking in a vertical and hierarchical structured school context

(NCSL 2006). Leading the learning network presents further challenges particularly if it is across a series of networks with particular learning foci. Church (2002,) uses the image of a network as threads and knots whereby the threads can infiltrate across a number of school and community groups. It is the brokerage of that learning network, either through an individual and / or small group built on trust and communication which determines its success reflected in the 'tautness' of those knots and threads' (Church 2002. Communication that is informative and developmental across a learning network requires consistency and good interpersonal skills. This can include a variety of formats including websites, email, letters, newsletters and regular meetings which are effectively timetabled to ensure maximum participation. Administrative support to facilitate the information sharing process is critical to the operation of effective networks (NCSL 2006). Similar to the leadership of a learning community within a particular school context, leadership should be distributed and facilitative built on shared values and vision (NCSL 2006). However, leading and managing this development on behalf of the network is challenging. The NCSL (2006) implies that this requires the creation of a framework informed by research and good practice that guides and supports the leadership and delivery within the individual elements that make up the network as a whole. To make these networks successful it requires leadership that demonstrates clear vision, energy and effort (NCSL 2006)

Learning Communities - structure and implementation

Utilising the concept of school and community clusters, the challenge within the national PE ITT project was to develop a particular case study to support ITT and CPD and to address the elements of the rationale identified earlier. In addition, the cluster concept was developed further through incorporating the philosophy of professional learning communities. Theoretical underpinning, scholarly activity and resources produced by the National College for School Leadership were to support a framework for action on which the development is based and indeed continues to inform each stage of development. A three year operational action plan (2005-2008) with an annual review process informed by a variety of research methodologies not only supports the strategic implementation of the project but also facilitates a process of reconfiguration and informs the strategic direction of the next stage in developments.

The LJMU Partnership of PE schools across the north-west region were divided into eight geographical clusters based on the number of school placements, the school sport partnership landscape and the size of the area. The Learning Communities project to support ITT and CPD in PE was officially launched in July 2005 with a conference to begin to share the rationale and raise awareness of potential developments. Within this meeting schools were asked to reflect on internal/external moderator's feedback in conjunction with the original thirteen key aims of the national PE ITT project and identify specific areas of need within their own learning community. This was to form the basis for developments during the initial twelve month period and subsequent two years.

Mentors who met the specific criteria identified in the cluster coordinator role description were invited to apply and a number were appointed to establish, lead and facilitate the learning

community, through 'a shared expertise and passion for joint enterprise'(Wenger,1999, p2) in initial teacher training. The cluster coordinators are supported by the University's full and part time staff. However, through empowerment of the mentors the aim was to promote the engagement and ownership of the developments within each of the learning communities to support high quality ITT. Each cluster coordinator comes from a variety of different experiences and contexts including senior managers in school, advanced skills teacher, heads of department, school sport coordinators and aspiring leaders in PE. Moreover, in three of the larger clusters two coordinators were appointed in each who were able to not only support each other but also facilitate a mentoring process. Cluster coordinators were matched with the university's part and full time staff who already worked or who were to work with the partnership schools identified within a particular learning community. This created small teams who would lead and facilitate the cluster developments, together with supporting each others professional development. This could be through a variety of formats: for example, the teams planning and facilitating meetings, inviting full time university staff or teachers with particular expertise to provide insight into regional and national developments such as the 14-19 PE agenda and the QCA curriculum. Full time university staff are also part of the quality assurance process ensuring that consistency was maintained between centre and school based training. However, it is the cluster coordinators who take the lead and their particular challenge is to lead and facilitate their learning community meetings, so that the school based tutors can take ownership and feel empowered through the knowledge that is shared and developed to enhance the quality of experience for their trainees and ultimately their pupils.

Human resource funding was secured in the first instance to enable the cluster coordinators to be released from their school role for five days per academic year to '*coordinate and manage a school and community cluster that promotes high quality Physical Education Initial Teacher Training that meets the needs of every trainee*' (LJMU 2005 p1). Their roles and responsibilities included planning, leading facilitating and evaluating three mentor training sessions per year and to work with the mentors within the cluster to develop a cluster project based on an identified area of need linked to the national PE ITT project. These meetings would take place at schools within the learning communities on identified dates and times mutually agreed by those that attended the meetings. This included trialling different times of the day for the meetings to see which best suited the needs within their learning community and to assess the commitment of the schools. Coordinators were also expected to support the communication and engagement process of school based tutors in attending the meetings through direct communication with the schools.

Communication and the sharing of information within the individual clusters and across the learning network as a whole has been supported by termly newsletters, an email facility and administration support at the university. Having an identified administrator to support the learning communities has supported the relationship between school and the university together with enhancing the communication process (NCSL 2006). Coordinators can utilise this administration support in their planning, preparation and evaluation of meetings.

The cluster coordinators and university based staff were supported in their role and their own continuing professional development through attending three training meetings per academic year at the university led by the PE ITT regional coordinator. Over the last three years training and development has incorporated a number of key elements including:

- Concepts and principles of learning communities including leadership
- National PE ITT project development plan
- Mentoring and coaching skills
- Findings from the internal and external moderation process
- Information about national developments

The challenge for the Cluster Coordinators was to work with their groups of school based tutors using the principles and skills needed for leading learning networks to identify the developmental needs of the group based on the national PE ITT action plan and then to begin to address them.

Summary of methods used.

Questionnaires were distributed to all 150 PE partnership schools with a 25% return rate. Four cluster coordinators and four mentors were interviewed from across the learning communities. Data collated from the evaluations of meetings including comments from mentors in attendance were also analysed. Direct quotes have been used from the cluster coordinators [CC] and mentors [M] to provide evidence of impact.

Impact to date:

The most significant development to date has been a change in **culture** that has been developed from all partnership mentors attending training at a central venue at set times in the year; '*Prior to the learning communities we would go to the university as separate people and come away without any real collaboration between teachers from partnership schools*' [CC] to a culture of **openness and collaboration** where '*expertise is identified both from individuals and from different schools using this sharing of expertise to move other people forward*'[C]. This seems to emulate Eckert and Wenger definition of a community of practice which is

> '*An aggregate of people who come together around some enterprise. United by this common enterprise, these people come to develop and share ways of doing things, ways of talking, beliefs, values -in short, practices - as a function of their joint involvement mutual activity*'. (1999, p2)

Mentor evaluations have identified the '*excellent opportunities to network*' within and across '*geographical areas and organisational boundaries*' (Watkins and Marsick 1993 p11), *where the needs of the mentor and the trainee are addressed*' and it provides opportunities '*to share work with other schools, moderate practice and develop and share good practice*' [M]. It has also '*heightened and strengthened the links with the university*' [CC] through university staff working collaboratively with the '*teachers creating an infrastructure*' [CC] of '*people and purpose not structures*' (Anderson and Wood 2003) and through the professional development that cluster coordinators receive during the meetings with the leader of the learning communities project. '*My knowledge of PE ITT has definitely increased by the inset we have received, it has been immense, in that respect so that empowers you and makes you feel more confident*' [CC]. The importance of credence both in terms of recognition of the expertise of teachers and the demanding environment in which they work together with the knowledge and skills that university staff can bring to the learning context forms the basis of this collaboration (Hawkins 2002). This openness and sharing of practice has taken place within the individual learning communities and across them through communication and through learning conversations led by the teachers at the annual conference.

"*The amount of collaboration and sharing was impressive. The learning conversations which concluded the projects revealed a real sense of sharing in the evaluation with some very specific ideas for the further development of this work*" (B. Brush Teacher Learning Academy Regional Advisor July 2007)

The **shared vision** of the issues identified in the PE ITT action plan provided a common purpose or framework at the inception of the project (NCSL 2006). This encouraged learning communities to '*come together more often with a specific purpose*' that allows clarification of what we really want to do and what we should be doing with ITT students' [C]. It also ensures that '*all students have an equal chance of similar experiences on their teaching practices*' [M]. As the groups developed and Cluster Coordinator's became more confident then agendas broadened to encapsulate ITT **and continuing professional development** items '*such as the new key stage 3 curriculum or the difference between BTEC and GCSE*' so that '*mentors can then take it back to their schools and their trainees*' [CC]. One mentor remarked that the meetings were '*an integral part of his CPD*'. Moreover, mentors have engaged in this process because they have a sense of ownership '*allowing them to help set the agenda so they've had a part in actually setting out what we are going to do*' [CC]. This echo's the importance of the process of shared enquiry and reflection rather than JUST an end product (Cordingley 2003) and knowledge creation through enquiry which is new to the individuals engaged in the process (Hargreaves 2003).

Indeed, through the **improved communication** within and across the learning communities 'there really is now a feel of people working together towards one common end' [C]. Church supports this stating that good communication and trust are critical elements in ensuring the effectiveness of a learning network (Church 2006). As the initial three year action plan has come to an end, each learning community has felt empowered to write their own action plans around the initial teacher training agenda and continuing professional development needs. 'What has worked well is having a focus on ITT and on an aspect of CPD that mentors can then take back into their schools and back to their trainees' [CC]. This highlights the importance of leadership that has clear vision and the necessary skills to continually support, refocus and realign the network as progression or change occurs which is provided by the University overall and translated into each learning community by the cluster coordinators (NCSL 2006).

Attendance at meetings has improved particularly in a number of the learning communities as they see it '***enabling them as mentors in ITT, networking and it addressing their own CPD needs***' [M].'*Geographical location, timing of the meetings and 'communication is really important so that mentors know the agenda well in advance*' [CC]. This has included some schools that currently do not have ITT students who see it as important to keep in touch with developments. Cluster Coordinators have also used other strategies to improve attendance such encouraging departments to '*send another member of staff if the relevant mentor cannot attend so that 'the school actually knows what is happening and they can go and cascade this down*' [CC]. In addition, they have striven to place ITT on the wider CPD agenda within local authority heads of department meeting. This has been particularly successful in one LEA where ITT is a set item on the agenda 'which provides the opportunity of grabbing more people and impacting on more schools' and '*has allowed the communication and collaboration of current developments and best practice*' [CC]. Attendance is still problematic in some learning communities and often it is not the fact that supply cover is available but finding an

appropriate specialist supply teacher to cover the lessons. Mentors themselves are frustrated by their school's senior management team '*to allow them time to attend meetings*'. Twilight sessions have been more successful in some of the learning communities but this can be affected by the extra-curricular programme. Mentors that attend the meetings get frustrated by those that do not attend, remarking on the fact that '*there are no real barriers to attendance*' with the '*dates organised well in advance there would be cover within the department*' (M). Yet as one cluster coordinator remarked '*ITT should be on the agenda in every partnership school*' and that '***people see ITT as part of the whole rather than a little bit that is attached to some schools… the next stage really is to spread that message further*** [CC]. The TDA 2007 CPD strategy endorses this lifelong learning approach through the professional standards for teachers, the process of mentoring and learning communities that promoted continuous ongoing collaboration.

Cluster coordinators **confidence and expertise** has grown as the programme has developed through being given the opportunities to '*plan and deliver inset*' together with '*working with people who appreciate what you are doing*' both '*within your own cluster and across clusters helps as well as it adds to your role as cluster coordinator and mentor*' (CC). The cluster coordinators own personal and professional development through the programme has facilitated their leadership role. '*I think the impact on myself has been huge, as I have thoroughly enjoyed my role and it has actually made me see problems that mentors have and it has really made me think about their needs in terms of ITT*'. (CC). This addressing of mentor needs is supported by mentor evaluations that comment on 'a very effective meeting demonstrating highly informative information that is critical to the development of my trainees and 'gained specific information for me as a mentor on the structure and content of meetings with my trainee' (M). Moreover as confidence and relationships have grown cluster coordinators have developed a much more **facilitative style of leadership** (NCSL 2006).

> '*At the beginning I felt very much that I had to set the agenda, but as I've gone through and got to know people and realised they have an equal amount of expertise to me I have developed the confidence to throw out part of the training and have the confidence to know that they will do it well*' [CC].

It is the notion of that within the network where there are a number of 'leading learners, '*learners leading*' across a network of schools and organisations that supports increased capacity and 'social capital' through dialogue (West-Burnham and Otero 2005), there is still a need for senior leader(s) who provide the guidance through clear vision and the format of a framework. (NCSL 2006).

Mentors appreciated the leadership skills of the cluster coordinators commenting on the '*very good team leaders who have recently been through the training processes and appreciated the 'opportunity to engage in 'open discussions that allowed all participants to be involved' through a relevant and interesting agenda that was structured around 'clear and concise objectives*'. A point endorsed by Church 2006 (in Bruce and Norden 2007). New mentors also felt that their needs were being met through '*a welcoming and explanatory meeting that helped to make me feel more confident and relaxed, providing a 'deeper understanding of my role and best practice*'. Mentors have also **felt empowered to share their own practice** in areas which provided others with '*excellent ideas to take back to school*'. Clusters have focused on ICT and some mentors found this extremely useful, '*offering lots of opportunities to experiment with ICT - ideal for the personalised learning agenda*'.

In addition to mentors sharing practice, **expertise from the university was welcomed** and endorsed the sense of partnership as mentors were '*keen to work with the university on developments in relation to the new national curriculum*'. Huberman and Miles (1984) argue that good external support from organisations such as Universities and Local Authorities is critical in the change and improvement process therefore developing such collaboration within networks is important. Indeed, Hargreaves (2003) supports this view of a '*critical friend*' from external agencies such as higher education to link with evidence, research and expertise in order to move beyond just sharing and collaboration in order to validate what is good practice or not.

Knowledge and understanding directly related to the **mentoring in ITT process** and the **wider continuing professional development agenda** have improved the quality of PE ITT. Clusters have engaged in developmental work such as producing a dvd resource on assessment for learning dvd '*which is now used for all our students*' [CC]; providing ICT inset for '*both mentors and trainees alike*' [CC]; producing a DVD resource to support standardisation of lessons in relation to the standards and the response we have had from students and mentors has been great' [CC]; providing subject enhancement sessions for trainee teachers whilst on placement delivered by the mentors themselves; creating a structure of cross moderation for mentors and trainees alike which was appreciated as it was '*good to analyse levels of lessons and agree with colleagues as a moderation process between schools and departments*' [M]. This reflects the concept of 'learners leading and leading learners' (Senge 1990) where experiences and training can then be taken back to the workplace context (NCSL 2006).

The collaborative culture has promoted a '***sharing of practice and resources***' and '***being kept up to date with current developments***' [M] which has developed the confidence of mentors through the range of experiences that have been provided so that they can share those experiences with their trainees [CC]. This is reflected in the annual learning communities conference at the end of each academic year to enable clusters to share their developmental work which is based on a series of learning conversations led by the cluster coordinators and mentors. Over the last two years those who have led the learning conversations have used them as a basis to gain the level one recognition of the Teacher Learning Academy. On observing and verifying this work a Regional Teacher Learning Academy Advisor perhaps summarises the evidence of impact to date of the PE ITT learning communities.

> '***I was enormously impressed by the work these teachers had done on a number of levels. First, the teachers own development and pride in their achievement was clear to see and secondly, the inclusive nature of the projects ensured that their colleagues, the student teachers and pupils also benefited from the work… The work that these teachers have done will have a significant effect on the quality of PE teaching and the quality of the learning experiences of pupils***.'

Conclusion

Leading and managing the mentor development in a large partnership of schools across the north-west region and trying to address the challenges highlighted in the opening paragraphs of this article is problematic. The learning communities model has been adapted and implemented to create a collaborative rather than just a cooperative approach to sustaining and developing high quality PE ITT and in doing so provide professional development for all those involved. Evidence to date suggests that there is impact being made significantly through a change in culture. However, partnership in training demands that the ITT Provider and its partnership schools work closely and all contribute to this process. This has implications for the way that partnership is resourced which includes a different way of working for both the ITT Provider and its partnership schools. The key is to find ways of aligning existing funding to support the network (NCSL 2006) and to consider the leadership and resources necessary to sustain and develop them (TDA 2007).

In this learning communities model the mentor is the focal point both in valuing this crucial role in the ITT training process but also in ensuring that high quality training is occurring in the partnership schools. Through establishing this 'community of practice' (Wenger 1999) in mentoring there is a real desire to communicate, share practice and engage in developmental work. Yet there is still the issue that some schools who have trainees do not attend training (Brooks 2000; Keay 2005). In order to address this concern and in particular to value and further develop the role of the mentor Liverpool John Moores University have devised and implemented a framework for mentor recognition and accreditation linked to the new professional standards for teachers. That will be the focus of the next stage of the research and indeed, the next article?!

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What is a good higher education teacher?
"Am I what I say I am?"

Keith Mullin, James Turner and **Carol Maynard**

Abstract

The Postgraduate Certificate in Learning and Teaching in Higher Education (LTHE) programme has been in place at Liverpool John Moores University (LJMU) since 1995; one of the first to be nationally recognised by the Staff and Educational Development Association (SEDA). Since then it has been revised several times drawing on a range of sources and influences including participant feedback, local and national educational initiatives and research into student learning to keep the curriculum relevant, up to date and appropriately challenging. In 2007 the programme underwent a major review which included mapping the LJMU aims and outcomes to the United Kingdom's Professional Standards Framework that had been published in February 2006. This paper outlines the impact on one participant of one of the changes introduced in 2007. It attempts to demonstrate how an assessment task set at the start of the course influenced a senior lecturer in music from the Liverpool Institute for Performing Arts and provided him with a framework for on-going interrogation of his teaching within the wider higher education (HE) context.

Introduction

The underpinning rationale for the LTHE programme is based on the view that the key task of professional higher education teachers is to enable their students to become effective learners. This model of a HE teacher emphasises the parallels between the nature of the professional role and the learning process itself (Kolb, 1984; Gibbs, 1988). The programme encourages participants to continuously research and develop their professional practice. This model of self-critical reflective development (Schon, 1987) is embodied in the programme, both in terms of explicit module content and within the teaching and learning process.

In 2007 the assessment strategy for the LTHE programme was revised. In line with sector developments the team wanted to provide an opportunity for participants to "*reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development*" (Quality Assurance Agency Guidance on Progress Files, 2001, p.8). Our starting point for this was to ask participants to write an opinion piece on their thoughts about what a good HE teacher is. It was hoped that this would then provide a platform for participants' own development throughout the course. This paper outlines the experience of one participant (Keith Mullin) and demonstrates how he used the initial self-assessment piece to structure his learning and development throughout the rest of the course and beyond. Drawing on his early writings about "*what is a good HE teacher*" Keith finished the course with a piece of pedagogic research that investigated "*HE - what*

is it good for?" This paper provides the rationale for Keith's approach to the assessment task and where his research took him. The conclusion of the paper provides a critique of the assessment method - one which the team hopes helps participants to structure their learning (as in Keith's case) whilst recognising that not all will tackle it in the same way.

Keith's experience of the assessment task

Post Dearing (1997), New Labour (White Paper, 2003) recommended that all HE teachers acquire a recognised teaching qualification or alternatively, become members of the newly formed Higher Education Academy (HEA). Subsequently higher education institutions (HEIs) responded by either supporting staff through a training process or requesting staff achieve membership of the HEA through a process of written verification; "*am I what I say I am?*"

I started teaching some 20-years ago; however this was interrupted by a successful career in music. It would be 10-years before an opportunity to teach would arrive again, allowing me to apply industry knowledge and experience in educational settings. In 1999, that opportunity arrived via the Liverpool Institute for Performing Arts (LIPA), and New Labour's '*New Deal for Musicians*' (NDfM 1997) a vocational programme delivered through a process of mentoring aspirant artists by way of career led practical exercise. Owing to the success of its participants, LIPA encouraged a process of sharing practice and interdepartmental integration. Consequently, I began teaching on the music degree, eventually relocating full time to music when NDfM lost its cultural legitimacy, and became about moving participants toward a career flipping burgers as opposed to its original intention of music.

Therefore, in accordance with the aforementioned government recommendations acquiring a recognized teaching qualification became a personal and professional objective. Enrolling on the LTHE at LJMU as opposed to completing the HEA folder of evidence became the preferred option. Possessing an understanding of theory and sharing practice with colleagues from other subject disciplines, seemed infinitely more attractive than completing an unverified reflective portfolio that is hot on content but teaches very little.

Besides there was, and still are, numerous ideas and questions I wanted to explore, I find the subject of contemporary teaching and its cultural placement extraordinarily boring but equally inspiring. The following question established my journey, as the question informed the majority of the work that followed. Protruding like the tip of an unmade iceberg, the depth breadth and overall structure unknown, but determined through process, we were asked '*what is a good H/E teacher*'

My thoughts on the question perhaps took a slightly critical approach, however this was due to the inherent complexities involved when defining a profession that is subject to external and internal pressures, such as, governmental policy, culture, ideology and, internal economic consequence.

We imagine the term teacher as describing a singular activity, an informed individual expertly disseminating knowledge whilst facilitating and encouraging student learning. An educational quest, that progresses toward a singular moment in time whereby the job of teaching and learning is complete. The activity imagined is instruction, at university, teachers teach, students learn, creating an environment that is sympathetic to knowledge transfer, with the occasional eureka moment thrown in for good measure.

However, this perhaps is the popularised myth, to begin to contemplate the question establishing a prevailing interpretation of the term '*teacher*' is required. The teacher's activities go beyond the realms of the classroom, seminar group or one to one. Contemporary teaching is arguably a uniquely composite occupation, by that I mean, when considering the teacher, we are no longer engaged in the sole activity of teaching, that is assuming we ever were. The teacher's role is multi-layered, multi skilled and simultaneously responsible for many aspects of learning, quality assurance, legislation, inclusive of budgetary responsibilities and peripheral pressures that arguably have very little to do with the activity of teaching.

For that reason, the term 'teacher' requires repositioning, what makes a good HE teacher, the individual who can specialise, and educate whilst juggling the many roles and professions that, the modern-day teacher is required to perform. **Therefore, for me a good HE teacher is someone who facilitates a learning culture that students can respond to** a multitude of awe-inspiring rhetoric exists via books and within the internet, which celebrates the magnificence of teaching. Whilst teaching undoubtedly stimulates the imagination and great debate, the profession creates its own identity and myths, teachers are undeniably passionate, creative and gifted in communication methods that encourage students to learn. Whilst the aforementioned qualities to some extent are common traits amongst most teachers, there is now however, performance categories - what society defines as 'good' or 'bad' teaching, with the latter needing fixing, or eliminating? It is equally apparent that bad teaching exists; otherwise, there would be no need to instruct teachers to develop their existing practice and skills, in order to become 'good' (New Labour, 2003). Whilst this paper accepts the need for sharing practice and development, and that, a significant amount of research into conventional teaching has identified good and bad practice, subsequently informing the profession as to weaknesses and strengths. I would like to argue that through a personal experience of teaching, or empirical research, life and teaching are inherently more complex than a simple 'good' or 'bad' analogy.

Nevertheless, all teachers have a particular philosophy[1]; one normally based in a requirement to be good, no one wants to be a bad teacher. Therefore, as teachers we largely obsess about our performance, we question around a set of learned values, good practice guides and recommendations.

When considering the work of Biggs (2003) teaching and learning methods and approaches, inclusive of other employment responsibilities requires a particular skill and energy not always considered by educational theorists. Therefore, the contemporary HE teacher approaches education armed with what went before, whilst supplementing his/her teaching tool kit with new ideas and approaches, which in theory educate and engage students in the modern classroom environment.

The New Labour agenda which now places additional responsibilities upon institutions and teachers, assumes that through dispensing participation responsibilities, setting targets and investing in awareness schemes for the educationally disadvantaged, the social barriers

[1] *Philosophy of Teaching Statement Robert M. Anthony, Graduate Teaching Associate Department of Sociology, Winner of the Graduate Associate Teaching Award:* **http//ftad.osu.edu/portfolio/philosophy/anthony.html** *and Henry Jay Becker Margaret M Rei Teaching Learning and Computing: 1998 National Survey, Report 7 Center for Research on Information Technology and Organizations University of California, Irvine and University of Minnesota December 2000*

that have previously excluded them will be overcome. The simple assumption is that once the less socially mobile sections of society engage in HE thus replenishing the workforce then the social injustice that society itself creates will be eradicated. This analogy assumes HE teaching can alter the social conditions that create inequality in the first place, a top down philosophy which places unrealistic conditions upon teaching staff.

Consequently, the focus is toward industry, entrepreneurialism, social inclusion and expansion, becoming '*bigger and better*' than our competitors, comparable to any other UK industry, and industry being the optimum word. Whilst this '*vision*' (Blair,1998) of the future has credibility and promotes social inclusion, a criticism traditionally levelled at Universities was that, historically University education has excluded those from the poorest sections of society (White Paper, 2003); therefore, inclusion is a righteous pursuit that few would decry.

However, there is very little debate about the effects upon teaching practices that are arguably already fatigued. The renewed focus is toward retraining, and assimilating teachers into a different system by means of skills enhancement. Whilst this may be a positive move for teaching, it is apparent; the working lives of teachers are becoming inherently more complex. Experiencing greater demands than ever before, in some cases fewer resources with greater responsibility. A University led entrepreneurial culture means, do more with less; it is within 'this environment' the good HE teacher endeavours to encourage understanding, inspire learning and educate students.

It is unfeasible to discuss teaching and what makes a teacher good without considering the environment and culture we practice within, this largely dictates how we perform. Moreover, whilst strategy can be applied to counter a shift in culture, what makes a good HE teacher can be located in, what culture makes an HE teacher good? My philosophy is as follows, if I can inspire and fan the flames of learning, encourage students to question, and open doors that learners can move through, and make possible a spirit that craves understanding, and during the process develop a knowledge of who they are, well that is what I consider makes a HE teacher good.

Completing the LTHE allowed for a significant exploration of my practice, journeying though assessment strategies, and applying theory creatively within the music discipline. Nonetheless the question always returned, defining my approach and affirming the purpose, accompanying me toward my independent research paper. Consequently, investigating contemporary HE in context of the issues discussed through the first task became the focal point. Thus creating an overall theme that linked 'what is a good HE teacher' to, 'HE what is it good for'? Moreover, the final paper explores the purposes of education in the knowledge economy, drawing on the work of educational scholars like Illich (1971) and Peters (2007).

The purpose of the follow up paper was, to research how government intervention in HE has affected the teaching role. There are numerous reports and research papers [2] that delve into countless subjects that focus on learning change and the value of education. However, very little research examines governmental reform introduced during the last ten years, from a perspective of, how those reforms have affected the role and working lives of HE teachers.

[2] *New Ways of Learning - New Ways of Teaching Journal article by Mary K. Heuwinkel; Childhood Education, Vol 73, 1996 and Biggs, J. (1999) Teaching for Quality Learning at University (pp.165-203). Buckingham: SRHE and OU Press*

The contemporary teacher is arguably experiencing significant change; the teaching role as it is understood, or perceived has certainly progressed and in some may argue improved. However, in an era of mounting responsibility, accountability and structural renewal, what new demands has change imposed upon the teaching role? My follow up research paper initially outlined the history behind government legislation, by investigating New Labour's rationale for reform; nonetheless it was not possible to examine the entire history. Moreover, the research in some respects is a snapshot of significant moments that relate to effects upon the role of teaching. Secondly, a series of interviews of teachers currently working in HE informed the paper. All interviews were conducted independently of each other, the purpose being to avoid interviewees being influenced by the opinions colleagues may express, and thereby adopting that opinion. The interviews were directed by a series of questions designed to obtain opinion, questions that relate to roles, teaching, and how reforms have affected the working lives of teachers, positively or otherwise.

Whilst many forewarn and foster debate about the current trends in HE or contest the changes going on around them, it is apparent to those engaged in delivering the reforms New Labour introduced that transformation is already upon us. Problems faced by academic staff in '*maintaining standards*' when faced with increasing student numbers and under funding are currently being raised (Times Higher Education, 2008). Attributing the increasing pressures on academic staff to the '*rise of mass higher education*', or alternatively the debate at Bristol University, whereby there is disparity regarding the allocation of contact hours, with Dentistry students receiving 20-hours per week as opposed to History students receiving 5 (Times Higher Education, 2008). What is apparent, students are demanding value for money as predicted by Biggs (2003), and according to the Times Higher Education (2008) that value is perceived 'in hours and the type of teaching they [students] receive (ibid, 2008).

The intention of the research paper was to think locally, examining the day to day, as well as focusing on additional pressures reforms have placed upon the teacher. When considering the wider it is evident the effects go beyond rudimentary notions of locality. Higher Education has changed significantly, and will continue to change, and therefore prompts a new question, what will the university educator of the future look like.

Concerns alluded to in the paper, reflect the working realties faced by lecturers and course leaders from three universities, and whilst it does not claim to represent the sector in its entirety, keeping abreast of journals and educational news are enough to highlight emerging problems in HEIs. Moreover, when considering the experiences of said changes by the research participants it could be argued the reforms, in part, are negatively affecting the teaching and the teaching role.

All participants discussed the erosion of working conditions, brought about through their university's attempts to grapple with legislation, funding issues, Quality Assurance Agency, expansion, widening participation, and industry relevant curriculum designed to create a product that is attractive to the customer. Consequently, contemporary teaching encompasses a multitude of responsibilities and accountabilities, arguably without the autonomy fostered through independent research, with some universities stating academic research is not part of their purpose, declaring themselves solely vocational. My paper suggests HE is moving towards fragmentation, the two tier system with some

universities becoming vocationally focused, whilst others research focused. Moreover, that economics and the education individuals can afford may affect the type of employment that can be accessed, reinforcing the inequality reforms were designed to address.

Whilst reform is arguably right, and aspiring to educate a people a venerable cause, restructuring HE to suit performance values dictated by market forces, raises profound questions concerning both education and its purpose. The environment that teachers now occupy, for some, is no longer concerned with the pursuit of knowledge, 'knowing why', but driven towards a hunt for finance, national benchmarks and industry recognisable quality. Operating similar to any business, using the language of business, producing skill commodities consumed through privatised educational utilities, and ultimately moving toward an education like water, on tap, anytime anywhere. Whilst for the teacher it would seem, arguably the most valuable of commodities, enduring layer upon layer of additional responsibility, their concerns go unnoticed, unheard, while policy-makers and managerial aspirants peruse the righteous road to transformed.

So just what is a good HE teacher?

Critique of the assessment method

In the above example we see one response to the assessment question set. Each answer to this question is unique. As perhaps expected participants on the course, although, drawn from university staff can exhibit the same aspects of any group of HE students. Some do view the undertaking of the assessment very strategically. They wish to view model answers and may submit just enough work in order to pass this particular element.

Each cohort contains a variety of staff. All of them are 'student facing' meaning having some role in helping students learn. Their different job roles, in the main, enhance the variety of perspectives during the sessions.

They include technicians; skills support officers as well as more traditional lecturing staff. The diversity of roles reflects the changing nature of HE that Keith refers to. Many have come to the course willingly; some having to persuade, very determinedly, their line management that this will be useful to them. Small percentages are coming to this reluctantly, but it is safe to say that all have particular predetermined viewpoints on what the course represents as an institutional device, and what it will mean to them on an individual level. They will also have expectations on what will be involved, how useful it will be to them personally and what level of commitment they have to it.

Some learning support staff come to the course having had to fight to be allowed to attend. It is usually regarded as not necessary, although more recently there has been a change. Some levels of management in have been more supportive recognising the benefits of such a programme to the overall student experience.

We have not directly explored (as a programme team) the reasons why there has been this change in management. For this paper, we will hypothesise that this is the beginning of a different recognition of the role that support teams play in learning and teaching practice.

Obviously this group benefit greatly from the course, the deeper understanding allows them to conceptualise and deliver their teaching duties to a high level.

Some of these participants tend to struggle with some of the more academic aspects of the course. Many are graduates and or have worked in industry. They are all highly qualified in their particular skill and have a significant tacit understanding of how people learn.

It is inescapable that the process of engaging with the course will cause this group to reassess what it is that they are doing. Not just in terms of how they teach and encourage learning, but their wider role in delivery. Many are subjugated by the academic staff from any level of input into assessment design and practice and more formal aspects of delivery. There are many social, cultural and structural reasons for this subjugation not least financial and contractual. These can't be explored within the limits of this paper. Needless to say, this subjugation leads to different levels of frustration for some course participants.

All participants on the course have a level of agency within their working environment. Some may control modules or programmes and work within supportive management structures giving them autonomy to change large aspects of these. The support teams however will know from experience the effective levels of agency available to them.

The term '*agency*' in sociology refers to the amount and range of action an individual or group can make within their social environment (Bilton, 1996). The idea is explored within academic life by Land (2001) and most recently by Canaan and Shumar (2008).

Rogers (2003) and Aldrich (1979) explore the process by which change develops and is transmitted within organisations. They see organisations as live organisms in a Darwinian evolutionary environment. In order for them to prosper they need to adapt to the changing environment. The levels of agency at both an individual and group level predict the amount of innovation that can be produced by the organisation. The process is over simplified here but the point is that structured organisations that suppress agency can miss out on discovering beneficial improvements that are '*alive*' rather than calcified.

Conclusion and final thoughts

Asking all participants to explore "*what is a good HE teacher*" may disadvantage those participants who are in the roles discussed above. Keith, for a variety of reasons including the broad role he has at LIPA, was able to turn the question around, critique it and use it as a basis for the remaining assessment tasks on the LTHE. Others may adopt a more literal and strategic approach providing an answer drawn from the plethora of literature about good teaching rather than challenging the underlying sub text. The programme team needs to continually review the method to ensure that it is appropriate and inclusive. The course also needs to continue to improve its profile and status so that all line managers recognise the benefits to their staff and subsequently the student experience.

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Keith, Jim and Carol have collaborated on this paper for the Innovations in Practice journal under the heading of: Undergraduate / Postgraduate section category. Keith plans to publish his pedagogic research paper at a later stage.

Joining up Work-Related Learning - **Working Effectively with Industry**

Ian Beattie

At Liverpool John Moores University's Centre for Sport, Dance and Outdoor Education, staff within the Sport Development programmes feel it is vitally important to enable students to gain as broad a range of employment-related skills as possible. To that end, tutors work to ensure that work-based learning (WBL) and work-related learning (WRL) are an integral part of the BA (Hons) Sport Development with Physical Education (PE) programme and this has been the case since its inception in 1999.

A particular feature of the programme relates to the many chances students have to work alongside industry professionals. The key ingredients for student experiences/projects and research are based on creating partnerships and developing network systems in communities ands schools and with other institutions. By working with external agencies and organisations, staff in the Centre for Sport, Dance and Outdoor Education strive to build a holistic curriculum which, when using WRL, seeks to provide a 'connectivity' for both students and partners alike.

Working with the CETL Community Support Officer, this connectivity between the curriculum and the industry involves initiatives such as: the development of innovative and collaborative employer engagement; opportunities for students to work with WRL partners at undergraduate Years 1 through to 3 and at postgraduate level; for industry experts to engage with curriculum design; for WRL partners to get to know what the Sport Development students 'are all about' through working together at all levels. In the long term, such connective links provide positive results for all concerned.

The aim of this article is to give an insight into placement provision on the Sport Development with PE programme.

Year 1 placements take place with Liverpool City Council's SportsLinx project, which introduces students to a number of subject-related key concepts, along with giving students their first taste of work-based learning. With links to a taught module and their learning experiences at the fitness testing sessions, students are able to place sport development and physical education in the context of school and community, whilst developing key skills, and gaining knowledge and experience in a innovative and exciting collaboration between higher education and sport development.

Occasionally the placement opportunities are expanded at Year 1 and additional links are offered. For example, in the academic year 2006/07 the Programme worked with the World Fire Fighter Games which were held in Merseyside in 2008. This exciting opportunity allowed students to work with event managers to organise and assist with the 60+ events that made up this international event. Furthermore, students became involved in voluntary capacities and a number of students continued to work with the events managers after Year 1 had finished.

Year 2 aims to enable students to identify and understand the roles of the main partners responsible for providing sport and leisure opportunities in a WBL environment; to provide a practical environment aligning course theory with industry application; and to develop student experience in a range of fields.
The module comprises of 20 days WBL placement, preceded by two weeks of taught sessions and tutorials, with allocated tutors both prior to and on completion of placement. Students can complete no more than two placements.

Placements at Year 2 are undertaken in various settings such as local authorities, sport clubs, schools, County Sport Partnerships, etc, etc. Students can either organise their own placements or can be supported in identifying a suitable provider.

Year 3 WBL is part of a core module which allows students the opportunity to specialise in a chosen area, whilst linking previous experiences from Year 1 & 2. Students choose to undertake either a work-based placement or an individually-negotiated task. It is an opportunity to choose a specialist area and plan a long term sustainable project whilst on placement; to demonstrate skills acquired throughout the course, as well as to develop contacts for career progression.
The module aims to allow the students to experience, first hand, the policies and practices of their chosen agency; to establish links between work placement, theoretical studies and course based competencies; to experience an area of work relevant to future career choice; and finally, but most importantly, to reflect upon their own development.

It is through the Department's commitment to employer engagement that it is possible to present a diverse range and number of opportunities at all levels of the portfolio of programmes on offer. One such example is the partnership with Everton Football Club's Youth Academy. Everton Football Club operates an extensive and highly successful Youth Academy. The Academy has established new and improved structures for coaching, recruitment, medical and sports science support, administration, education and welfare.

The aims of the Everton Academy are to:

- identify and develop players for the first team squad
- develop players who can save the club expenditure
- develop players who can earn the club revenue in transfer fees
- develop players who can make professional football their first career
- develop players who can make a career outside football
- most importantly, offer players of all ages an opportunity to experience the best development programme possible

There is an ethos which permeates throughout the Academy. There is an understanding that an Academy is not just a building, not just a group of people, or not just a programme. It is all of those things and more… …it is a philosophy, a culture, a way of doing things… this is known as THE EVERTON WAY.
(**www.evertonfc.com/academy/what-isan-academy.html**)

Students have an opportunity to fully engage in this approach with all of those involved in the Academy. They become fully immersed within this philosophy, and quickly become valued members of the Academy team.

The partnership with the Everton Academy enables a number of students to undertake their Year 2 and 3 work-based learning in this environment and such an opportunity would not be available but for the enthusiastic engagement from the team at the Everton Academy with the LJMU Sports Development Department. This enthusiasm is evident with all the industry partners, and through a long and continuous process of building-up strong relationships with each and every one of them, Sports Development tutors aim to enhance the levels of employer engagement. As noted at the beginning of this article, the Sport Development with PE programme began in 1999 and one of the most satisfying elements of employer engagement is with graduates who now work in industry and provide high quality placements for subsequent undergraduates. This exciting opportunity to continue to further develop the work-based and work-related experiences will go a long way to maintaining the currency of delivery integral to the sport portfolio of programmes which strive to enhance student employability.

Ian Beattie is a Senior Lecturer in Sport Development with Physical Education in the Centre for Sport Dance and Outdoor Education. Ian is also Chair of the North West Health and Physical Activity Forum.

Gymnastics: Collaborative CPD - what has the impact been on pupils' learning?

Julie Money, Gary Kirby, Gill Parry, Rita Hesford and Chris Mooney

Abstract

In this study we aimed to provide a (Continuing Professional Development) CPD course using the serial method of delivery, as well as also an insight into how each session and the course as a whole had changed the way in which gymnastics was taught and pupil reaction to those changes.

Liverpool John Moores University (LJMU) in conjunction with Manchester Local Authority presented a gymnastics CPD course to secondary PE teachers in the Manchester area. The representatives for Manchester Local Authority were Gill Parry (Strategic level) and Rita Hesford (Advanced Skills Teacher), the team from Liverpool John Moores included Julie Money (Curriculum Leader for PGCE PE), Gary Kirby (Gymnastics Development Officer for Liverpool City Council). For the purpose of this report the personnel will be referred to as the 'Collaborative Partners'.

According to Garet *et al* (2001) (cited in Armour & Yelling, 2004) there has been a relatively small amount of research on the effects of professional development in terms of pupils' learning, therefore Chris Mooney (LJMU Research Assistant) was deployed by the Collaborative Partners, as a 'non-participant' observer to carry out action research in order to establish the effects both personally and professionally on the teachers involved in the gymnastics CPD course.

The key findings of the research were that the CPD gymnastics course was successful in terms of the attendance by participants over the four sessions held between September and December 2007. The teachers' approach and attitude when participating in all aspects of the course, both practically and through professional dialogue, was positive thus having the potential to create an appropriate climate for learning in the school context.

Background & Context

Reynolds and Teddlie (2000) (cited in Armour & Yelling, 2004) claim that teacher development is generally recognised as a key ingredient of successful school improvement strategies. However, "*...teachers still tend to view CPD with a 'healthy cynicism' as they 'wait to be convinced that time spent 'doing' professional development, ...will in some way eventually be of benefit to their practice and their students' learning*' (Armour and Yelling, 2004, pp98).

The model adopted for this CPD course was carefully designed by the Collaborative Partners in order to encourage maximum benefit to the teachers' practice and that of the pupils in their care, so instead of a one-day course by one member of the department with limited follow up, the whole department was encouraged to attend a series of sessions carried out each month in the Autumn term. This meant that the course did not assume that learning would automatically cascade to other teachers in the department (Armour & Yelling, 2004). Dissemination through the 'cascade model' has proven not to be effective whereas attendance by the entire department has been seen top have a greater impact on pupils' learning. The course enabled teachers from the same school to learn practices together as well as share with

others their experiences and practises from other school contexts. (McLaughlin & Zarrow, (2001) cited in Armour & Yelling, 2004) state that knowledge generated by groups from a similar 'community' is greater than the sum of individual's learning. Where groups who practice together it generates an understanding that is different from that produced by individuals alone.

Methodology

During initial meeting between the Collaborative Partners, consensus was that there should be serial sessions rather than a one-off 'day long' CPD session. The major aim of the course was to provide high quality CPD for those teachers in an attempt to 'change teachers' attitudes and beliefs in the hope that this will lead to changes in practice (Armour & Yelling, 2004). The table below demonstrates the action plan for the structure of the course.

Aim	Purpose	Time scale
Initial meeting of Manchester LA and LJMU personnel	Set aims of course Outline the structure of the gym course	November 2006
Taster session	Meet a representative from the PE department form each school to get a taste of the course, provide ideas and suggestions of how they would like to course to proceed with the potential to 'sign up' the whole of the department for the following academic year.	July 2007
Session 1	Pre-course task - attitudes of pupils and teachers to gymnastics Differentiated sequence building using tariffs in order to evaluate the sequence	September 2007
Session 2	Pre-course task - successes of learning in relation to the sequences Core skills revisited - progressions and enabling activities.	October 2007
Session 3	Pre- course task - where does gymnastics fit into the PE curriculum as a 'stand alone activity' and as part of other activities? Vaulting - progressions and enabling activities	November 2007
Session 4	Pre-course task - resources used in the PE department. Key stage 2/3 transition? Leadership through Sports Acrobatics session. In 4's, 8's and whole class	December 2007
Review of course	Discuss the possibility of having another gymnastics CPD course	Summer 2008
Follow up questionnaires/focus groups in October/November	Measure the impact on pupils' learning one year after the course had started	
Report written for Manchester LA	Review the course(s) and highlight the successes and the areas of development.	January 2009

The course began in September 2007 with all participants (four schools were represented with all members of the department) attending. The course participants would attend the course once per month involving them in collaborative discussion, development sessions with practical learning sessions based on gymnastics in the curriculum. All staff were in agreement that they would be videoed during this and subsequent sessions. The video evidence gave the researcher valuable evidence for this report. The session began with a review of the attitudes of staff towards gymnastics as well as how their pupils viewed gymnastics.

Questionnaires were distributed at the beginning and end of the course to establish views on gymnastics, confidence within the subject and the aims that the participants wanted to get out of this course the final questionnaire followed these themes. These questionnaires were used to gauge reaction and help decide on the pathway of the following sessions. Glover & Law (1996) stressed that any attempt to measure the impact of CPD are fraught with difficulties: a major limitation being that evaluations have invariably been reliant on participants' self-evaluations. However Burchell *et al* (2002) argue that self-reports are an important tool when evaluating the impact on practice as they provide a basis on which unique individual patterns of professional learning and development, and potential for impact on pupils' learning can be identified.

The aims of the course were for participants to:

- Experience sports acrobatics in order to have an understanding of the value of this gymnastic style within a Key Stage 3 programme.
- Understand how leadership can be developed through gymnastics for all pupils.
- Gain an understanding of the range and use of apparatus within gymnastics through a range of themes and gymnastic styles.
- Gain an appreciation for how gymnastics can be delivered within the statutory guidelines of the new National Curriculum (2007) as a 'stand alone' subject and also appreciate the value of gymnastics across the areas of physical education.
- Understand how pupils can build on their experiences from key stage 2 into key stage 3.

Discussion & Findings

(i) Taster session- July 2007:

The course was split into 5 sessions. The first session was 'flagged up' as a 'taster session', it took place on a wet day in July where a representative from interested schools (five schools were represented) came to establish if the course was appropriate to the needs of their department. Here participants had chance to have an input into the 'direction' of the course. The idea was that each of the schools' PE department would then 'buy into' the CPD run over four monthly sessions held in the Autumn term. The five PE departments from the authority would bring all (or certainly the majority) of their department to each session.

The taster session started off in the classroom discussing the principles of gymnastics in the school context focusing on teachers' opinions of gymnastics, the contributions that gymnastics can make to pupils' learning, as well as focusing on how teachers' motivate pupils to learn in gymnastics. After the classroom discussion there followed a practical session in the gym. This focused on partner and group work attempting to create a sense of teamwork amongst the participants. The final part of the session was a plenary; here participants were encouraged to highlight what they wanted from the course in terms of teaching and learning in gymnastics. The main responses were related to the new Secondary National Curriculum (2007) and this related to the goals of the teachers' on both a personal and school level. This is the view that Reynolds *et al* (1996), Darling, Hammond & McLoughlin (1995) (as cited in Armour & Yelling 2004).

Sessions 1 - 4

The course took place at a specialist sports college in Manchester as a series of twilight sessions from 3.30pm until 6pm. The course took advantage of classroom facilities and the multi purpose space that contained portable but no fixed gymnastics apparatus. This maintained the link between the course and the school environment reflecting the thoughts of that effective CPD is school based. Many agree that 'on the job' training and workshops based around the workplace for colleagues are required to assist them in their professional development.

(ii) First session - September 2007

The Introduction to the first session was to highlight from the taster session the audit of the attitudes of both students and staff to gymnastics in order to establish a starting point from which to build upon. The following issues were highlighted by course members:

STAFF ATTITUDES	PUPILS' ATTITUDES
Relevance	Relevance
Fear	Not fashionable
Support	Creative
Confidence	Individual
Apprehension	Fear
Progression	
Timing	
Quality	

The content of the first session focused on differentiating sequence building and how the use of a tariff focused pupils on evaluating their own and others work with clear criteria. Participants worked in pairs planning and performing their own sequence where they worked reciprocally to evaluate their partners sequence using a tariff adapted from those used within gymnastic competitions. The group were encouraged prior to this evaluation to decide on the level of tariff and to clarify the criteria for the performance. As the video evidence demonstrated the group worked well, though they found the process of evaluating a partner's gymnastic sequences using the 'tariff model' often quite difficult as observation and judgements made (using quantifiable scores) required sharp observation skills within a short space of time.

(iii) Second session - October 2007

Session 2 began with a discussion on how the sequence work and tariffs had worked with the pupils. The practical part of the session looked at floor work concentrating on the skills of headstands, handstands and handsprings. Staff appreciated, though slightly reticent at first, to participate in some complex skills. Links between these skills and their progressions were made to the new Secondary Curriculum focusing particularly on the Key Processes of developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating and improving and making informed choices about healthy active lifestyles. As a post session task, staff were asked to reflect on the links that gymnastics had to other areas of Physical Education.

(iv) Third session- November 2007

In order to address the issue of CPD affecting pupils' learning and the quality of teaching, the teachers were asked to video any material that they used in school taken from the twilight sessions. The footage would be used to demonstrate to the rest of the group how effective the practices were and the reaction of the pupils to those practices.

Session 3 linked well to the above, where it started with video footage from two teachers in a school who had both delivered aspects of the previous session. The video showed pupils taking part in the handstand & handspring progressions. The reaction on the pupils face after having achieved an 'aided' handstand the pupil's reaction was rewarded and showed clearly the joy that success in gymnastics can bring to the learners.

The focus on the third session was on 'vaulting', this are is considered to be more of a 'traditional' approach to delivering gymnastics, but one that teachers feel learners, particularly Key stage 4 pupils, enjoy and find appropriately challenging. The apparatus work was focused around the skills of leap frogs; through vaults and handspring vaults. The progressions were emphasised throughout the session and how the use of apparatus can aid this progression.

(v) Fourth Session - December 2007

Session 4 was the final session of the CPD course. Here the focus was on leadership through the skills and activities of sports acrobatics.

The practical was split into a number of sections. Firstly, an introduction to sports acrobatics using partner work that was a 'teacher led' session focusing on the principles of full body support, safety was stressed through this teaching style whilst considering how pupils could be encouraged to share in the role of supporter and supported. The pairs then worked in fours; a series of work cards had been produced with a number of tasks based on making a trio balance. Each member of the foursome had the chance to be the leader where they had 5 minutes to complete a scenario (copy the group balance pictured on the card or follow the descriptions laid out on the card). After each scenario, the leader and members of the group discuss how each group responded to the task.

From the fours, the groups combined to make groups of 8 where once again one person was the leader - they had 5 minutes to take the other 7 through the scenario (again a group balance pictured on the card or group task). This was repeated with two different scenarios and two different leaders. After each scenario, the leader and followers discussed how each group responded to the task. Finally as a whole group there were 3 leaders chosen for the one scenario. They had to work together to produce the balances required for the task. Again, after the task it was discussed.

The teachers found this session very interesting as they were asked to consider the leadership aspect as well as the skills and techniques of sports acrobatics. Leadership is a focus on the National Curriculum (2007). The post session tasks were considered particularly important as teachers were encouraged to consider how can this session could be used and progressed in their school context?

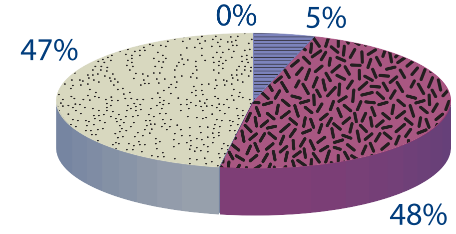
Results

The planned model for implementation of the CPD was for staff to deliver the content of the sessions in their gym lessons in the school context in the weeks between the sessions and then returning the following month then to evaluate the lessons with the other teachers'. In practice this proved to be more difficult than planned as there was very little teaching of gymnastics in any of the schools in the autumn term.

The first questionnaire (handed out either in the taster session or session 1 of the course) was used to gauge the feelings among the participants towards gymnastics. 26 teachers who made an initial enquiry into the course) completed the initial questionnaire. The following quantitative results are displayed in the following pie charts:

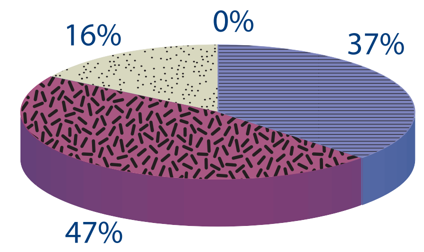
(1) **What are your feelings about your ability to teach to your pupils?**

Completely at ease
Confident with most parts
Confident with some parts
Not confident at all



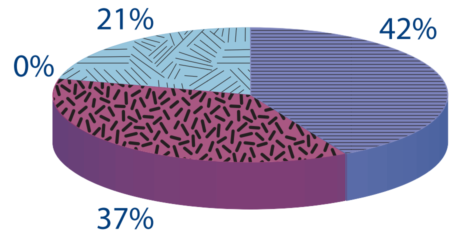
(2) ***What are your feelings about the value of the gym to your pupils?***

Essential
Valuable
Useful
No positive effect



(3) ***Why are you attending this seminar?***

To help with my understanding
Advised to come
Made to come
Other



Within the initial questionnaire, there were a number of respondents who chose to add supplementary comment(s). Here are the qualitative responses to these questions, some of these have been grouped together to show the summary of teachers responses to key themes and issues.

Why are you attending this course?

- I want my department up-to-date and informed
- Get and overview of the course to advise/feedback to rest of the department
- Someone enrolled and they did not want to miss GCSE class so I was asked to come
- Improve my understanding of secondary gym

In which areas of gym would you consider yourself strong and which areas can you see room for development?

Strengths
(23 comments made)

Comment / issue	No of respondents
Floor work / basic skills / travel / fundamentals	13
Trampolining	3
'Educational gymnastics'	2
GCSE	1
Vaulting	3
Partner work	1

Areas for development
(16 comments made)

Comment / issue	No of respondents
Apparatus work	2
Most areas	2
Large group work / improvement of knowledge	1
Variety of ideas	1
Gifted & talented pupils	2
Handsprings / vaulting / flight	6
Rhythmic gym / acrobatics	2

What do you aim to get out of this course?
(23 comments made)

Comment / issue	No of respondents
New ideas for key stage 3 / Wider variety of teaching approaches	6
Refreshing of subject knowledge / greater subject knowledge	10
Build confidence	5
Feedback to department	1
Progression	1

Any additional comments?

- I am quite fearful of the practical aspect as I am overweight hopefully I will be lighter by the next session. Our school did not teach gym for 6 years and although I teach KS 2 as SSCO I have only taught Y7 gym 1 unit of 6 weeks

Of the 26 teachers who showed an initial interest in the CPD course, there were 12 who completed the course. These 12 teachers then completed the final questionnaire in session 4. Below are the qualitative results from this questionnaire

Is there anything you would have liked to have been added on to the course?
(15 comments made)

Comment / issue	No of respondents
More resources to take way	2
More large apparatus work	1
More flight work	6
Rhythmic gymnastics	1
More sessions	1
Mores sports acrobatics	1
Nothing	1
More links to schemes of work	1
More use of video	1

Would you have done any of the course differently?

Comment / issue	No of respondents
More work on apparatus	1
No	7
Start on time / earlier	2

Have you been able to use any of the material with your pupils (if so which material), how have you found their responses to it?
(16 comments)

Comment / issue	No of respondents
Pupils really enjoyed the material	4
Enjoyed partners work	1
Enjoyed flight	5
Material to be used next term / soon	3
Good response to partner support	2
Responded well to differentiated tasks	1

What have you thought about the structure and timing of the course (too long between each session, too much information in each session, couldn't have been better). (14 comments)

Comment / issue	No of respondents
Rather late on Thursdays	1
Good structure	6
Well spaced out between sessions	2
Timing and length of sessions good	5

Any other comments?

- Very enjoyable
- The course has improved my confidence in teaching gym
- Overall a good course that gave me new ideas and allowed me to do work individually and as part of a small / large group
- Loved the sports acrobatics

Conclusions

Although only 12 from 26 teachers completed the course, it was deemed to be successful. The key findings were that the CPD gymnastics course was successful in terms of the attendance by participants over the four sessions held between September and December 2007. The twelve participants who contributed to the course attended every session which was potentially difficult due to the twilight nature (4 - 6pm) of the course. From the video evidence collected over the four sessions, the teachers' approach and attitude when participating in all aspects of the course, both practically and through professional dialogue, was positive thus having the potential to create an appropriate climate for learning in the school context. However, the proof of the success of the CPD could only be measured in terms of the impact on pupils' learning in gymnastics. According to Armour & Yelling (2004) a major issue surrounding CPD is trying to identify 'clear and measureable causal links' between CPD and its specific impact on pupils' learning. Additional research carried out in October and November 2008 (a whole year since the start of the course was to establish if the CPD had 'changed teachers' attitudes and beliefs leading to changes in practice? (Armour & Yelling 2004).
So, in conclusion, how can we measure the success of the course in relation to the impact on pupils' learning? In order to address this, a member of staff from LJMU returned to three of the schools to carry out focus group interviews or questionnaires. Here the aim was to measure the longer term impact on pupils learning both in and through the delivery of gymnastics. The following sub-themes were identified throughout the research and are the basis of the key outcomes that have been achieved.

- **Development of the subject knowledge of staff on the course?**

All members of staff felt that the course was very useful overall allowing them to refresh their subject knowledge in the teaching of gymnastics as well as serving as a reminder of the teaching points and new ideas, particularly in terms of the use of resources - both the use of equipment and human resources. A number of staff felt that as participants they were given the confidence to deliver to pupils as a result of increasing their own subject knowledge.

Staff highlighted the view of many pupils that whilst they were taught gymnastics for three, and in some cases four, years of their secondary school life, there was a much repetition from one year to the next. With the development of subject knowledge staff were then able to provide further challenges for each year group and therefore reduce the amount of potential repetition. The more complex skills of handsprings both on the floor and on apparatus were highlighted as being a valuable way of challenging pupils particularly towards the end of the key stage. Staff found it valuable to participate in such advanced gymnastic activities, though some may still be reluctant to demonstrate in front of a class, they were more confident to allow pupils to vault and try out more demanding skills as well as have their peers supporting them. Pupils found such activities a challenge and as a result more exciting and rewarding.

- **Change of practice by staff?**

The development of pupils' leadership skills and attributes developed through gymnastics has been introduced and consequently adopted by a number of the schools; the resources introduced throughout the course have been adapted and used in several ways to suit the needs of them pupils.

Staff felt that there is often a large differential between some children who are very able performers and those who struggle with the basic core skills (for example the forward roll). Staff valued the reminder and the return to the core skills of gymnastics and many had re-introduced these into all gymnastics lessons. As a result, staff felt that pupils gained in patience as they acquired the fundamental gymnastic skills. One teacher pointed out that the School Sports Partnership had made a positive contribution to teaching gymnastics though it was difficult for staff to get around all feeder schools and there were often only a small handful of schools that had an input from secondary staff in relation to teaching gymnastics.

The role of pupil-buddy support whilst performing more advanced skills was viewed by staff as an aspect of teaching & learning that improved as a result of the course. Here the responsibility that the pupils had on their own learning and that of others was an area staff considered had not often been overtly covered before.

Assessment for learning in Physical Education has been a priority over the past few years. Through the focused pupil observation work, when staff were introduced to the tariff system in sequence building, there was a focus on peer judgements of others' work based on set criteria.

Increase in the engagement of the pupils in gymnastics?

Participation in gymnastics by pupils in all of the schools was good, though a number of staff felt that there was now a greater chance for differentiation. Through participation in the course staff now felt more confident in terms of delivery, and as a result are able to challenge pupils further - particularly in supporting each other. In all schools participation in gymnastics (as in physical education lessons in general) was good, though one department in particular felt that non-participants in the gymnastics lessons now have a purposeful role in terms of supporting and/or coaching the others in the class. One member of staff pointed out, that in her opinion from a female perspective, there were many girls who had a body type that was 'not conducive' with gymnastics. However, they now felt that there were a number of different roles that pupils could now be involved in both as coach, observer, and as a supporter.

One department in particular felt that the way that course was structured (the twilight session every month for four months) enhanced the teaching of gymnastics for the whole department. In the past there had rarely been an opportunity for the whole department to be on a course together and share a common understanding of the CPD. Whilst they accepted that it was a 'drain' on their time from 3 - 6pm it was well worth their efforts as they were able to meet other staff from local Manchester schools and share common experiences but also able to share experiences and 'enjoy each others company' as a whole department.

As a result of the above findings & conclusions, the Collaborative Partners felt that another course taking on the same pattern of delivery and a similar content should be take place in the summer term. It was agreed that the structure of the CPD should take the same 'serial' format and take place over a series of 4 months in April, May, June and July.

The table below highlights the action plan for this course

Action	Purpose	Timescale
Review of course 1		February 2008
Session 1	For 'new' participants on course 2 to meet 'old' participants from course1. Give a first hand account of the processes that they had experienced and the effects that it has had on pupils' learning. Introduction to gymnastics Current audit of practice Core skills revisited - progressions and enabling activities.	April 2008
Session 2	Differentiated sequence building using tariffs in order to evaluate the sequence	May 2008
Session 3	Leadership through Sports acrobatics	June 2008
Session 4	Vaulting - progressions and enabling activities	July 2008

There were four schools who initially 'signed up' for the second gymnastics CPD course. Once again the attendance at the twilight sessions was excellent, where 9 of the 12 who started the course completed all sessions, demonstrating the value that staff place on whole department involvement and serial CPD.

This study set out to provide a gymnastics CPD course that was successful in terms of the attendance by participants over the four sessions as well as the teachers' approach and attitudes being positive thus having the potential to create an appropriate climate for learning in the school context. Following the delivery of the course (and the subsequent course that came about as a result) as well as evaluations from participants and Local Authority both during and after the course it has been found that the teachers' approach and attitude when participating in all aspects of the course, both practically and through professional dialogue, was positive thus having the potential to create an appropriate climate for learning in the school context.

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What does a beige top and a load of boxes have to do with teaching?

Sarah Nixon, Carol Maynard and **Philip Vickerman**

According to Darling-Hammond (2006) teaching is a serious business which involves developing policies and practices for 'powerful learning' which meet the needs of learners. So, does it really matter what you wear, where and how you stand; how you speak; what you do with your hands or what the room looks like? You might not think so on first thought but we have discovered that it does make a difference and is important. A small group of staff has been working with an external consultant on just these matters as well as individually developing their own particular needs and having fun with it. This short reflection shares with you a project about 'Peer Review' - but perhaps not as you would know it.

According to Lomas and Nicholls (2005, pg137) "Peer review of teaching is generally seen as a quality enhancement rather than a quality assurance instrument and a powerful means of encouraging the continuing professional development of individual lecturers". In reflecting upon this quote this project attempted to offer a means of enhancing the quality of learning and teaching through an innovative approach to examining aspects of student engagement, verbal and non verbal communication skills. Furthermore, the project set out to focus on aspects of continuing professional practice that were not focused upon examining subject knowledge but rather offered an alternative approach to working with external consultants to examine fresh approaches to peer review.

The project started with a member of staff who was struggling with a group and not enjoying the experience of teaching them without being aware of what wasn't working but could not work out what wasn't working. An external consultant working on another project helping students with their communication skills agreed to come and observe one of the sessions. Out of this came many points about communicating the message, one of these that has stuck ever since was about the students seeing the lecturer. This first observation took place in a flat teaching space and the member of staff was wearing a beige top which from the back melted into the walls and made it very difficult for the students to actually pick out the lecturer. "How long would they keep their attention on what was being said if they are struggling to pick out the voice?" was one of the questions asked by the external consultant. From this statement, a whole different approach to peer review has been established, developed and evaluated within the Faculty of Education, Community and Leisure at Liverpool John Moores University. We now have developed a new set of possibilities to enhance the way in which we communicate with our students (Hannan 2005) and helping each other to consider different but equally important aspects of learning and development

A systematic review of the literature (Boote 2005) discovered that what makes up how we communicate is split into two main areas namely verbal and non-verbal, which on the surface sounds quite simple. Consequently we began to examine how aware we were of the messages we give out including those unconscious one's and then working to change these was the challenge we faced.

So what did we do?

This type of work is difficult on your own so we buddied up (Wickersham, Espinoza and Davis 2007) with somebody we trusted and were happy to work with - this has proved an important factor to success.

We were initially watched teaching by the external consultant who then gave us feedback about our communication skills and abilities (the areas with examples are shown below) and if possible our buddy was there to help understand our developmental needs. Individually we decided what we wanted to work on for example, slowing our speech rate down, controlling our gestures, wearing different coloured clothing. This first group of willing volunteers has since doubled in size and an evaluation and reflection process has been developed to capture the stories. We have even made a training film of it.

So what have we actually looked at, this was dependant on the individual but on the whole it has included;

- ***Speed of speech*** - 150 to 180 words a minute works best when teaching, we had examples of people speaking up to 220 words a minute and have worked on different ways of helping people to slow down
- ***Tone*** - one example of this was using a command tone to ask questions thereby not enabling students to know what to do with the information presented,
- ***Volume*** - bringing a group back together involved raising the pitch of the voice not the volume and thereby creating little effect with the students.
- ***Gestures*** - using our gestures to expand on what we are saying rather than distract from the point, pointing with a pen caused a group to move away from the lecturer when the individual was actually using the gesture to make a point.
- ***Body language*** - what messages do we portray just by the way we use our body. Moving the feet inwards when feeling less sure, clasping hands and fiddling might show less confidence these were both examples from this project.
- ***Positioning in the room*** - we can stand in different areas to portray different messages, moving closer when telling stories, standing to one side when delivering theory, the other side when asking questions.
- ***Environment*** - what does the room look like, an example was the room was set up and tidy where the students sat but behind the lecturer was a pile of boxes and TV equipment which made it difficult to pick out the person from the rubbish. Clutter at the front of rooms could be very distracting from those facing forward.
- ***Clothing*** - the colour of what you wear really does matter. Wearing a top that is the same colour as the room makes it more difficult to see the person and therefore takes more attention on that rather than what is going on. Thinking about the space you are teaching and therefore what colours our need to wear sorts this out easily, or even more simple avoid pale colours.

Concluding thoughts:

This approach has been received positively on the whole, one of the respondents reports that "*It's given me a different dimension*" and this has been linked by another to an increase in confidence in engaging students in different ways. Comments were made about being more aware of both verbal and non-verbal behaviour and more importantly being able to do something about it "*making sure you know what sort of verbal or visual cues you want to give out at a particular point*" states one of the team. Overall the project seemed to have made a difference to the staff involved "*my awareness is just so much more heightened as a result of the project so enthusiasm was raised and I think my skill level has been raised*". The work is on-going, with one individual stating that they are "*trying to work out how I can within lectures plan a combination of where I stand with the subject matter, how I use my voice and how I also engage the students... and the interaction between the students and between students and myself*" The participants continue to think about their communication, make changes within their teaching and talk to their buddy and we hope that this approach will be spread as more and more people get involved.

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Pod casting feedback to students: Students' perceptions of effectiveness

Simon Roberts

Introduction

Providing effective feedback to students has been repeatedly associated as a key strategy in the learning and teaching process (Poulos & Mahony, 2007). However, much of the research on student feedback has focused on timing, content and student interpretation (Knight & Yorke, 2003; Yorke, 2002).

A review of several feedback intervention studies (Knight & Yorke; Mory, 2004; O'Donovan *et al*., 2004) revealed a number of consistent characteristics. Firstly, it is generally accepted that feedback on assessed tasks should maintain a balance of positive and negative comments (Hyland & Hyland, 2001). However, it has also been suggested, in practice that this procedure may be problematic (Lizzio & Wilson, 2008). Secondly, studies have indicated that students may find difficulty with the interpretation of academic language (Chanock, 2000) and consequently may not totally conceptualise the 'true' meaning of the intended feedback message. Thirdly, perceptions of fairness have been suggested to influence the effectiveness of the intended feedback strategy (Colquitt *et al*., 2001). In particular, the congruence between assessment outcomes and the management of the assessment process and the nature of the feedback strategies (Whitington *et al*., 2004).

According to Poulos and Mahony (2007) the research on students' perceptions of feedback is currently inadequate. The purpose of this small study was therefore an attempt to address this potential disparity, by pod casting feedback to a small group of level one sport development undergraduate students. The motivations for this study were generated by a number of recent observations and experiences from the author's role as a personal tutor on the sport development undergraduate programme at Liverpool John Moores University. Firstly, a number of the students had indicated on selected module evaluation forms a frustration with current feedback mechanisms and processes. These included timing of feedback (especially year end assessments) and consistency of tutor comments. Secondly, the author held a personal view that students were ignoring annotated qualitative comments and instead focused exclusively on the allocated grade.

This study therefore reports on the perceived effectiveness of pod casting feedback to a small number of level one sport development students, enrolled on a personal, developing and planning module (PDP). Specifically, the following questions guided the research project.

1. What are the students' views and perceptions of current feedback processes and mechanisms?
2. What were the student perceptions of Pod casting as an alternative feedback approach?

Methods

Participants

The sample for this study were an intact group (n=8) (male=5; female=3) of level one sport development students enrolled a year long PDP module. This intact group of students met with the author on various occasions throughout the academic year and formed the basis of a personal tutor group. All of the participants provided written informed consent.

Methodology

The level one sport development PDP module is 24 credits and year long. The module was delivered by specialist PDP staff in whole class lectures. These were supported by additional smaller group tutorials by all the sport development team. The assessment protocols for the module included: the production of and delivery of an individual web-site, four individual reflective presentations, a 2,000 word written assignment and finally a 750 word written action plan. The assessments were conducted in semester 1 and semester 2 and specifically in Week 7, Week 12, Week 25 and Week 31 of the University academic calendar.

Following the submission of an assessed piece of work each member of the group received feedback via an audio mp3 file. This process involved the author recording qualitative comments using an Olympus (WS-300M) voice recorder. The comments were then converted to audio file format using a converter software package 'audacity'. Each audio file was between 3 and 4 minutes in length and the file size was approximately 0.80 MB. Each student received the mp3 file via an e-mail and was requested to acknowledge receipt of the file. Additionally, each student was requested to include a follow up e-mail identifying any comments or concerns. The author attempted to avoid colloquial comments in the feedback and ensure that any suggestions were relevant to future assignments. The mark for the assessed piece of work was revealed at the end of the pod cast.

Data collection and analysis

After the submission of the final assessment task the author conducted a focus-group interview to establish the thoughts and feelings regarding the assessment process and specifically the use of pod casting as an alternative strategy. The interview lasted approximately fifty-seven minutes and was attended by every member of the group. The interview was recorded using a digital voice recorder and subsequently transcribed verbatim by the author.

Transcripts were initially checked by the author and then forwarded to the participants for member checking. Apart from a small number of interpretation and grammatical errors the transcripts were deemed to be an accurate record of the interview.

Thematic analysis was applied to the data and following themes emerged as relating to the effectiveness of current assessment strategies and the use of pod casting as an alternative.

Results and Discussion

Focus on the mark

A key theme which emerged from the data was the exclusive focus on the mark. Higgins *et al*. (2002:54) refer to students as 'instrumental consumers, driven by the extrinsic motivation of the mark'? The findings of this study tend to support this view. For instance a number of respondents comments included:

> *I don't bother reading the comments a lot of the time; I just go straight to the mark. I only look at the comments if I have to. (Respondent 3)*

> *Unless the mark is a really poor one I tend to ignore it, maybe it's because it's the first year and you only need 40% to pass. I think in year 2 I may look at more of the comments. (Respondent 4)*

Feed-forward

The interviews also revealed that the students welcomed more feed forward and less description about the content of the work. It was generally agreed that the feedback provided indicated 'what' was wrong but didn't necessarily include 'how' to do it differently. For instance:

> *I think they could do more about what to do next time...they just criticise you and say do It differently, they don't actually state how to do it the correct way. (Respondent 1)*

The students were particularly vociferous about tutors who used 'Why' and 'What' which they argued were neither encouraging nor particularly constructive.

The use of pod casting was generally welcomed more positively than the traditional written approach to providing feedback. In contrast to the findings of previous studies, the students appreciated the timing of the feedback, perceived it to more personal and welcomed the clarity in the comments.

Timing

According to Higgins *et al*. (2002) if feedback is not timely students may be reluctant to engage in the feedback process and consequently allow little opportunity to engage in reflection. The findings from this study suggest that pod casting is a mechanism which speeds up this process as the feedback is forwarded directly to the student.

The Personal Touch

The students also mentioned the personal nature of the pod cast. For instance one of the respondents stated:

> *I actually felt as though you had read the work in detail and you were taking a real interest, to hear your voice was really reassuring (Respondent 6).*

Clarity

Another perception included the clarity of the recorded message. The students had previously claimed that they were on occasions confused or unsure about written comments. This approach appeared to provide the additional clarity which was required.

> *I suspect you can say more when you record it...in that way I liked the way you gave examples of what I should have done...this was really useful for the web-site but I needed the essay alongside the comments to be the same for the written assignment. (Respondent 4)*

This comment in particular is a good example of one of the deficiencies of the pod casting strategy. For instance, the students felt as though pod casting was really useful for the individual presentations and the web-site. However, for the essay they required a copy of the assignment as well, in order to contextualise the comments fully.

Conclusion

The purpose of this small scale pilot project was to investigate the current perceptions of student feedback mechanisms and in particular the use of pod casting as an alternative strategy.

The initial findings suggest that the students welcomed the pod cast more favourably than traditional written/annotated feedback approaches in oral and practical assessments. However, for written assignments the pod cast was found to be less effective as the students requested both the audio feedback and a copy of the written assignment.

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An **aGENDER** for developing professional practice in teaching and learning.

Lizzie Smears

The Professional Standards Framework within Higher Education has provided academics with a benchmark, one that acknowledges their professionalism by providing 'the best possible learning experience for their students' (HEA 2007). The application process to acquire professional recognition requires academics to reflect upon the domains of their activity through which they evidence core knowledge and professional values. Evidencing practice through reflection is a useful process, for it offers an opportunity to pause, and explore the space for deep engagement in what it means to be professional. This paper addresses itself to the space 'in between us', and asks what of the 'personal' infiltrates the 'professional'. In other words how do academics locate their sense of self within the learning environment in which they work? A question that is explored in this paper is what impact does personal embodied experience have upon the way in which we present ourselves professionally, and how does acknowledgment of personal epistemology inform the ways in which we engage students in their own learning. In order to unravel these questions it is fruitful to acknowledge theory that explores the experience of being embodied as 'ground of our being' and 'our first home' (Halprin, 2003).

The ontological and epistemological debates concerning the body as a lived experience are central to the work of Merleau-Ponty (1962). Through his case study research on embodied action, he argues that the body has a dual role of being both a vehicle of perception and an object perceived. The body, therefore, has a paradoxical quality. Merleau-Ponty goes on to develop his ideas by proposing that the intentionality of experience underlies the possibility of perceiving of all kinds. In other words, it is as if we elect to locate our perceiving selves, one which gives us the vantage point of how we want to be in the world.

The centrality of the body as a source of knowing feeds our ability to perceive. These ideas are developed further by Linda Hartley in her work in somatic psychology and education (2004). She provides insight into the depth and breadth of knowing that the body presents. However, theories and practices that expand embodied consciousness have not been explored in the context of gender. Further, there has been very little written about the socio-cultural and political influences of class, 'race' disability and sexuality in the literature on embodiment and somatics. An absence of literature relating to embodied and gendered awareness within teaching and learning environments is also notable, both from the perspective of the academic member of staff but also from the perspective of students.

Connecting and integrating embodied experience through reflective practice, and recognising the potential influence on academic practices, is highly relevant to learning in institutional education. It could be argued that a prerequisite for professional recognition is to be 'embodily' aware, and that by exemplifying this good practice, educators sanction a more expansive and navigable route for students to develop their own learning.

However to make a convincing argument about these propositions it is useful to explore further the relationship between embodiment, subjectivity, gender and professional practices. To this end this paper revisits the phenomenological accounts of the body that excavate experience, and provide a scaffold for the exploration of how experience is infiltrated by cultural discourses and impacts upon our reflective processes. Iris Young (1990) is particularly insightful here. She draws heavily on the work of Merleau-Ponty in her analysis of how girls and women experience their bodies in the world by addressing the theme of body boundary. Young argues that moving and occupying space is absolutely connected to the gendered experience of being bounded in the female body. Her observations of girls' bodies moving in space illuminate well the perceptual horizons that are defining of the body boundary. Her writing offers educators the opportunity to explore their own occupation of space and reflect upon the gendered experience of embodiment.

Young theorises that the female experience of the body is chastened by three key ideas, what she refers to as; body immanence, inhibited intentionality, and discontinuous unity. Young suggests that, in comportment, girls do not bring their whole bodies into motion, the bodily orientation whether sitting, standing or walking is not with an open body. She draws examples from observations on the length of the stride, less vertical movement in walking, sitting with legs crossed and feet together, and so forth. These body shapes have little to do with the body's strength, but with how one uses the body in approaching tasks. The effort is concentrated on the body parts associated with the tasks, and less on free motion and open reach; hence the source of the pejorative term, 'throwing like a girl'. The whole body is not fluid and directed in motion; not in reach, extension, leaning, stretching and following through in both direction and intention.

There appears to be an imagined space, a kinaesthetic bubble, beyond which a girl does not feel able to move, it is a constricted space. Moving outwards is less common; the girl rarely meets or confronts an object with a counter-motion. There is a much greater tendency to wait and react to the approach, so an overall sense is that girls frequently respond as if something is coming 'at' them. In addition there is an observable tendency for girls to be less self conscious in direction. They are more likely, for example, to hit a ball 'in general', rather than in a specific direction.

Young suggests that girls' motility is characterised by timidity, uncertainty and hesitancy. They lack trust in their bodies to carry through their aims, and lack confidence in their capacity to enact. They are more tentative, which accompanies their fear of getting hurt. The attentiveness is divided between the aim being realised in motion, something being accomplished and the saving from harm. In a way this is like the attention being directed upon our bodies in order to achieve, rather than paying attention to what we want through our bodies. The above ways of being with our bodies produces greater or lesser feelings of incapacity, frustration and self consciousness. The typical cyclical outcome is of a self fulfilling prophecy; one of underestimating one's capability.

The importance of Iris Young's work to this discussion paper is her offering that being in one's body is a gendered experience. It is one that is not limited to the physical boundary of our bodies, but includes a way of being or perceiving that reaches into the so called kinaesthetic space that surrounds the body. Gender is interwoven with one's experience of self at a bodily level. One can argue that it is important to reflect upon one's gendered physicality in the teaching and learning process and this ought not to be limited solely to those disciplinary areas that are centrally concerned

with the moving body? It may be useful to reflect upon how as university teachers, we occupy space, and do so differentially, based upon our gender. It may also be worthwhile addressing strategies to draw attention to how students of different genders occupy their space and are encouraged to explore the 'kinaesthetic bubble' that surrounds them. Does the occupation of space leave residue at a metaphorical level; the way we all need to claim space, in order to develop.

As the student population continues to increase and the impact of policies on widening participation is felt at the level of teaching and learning, it is useful to revisit those markers that have shaped and informed teachers perceptions of themselves and their students within higher education. Higher education has been influenced during different periods of recent history by reference to the wider debates that inform on gender. Whilst there is a notable lack of political debate on the question of gender, the focus on student experience is gathering momentum. By trawling experience through the filter of gender and embodiment, insights into learning and reflective practice may be revealed.

The Question of Gender

The notion of gender has grown from the sex difference debates of the 1960s and 1970s. Feminists of the liberal tradition (Friedan, 1974) endeavoured to equalise opportunities for women in our social world. The focus on women as a collective was a binding strength. The development of feminist theory gave depth to arguments within sociology that drew connections between the social and political structures and practices that impacted upon the personal experiences of women. The connection between the personal and the political unveiled the structures and processes of patriarchy, and these were defined as being causal in maintaining the power differential between the sexes.

The acknowledgement of the complexity of difference between the broad essentialist category of women and men has continued to be refined. Different groups have claimed their own identity within feminist discourse. Black feminists (Hooks 1981, Amos and Parmer 1984, Carby 1987) claim their gendered voice, arguing that feminism has marginalised issues of racism and therefore presented only a partial account of gender relations. Women of colour (Hill-Collins, 1989) have drawn attention to the assumptions within feminist theory that women are a homogenous group. This has paved the way for women to identify the differences among them and to acknowledge that gender power oppresses women in multifarious ways.

Feminism marked a sea change in the relationship between men and women. Developments since then have evolved into a plethora of frequencies that are composite of women's voice. Some feminists (Segal, 1987) critique the postmodernist theory of fragmentation. Such theory argues that the realities of our lives are so fragmented and that there is no longer sufficient commonality between women to define them as a category, separate and distinct from men. The analysis of power that began between the sexes under the banner of gender relations has evolved into an analysis of power within the sexes. There has been an increased tendency towards the dissolution of association to a collective identity and to the strengthening of individualism and relativism dominating our social reality.

The question that is raised for this paper is in what sense do those currently working within higher education consider gender, how gender impacts upon their embodied sense of self, and concomitantly their professional practice? In what ways do teachers in academia acknowledge and reference their gender within the learning environments in which they work. Indeed do communities of learning currently acknowledge

their awareness of gender and its impact upon on learning processes and outcomes? A key theme for feminists that has prevailed and continues to resonate under different guises today is the significance of discourse in determining embodied subjectivity. Transposed into teaching and learning environments, this translates into the question 'how do we invite students to develop their awareness of how gender and embodiment permeates their lives?'

Discourses of the Female Body, Femininity and Sexuality

Engaging in discourse demands that a long lens is used to make sense of how our experience is framed and circumscribed. Feminists argue that women's knowing and the generation of knowledge from women's subjective experiences have been marginalised for centuries (Llewellyn and Osborne 1990, Gunew 1991). Power has been exercised over women and their relationship with their bodies. The female body has been discredited in its capabilities, controlled and dominated through the structures of patriarchy. The women's movement and feminism anchored itself on reclaiming power by women and for women (Bryson, 1992) with its focus on the rights of women to own their bodies (Millet 1971, Firestone 1979, Brownmillar 1975, Orbach 1979, Eichenbaum and Orbach 1984 & 1985, Ussher 1989, Nicholson 1992).

Susan Bordo (1989 & 1990) writing from a feminist poststructuralist position analyses the body within discourse as a 'text of culture'. The poststructuralist theoretical position is that the body is representative; it is an account of the rules of society on the construction of gender. She suggests also that the body is a locus of social control, one that reflects particular ideas and interests but also is constitutive of social relations. Sandra Bartky (1988) takes these ideas further by exploring particular disciplinary practices on of the body, that then become signifiers of the feminine body.

Bartky's lucid and insightful account of the production of femininity through the appropriation of the female body focuses on identifying three such categories of practices: first, the shape, size and general configuration that is achieved through diet and exercise, which for women concentrates on form, appearance and feminisation; the second group of disciplinary practices addresses the repertoire of gestures, postures and movements that are seen to suggest grace and a degree of restrained eroticism marked by modesty; third, the display of the body that results in feminine embodiment, one that attends to hair care, skin care the proper application of make-up and the selection of clothes. These three categories of disciplinary practices combine to create the ideal body of femininity, which according to Bartky is part of the process of the construction of feminine subjectivity. This discourse continues to have relevance and an enormous impact on everyday 'common sense' assumptions about women and their bodies.

The influence of biologically informed 'common sense' assumptions, in combination with the pervasive discourses of sexuality, have had the effect on how women position themselves and are concomitantly positioned in womanhood. Reproductive capacity, acceptable sexual orientation and sexual practices are the pillars that have supported a patriarchal structure of regulation, domination and oppression. This has contained and constrained women in their choices, expression and experience of their bodies. It is feminist engagement with women's health and in particular women's sexuality that has offered a different angle on women's relationship to their bodies.

A feminist analysis of female sexuality recognises how women have been represented throughout history as archetypes; for example, as of Madonna / whore, angel / devil. The suggestion is that the sexual woman is desirable yet

dangerous, the 'good' women is pure and asexual. These representations and images are littered through the cultural pores of our society and cluster into woman as object, not agent. Key to the social constructionist critique of sexuality is how the institution of heterosexuality as a dominant and coercive force in patriarchal society is theorised. The most critical accounts argue that heterosexuality is as dis-empowering for women as it is empowering for men (Weeks, 1987).

The significance of reviewing the work of these authors is to illuminate the relevance of how the body is shaped and moulded to become a representation of 'some-body'. In drawing attention to the influences that bound and persuade gendered individuals to embrace their social and indeed professional selves, is it possible to develop a reflective engagement that incorporates a more critical awareness of our embodied subjectivity as educators?

There is an array of literature by feminists that addresses the ways in which the female body is idealised in terms of beauty, body parts of size and shape, in presentation of acceptable femininity and so forth (Coward 1984, Chapkis 1986). The emergent literature relating to men and masculinity (Connell, 1987, Hearn 1987, Hearn and Morgan 1991) has benefited from this critical appraisal of idealised bodies. Sue Wendell (1989) argues that this idealisation prevents everyone, disabled people and non disabled people, from identifying with their real body. It may be that able bodied people can postpone the task of identifying with their real body because, unlike disabled people, they can make demands that their body fits the physical ideals of their culture; one that glorifies fitness and physical conformity. Barbara Hillyer Davies says;

> *'for all of us the difficult work of finding (ones)self includes the body, but people who live with disability.....are forced to understand more fully what bodily integrity means'. (1984, p.3).*

Personal testimony has historically been a mechanism for consciousness raising. Sue Wendell (1989), like many feminists, acknowledge that contributions from experiential accounts offer vital insight into the relationship between the nature of embodiment and the experiences of oppression and emancipation. Increasingly teaching and learning accesses reflective practice, a process that generates greater self awareness, as a means to augment learning experience. This is as true for professional development as it is for learners across educational environments. It may be informative if university teachers and students alike have access in the public domain to the narratives of how as gendered individuals we have negotiated and navigated our lives through the prevailing discourses of gender, sexuality and embodiment. The value of bringing the personal into the professional may reignite the dormant political debates that present a transparency to issues of power and how it is experienced.

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Making Space for Somatic Practice in Higher Education

Manny Emslie

Introduction

It is heartening to acknowledge that in recent years somatic practice has been given a rightful place in the curriculum of a number of undergraduate dance courses. As an advocate and facilitator of somatic education this paper has been designed to address the significance of its inclusion, especially with regards to its value of nurturing dance technique, creative play and personal artistry in performance.

In the 21st century a definition of somatic is quite difficult because according to Green (2002 p1121) "*the term is not a monolith*", meaning that many practitioners, therapists, artists, educators do not use it in the same way. Fortin (2002, p128) suggests a generic description of somatic as an "*…umbrella term used to assemble experiential bodily practices that privilege subjective experience*". It is Hanna, who first coined the term somatic in 1976 and he suggested that somatic theory views the body as perceived from the first person perspective. Hanna differentiates information perceived from a subjective experience as being different to that from data experienced from a third person perspective. He describes subjective experience as a way of looking at oneself from the inside out where one becomes aware of feelings, sensations and intentions rather than looking objectively from the outside in.

This method of working from the inside out is often new to students who have embarked on a vocational or degree course in dance. Often traditional methods of teaching dance - especially dance technique - focus on the acquisition of skills with the teacher demonstrating. This inadvertently leads students to becoming a representational body relying on extrinsic motivation and guidance. The teacher and the mirror determine success and progress. For so long this has been the dominant pedagogue and for many reasons it is rare that students are helped with becoming aware of inner sensations and how these can aid with learning and improvement unique to the individual. More often than not I witness a few students who in their first year of study arrive in the studio with an innate acuity and physical facility to build on what they already have, however the majority appear with habitual patterns that have led to poor posture and technique and they are inhibited and physically tight and tense; it is these students, according to Smith who (in Girard 2007, p22) "*…need to work on where they are before attempting to learn techniques*". What Smith is suggesting is that building on corporeal misuse will hinder possibilities and limit progress. Of course, the majority of dance students do have the potential to become aware of and to improve their own physical makeup and movement range, however we have to ensure that we can offer a variety of methods and dance practices to help and guide the student towards recognising and cultivating their potential. Providing a range of approaches also ensures that an assortment of learning styles is considered and that the student is supported with becoming a versatile artist.

Those who work in the field of somatic education trust that this is an approach that can aid a student with experiencing a personal insight into their body. With a growing somatic knowledge students can understand and acknowledge their dysfunctional postures and movement habits, so over time the learning process is understood to be one of re-education and of re-programming.

The pedagogy of somatic practice focuses on a number of methods - such as improvisation, use of imagery, visualisation whilst lying on the floor, hands on partner work, use of visual aids and other materials - all assist with being able to sense and correct poor alignment and movement technicalities, be they when static or when moving through space, and so a new sensory appreciation is experienced. When compared with a traditional dance technique class this is a very different way of working. Usually shape, positioning, rhythmic, spatial and dynamic accuracy are the goals, whereas in the somatic class sensing whilst moving is. The objective of moving with awareness involves helping a student to understand the nature of habit and thought, so they begin to appreciate that consciousness matters: a process that I refer to as an awakening of the self. A somatic class also differs to a traditional class in that it allows for time to attend to the soma in a quiet, non-rushed and gentle way. Often periods of activity are followed by a time of rest. This way of working is considered to be conducive to learning in a non pressured and calm environment which is thought to contribute to being able to engage in the process of self-listening and self-regulating.

According to Myers (1986, p46) a somatic approach to learning requires a "…*different kind of discipline and patience… It takes a willingness to suspend one's assumptions about how movement, especially one's own, ought to go*". Is this not at the core of all education? Where we create openness for learners to go beyond simply knowing and accepting how to do something they have learnt. That we stimulate curiosity, and provide gateways for moving away from the familiar and predictable so that learners have an opportunity to move safely towards the unpredictable and unknown. And by doing so we enable students to gradually find a voice of their own and have a real sense of agency through which they are willing to take risks confidently with their academic and practice - based endeavours. In the context of somatic practice, Myer's words resonate with a pedagogy that celebrates autonomy, individuality, and which cultivates a learner who has both creative movement intelligence and an articulate voice.

Often the art of performance is related to an event where an audience is present or when a dance work is being rehearsed in preparation for its showing. Perhaps this is because artistic expression is not always fully integrated into a dance technique class or creative workshops and yet this is an essential combination. We all know that improving technical skills does not inherently develop personal artistry. Yes, key pioneers of modern codified dance techniques such as, Martha Graham and Doris Humphrey wrote and discussed the nature of performance in terms of intention and having presence but the essence of how to aid the dancer with moving away from the quantifiable doing of a dance to the qualitative being of it is rarely touched upon. I put forward that this position of being within the dance lies in helping the dance student to form a deep connection to the whole self (physically, sensually, spiritually, emotionally, cognitively), and to self with other, and to the environment in which we all live. So therefore relating and being able to access and tune into feelings and perceptions culminate in an empathetic and expressive performance. When appreciating a dance performer it is generally agreed that an expressive, artistic performance is one that

touches our soul, that inspires us and which stirs something within us. Is it possible to find - or do some of us feel that we have found already - a methodological approach that helps nurture aesthetic sensibility so that the student dancer can interpret and communicate movement expressively be it when they improvise or perform set material?

I am one of those educators who promotes that a somatic way of learning and knowing is significant in helping a dance student to experience movement and dance as an embodied presence. Essentially, the nature of embodiment and presence is of course temporal in that the performer is fully involved in the lived moment of performance, and this can only occur if dancers are consciously aware of the decisions they are making. Self-listening, body awareness and conscious intention through to action are practices that must have a place in curriculum design if we really believe in nurturing, developing and educating artistry in performance.

The renowned Canadian performer and teacher Peggy Baker aligns presence with energy. She says (in Beaulieu 1996, p67)

> *" I think what we're responding to in a person is their energy. When the energy is moving freely as a form of expression through their body (it goes) out into space with great presence. When the energy is locked inside, they can be a good dancer but they don't really have a lot of presence".*

A number of somatic practices focus on helping the individual to experience a flow of energy travelling within the self and of sending this energy out into space rather than it being contained and trapped within spaces of the anatomical self. This method of becoming aware of one's own energy and "inner landscape of spaces" is certainly true of the somatic practice Skinner Releasing Technique (SRT).

In SRT (and other practices), hands on partner work is an exchange of energy for it is about sensing one's own energy whilst tuning into another's. In this context the act of sensing the self whilst also relating to another is helping to awaken kinaesthetic awareness so that the felt sensation is immediate, focused and meaningful. Images and activities related to the flow of energy and of the "*inner landscape of spaces opening*" run through most of the fifteen introductory level SRT classes, for example in class # one students are introduced to an image of "*streams of energy*" and in class # four to focusing on "*spaces inside*". Proceeding classes continue to explore "*inner spaces opening whilst moving*" and "*directional patterns of energy*" both as solo and partner work. These images become deeper and more complex as the classes progress so that by class # ten an image is given of "*pure energy*" being drawn in through the hands and feet and "*into the energy circuits of the physical self*".

These activities and images from SRT classes exemplify how somatic learning can help with experiencing the intentionality of dance with pure energy and presence whilst at the same time creative and imaginative play is combined with achieving technical principles of maximum ease of movement, a multi-dimensional alignment (and awareness) and suspending and expanding into space, to name but a few.

As this paper has revealed, I firmly believe in methods that encourage a deepening of understanding body and self - awareness, however, inevitably, there will always be educators who are suspicious of alternative methods of education and who are sceptical - or even afraid - of the spontaneous, process led and sensory nature of somatic practice. How can we help and support those who are not convinced of the educational value of its inclusion? Fortin (2008) suggests that it is important to address values that guide practices, and that these could

be approached through curriculum design, by asking questions such as: What is worth knowing? Who decides? And in whose interest is it? I suggest we also engage in a dialogue that moves us towards developing ways in which traditional and somatic approaches can begin to connect and work together in a complementary way. Rather than viewing differences and hearing a plurality of voices perhaps we should collaborate and move in the direction of creating a shared language whilst appreciating shared values of practice, which can only result in a cohesive and well - balanced curriculum. Not only will this cultivate versatile artists but also it will aid students with transference of learning whilst also challenging educators to create a new methodology.

It is also important to say that there are now numerous UK resident dance makers and performers whose work is informed by internal sourcing, in particular artists such as Gaby Agis, Andrea Buckley, Carol Brown, Rosemary Butcher, Gill Clarke, Siobhon Davies, Rosemary Lee, Florence Peake, Joseph Moran, Kirstie Simson, Miranda Tufnell, Lucia Walker and Simon Whitehead, to name but a small selection. Across the UK there are regular classes and laboratory environments that focus on somatic practices and creating work from the reference point of the self, such as the collective Falling Wide and Independent Dance, which is an artist led organisation that offers classes that encourage the individual "*…to wake up to the present moment and to our strength, awareness and pleasure in dancing*" (**www.independentdance.co.uk**).

In light of the above, if we are to really inform our students and make them aware of current practices and prepare them for this part of the dance industry, then it would seem only fair that we begin to integrate, rather than separate, the practice of somatic approaches in education.

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What can the coaches learn from the teachers? An example of model-based instruction in a National Governing of Sport coach education programme.

Simon Roberts

Abstract

The purpose of this article is to examine the role and nature of Model Based Instruction (MBI) (Metzler, 2005) and discuss how Instructional Models (IM) such as Sport Education (SE) and Tactical Games Concepts (TGC) have become embedded in the pedagogic delivery of a coach education programme for one particular sports governing body (the England and Wales Cricket Board [ECB]). This article will discuss how learning 'how to coach' principles have elements of MBI and reaffirm a view currently held by coaching scholars, such as Jones (2006) that current coach education discourse and physical education discourse actually contain more similarities than differences. This article concludes by recommending coach education teams engage in greater collaboration with experienced teachers of physical education as well as academics in higher education institutes (HEI's) recognised for their expertise in MBI.

Introduction to Model Based Instruction

In his comprehensive text *Instructional Models for Physical Education* (2005), Michael Metzler, provides a detailed insight into the various pedagogical models which are available to the teacher of physical education. According to Metzler (2005) MBI provides opportunities for teachers to adopt alternative Instructional Models (IM). Based largely on pedagogical theory and principles of instructional design, each model provides the teacher with a framework for organizing lessons, presenting content, engaging pupils in learning activities, and conducting assessments in unique ways that inherently require the consideration of all four components of pedagogical content knowing in an integrated fashion (Lund. *et al*, 2008). The notion of *content knowing* is a pragmatic teaching extension of Shulman's (1987) pedagogic content knowledge, which Cochran, Deruiter and King (1993) define as "a teacher's integrated understanding of four components of pedagogy, subject matter content, student characteristics, and the environmental context of teaching" (p. 266).

For many teachers of physical education (and indeed coaches) the process of leaning how to teach/coach is complex and one which has been reported previously as a five-stage chronological process (Feiman-Nemser and Remillard, 1996). The first stage involves the basic social and personal skills developed as an infant from their parents. The second stage is a culmination of approximately 17,000 hours of observation whilst acting as a passive learner in a physical education environment. The third phase is the development of pedagogical

content knowledge traditionally through pre-service initial teacher training or coach education courses. At this stage deep-rooted teaching orientations, pre-conceived ideas about teaching / coaching and teaching philosophies may already be well established (Green, 2002). The fourth stage of *learning how to teach* is the first full year of teaching. It has been suggested that despite the quality of the pre-service initial teacher training, teachers develop pedagogic content knowledge while actually 'doing the job' (Feiman-Nemser and Remillard, 1996). In the final phase the teacher develops and establishes structures, roles, routines, and procedures in order to manage physical education classes and to teach his or her pupils more effectively and with greater autonomy.

Examples of Model Based Instruction

The scope to review all of the instructional models is outside the remit of this particular paper, however, for those interested readers Metzler (2005) outlines eight distinctive teaching models; Direct Instruction, Personalised System for Instruction, Co-operative Learning, Sport Education, Peer Teaching, Inquiry Teaching, Tactical Games and Teaching for Personal and Social Responsibility. Direct Instruction is typically referred to as the level of teacher decision making and pupil engagement and can be characterized as 'teacher saying' and 'pupil doing'. According to Metzler (2005) pupils have only a few decisions to make in the learning environment and typically follow a sequential number of steps outlined by the teacher. The Personalised System for Instruction (PSI) model dominated the teaching of psychology and behaviour analysis in the 1970' and 1980's and was initially developed by Fred Keller (Eyre, 2007). The salient features of this model are (1) mastery of course material, (2) use of proctors, (3) self-pacing, (4) stress upon the written word, and (5) use of lessons and demonstrations primarily for motivational purposes. In a typical PSI unit, course content is broken down into smaller units and progression is based upon a mastery criterion (e.g., 80% or 85% correct). If pupils do not achieve this level of criterion they are required to re-take the test until they achieve the mastery criterion. For a more in depth review of PSI see Hambleton *et al*. (1998). The Co-operative learning model emphasises learning interactions in the cognitive, affective and psychomotor domains and is regarded predominantly as an achievement and process orientated model. Pupils work together in small teams and support and encourage the work of others and share the responsibility for completing group tasks. As Metzler (2005, p.260) puts it 'It is not that students must learn to co-operate but that students must co-operate to learn'. Sport Education was developed by Darryl Siedentop (1994) and is designed to 'provide authentic, educationally rich, sport experiences for girls and boys in the context of physical education' (p. 18). Sport Education has a number of features which are essentially adopted from organised sport. These include *seasons, group affiliation, formal competition, culminating event, record keeping and festivity*. Sport Education also develops the capacity for learning interaction in the cognitive, affective and psychomotor domains as the pupils are required to adopt roles beyond those of merely performing. Such roles may include; coaching, officiating, analysing and leading. Peer teaching can be simplified as 'I teach you, then you teach me'. Peer teaching can take many forms; however, the learning environment is typically structured around pupils conveying instructions to assist other pupils. Peer teaching is not to be confused with partner teaching or Mosston and Ashworth's (2002) Reciprocal Style. For a more in depth analysis of this model see (Rink, 2003). Inquiry teaching is characterised by involving the learner as a problem solver and has been utilised recently in an educational games context to develop intellectual abilities (Graham, 2004). Inquiry teaching has many similarities with

the Tactical Games Concepts (TGC) model which also encourages problem solving and decision making. In a TGC unit pupils have to solve a number of tactical problems through a series of small-modified games. TGC is discussed in more detail later in the paper, for a more in-depth review see (Bunker and Thorpe, 1982, Griffin, Mitchell and Oslin, 1997). Finally, Teaching for Personal and Social Responsibility (TPSR) was originally developed by Don Hellison in 1978 (Hellison, 2003). Hellison (2003) outlines four central characteristics of TPSR: (1) Integration, (2) Transfer, (3) Empowerment and (4) Teacher-pupil relationship. Due to the holistic and social nature of TPSR learning outcomes can be promoted in the affective domain, however, this model also attempts to integrate motor performance and cognitive knowledge (Hellison, 2003).

The remainder of this article will focus on how one particular NGB (the ECB) has adopted two of these models into the delivery of its coach education programmes and will focus specifically on TGC and SE. Firstly, however, it will be necessary to consider the current structural changes in sport coaching and attempt to place the history of coach education into a wider theoretical context.

Sports Coaching Context

Sports coaching in the United Kingdom (UK) at this time is in a favourable political climate and with the publication of key policy documents (Sports Council, 1991; UK Sport, 2001; Department for Culture, Media and Sport, 2002) currently finds itself in the 'grips' of a debate surrounding its acceptance as a recognized profession (Taylor and Garratt, 2008). Following publication of the government's *Sporting Future for All* (Department for Culture, Media and Sport, 2001) and the government's *Plan for Sport* (Department for Culture, Media and Sport, 2001) a Coaching Task Force assumed responsibility for addressing a number of concerns highlighted within the coaching community. These included; insufficient paid coaching opportunities, over-reliance on volunteer coaches, inadequate coaching structures and an absence of a nationally recognised, transparent and translatable coaching qualification (Sports Coach UK, 2007).

This final point is note-worthy because for the majority of the 1.2 million sports coaches currently active in the UK, the preliminary step onto the coaching ladder normally involves the successful completion of a NGB coach award (Sports Coach UK, 2006). However, NGB coach education courses have received criticism in the coaching literature for failing to address the requirements of prospective sports coaches. These criticisms include; de-contextualised coaching opportunities (Nelson, *et al*, 2006), an over-reliance on coaching technical and tactical aspects of performance (Knowles *et al*, 2006), course tutors conflicting with the curricula content (Hammond and Perry, 2005), curricular content which detracts from an understanding of the socio-cultural process of coaching and the coaching process (Cassidy *et al*, 2004) and a tendency to focus on the dominant bio-scientific disciplines of sport and exercise science (Jones and Wallace, 2005). Furthermore, evidence suggests that for most coaches a formalised coach education programme actually has very little impact on actual coaching practice and greater impact endeavours include more informal learning opportunities, such as working with more experienced coaches, reflection, and operating within a coaching community of practice (Cushion *et al*. 2003).

Sports Coach UK, the agency largely responsible for addressing these issues, in partnership with a number of NGBs and pivotal policymakers (the Department for Children, Families and Schools, the Department for Culture, Media and Sport,

UK Sport, the British Olympic Association, Youth Sport Trust and SkillsActive) recently developed both the UK Coaching Framework (UKCF) and the United Kingdom Coaching Certificate (UKCC).

The UKCF was unveiled in 2006 and outlines a long-term plan for coaching which includes unambiguous goals over three main phases. The first phase 'Building the Foundation' (2006-08), the second phase 'Delivering the Goals' (2006-12); and finally the third phase 'Transforming the System (2006-16). In conjunction with the UKCF, Sports Coach UK in union with sports industry professionals developed the UKCC. The UKCC aims to create coach pathways through a five-level framework, which according to Bolton and Smith (2008:79) 'will help professionalise the role of the coach, enable movement between the Home Counties and provide opportunities to move between sports through the inclusion of core components'.

Although these changes have been warmly welcomed by coaching scholars, to date, there has been little written on the impact of these new structures. A recent evaluation conducted on behalf of Sports Coach UK by Marketing and Opinion Research International (MORI) provides support for the new structures from existing coaches, however, a number of issues were also acknowledged, such as increased pressures on NGB's and a lack of collaboration between NGB's and individual sports (Bolton and Smith, 2008).

The ECB UKCC 2

The primary aims of the ECB UKCC 1 and 2 are to prepare cricket coaches with the necessary skills to introduce and develop cricket in a safe and enjoyable way, develop fundamental movement skills, develop and improve players, enhance coaching skills, knowledge and qualities and demonstrate competences against the UKCC standards for coaches (ECB, 2007). The ECB UKCC 2 concentrates for the most part on the necessary 'how to coach' pedagogic skills and places less of an emphasis on the technical and tactical elements of performance (the 'what to coach' skills). The structure of the ECB UKCC 2 award includes eight modules, of which module 3 'Coaching Children and Young Players' and module 7 'Coaching Tactical Play' contain a tactical games focus.

Tactical Games Concepts in the ECB UKCC 2

During the delivery of both of these modules course tutors provide coaches with a series of short introductory theory sessions, which tend to focus on conceptualising the role of the coach and placing TGC within a wider pedagogical context. Although these efforts are to be applauded, it does however, raise a number of questions. For instance, how qualified is the coach education tutor in delivering theoretical knowledge on TGC? Secondly, how much experience does the coach education tutor have in the practical application of TGC? And finally how congruent is a tactical games focus with course tutors' individual coaching philosophies?

The findings from a previous study (Roberts, 2007) suggest the coach education tutor(s) were not confident in the pedagogic requirements of TGC and indeed found several difficulties implementing the TGC model. These are mentioned in greater detail, in a separate paper (Roberts, 2008 in review); in essence they included the appropriate use of questioning and coping with the demands of a pedagogic model which conflicted with their establish coaching philosophy. Moreover, field notes and observations performed during the study suggested the lead-tutors were insufficiently qualified to comment with authority about the theoretical components of TGC.

The practical application of TGC is principally lead by a course tutor via the use of small modified games, thus allowing the coaches opportunities to develop experientially their knowledge and understanding of TGC. This includes involvement as a player, and also by assuming the role of the coach. Coaches are encouraged to consider a number of features congruent to TGC, such as how the game is to be modified and the appropriate use of questioning. To support the coach in their appreciation of TGC each coach is provided with a number of resources, these include; a pocket A5 size coaching pack, with a number of tactical games, a coaching DVD and a comprehensive coaching handbook.

Quantitative questionnaire data obtained from the (n=46) coaches who participated in the study reported TGC as one of the 'best aspects' of the course. However, the open-ended qualitative responses from the questionnaire revealed the coaches were left confused with some aspects of TGC such as; when to introduce technical skills, the use of questioning and how to access appropriate resources in the form of modified games. Moreover, observations recorded during the course, revealed how tutors were insufficiently prepared to provide answers and solutions to the questions posed. In addition, two of the tutors expressed concerns regarding the omission of technical content and were uncomfortable with the tactical demands of TGC as it appeared to conflict with their individual coaching philosophy .

Sport Education in the ECB UKCC 2

With the exception of Reid (2003), there is little evidence of Darryl Siedentop's (1994, 2004) SE model appearing in the sports coaching or coach education literature. Again, this is a somewhat surprising finding, considering the unique features of the SE model are to contextualise the sporting experience and attempt to provide performers with a more realistic and meaningful sporting environment (Reid, 2003). Although SE is not an assessed component of the ECB UKCC 2 and is not formally recognised in any of the ECB literature, the instructional format adopted by the coach education team referred to in the earlier study, contains all the hallmarks of the SE model. For example, during the practical coaching sessions, the coaches were assembled in teams, where they remained throughout the duration of the course. Each coach assumed a different role each week, examples included; warm-up coach, head coach, player, official, analyst and observer. During the duration of the course each coach was responsible for leading; a warm-up, small coaching episodes, officiating or organising small modified games. In other words the coaches were exposed to a number of the salient features of a sports culture and were consequently provided with opportunities to experience sporting roles other than merely one of a performer. Although not all the features of SE were evident (notably collecting of points, a seasonal nature and festivity) it was interesting to note the adoption of several SE principles by the coach education team. Due to the favourable reports of SE in the physical education domain and its growing reputation for developing physically competent, literate and enthusiastic pupils (O'Donovan, 2003), it is a logical extension for community sports clubs and coaches to be aware of the potential benefits of SE. As Reid (2003:13) points out, 'the closer community sports clubs and schools can get to the outlined features of the sport education model, the more realistic and meaningful the experiences for pupils may become'.

A central feature of the SE model when applied in a physical education environment is the leadership opportunities offered to pupils in the form of leading small coaching sessions. This involves a retreat from centre-stage by the teacher and the teaching role devolving into one of facilitator (Hastie, 2000). In the physical education literature there has been some debate

as to how qualified pupils are to deliver effective coaching sessions (Hastie, 2000; Wallhead and O'Sullivan, 2007). In order to overcome these barriers on the UKCC 2, however, the coaches are provided with small A5 task cards, which include organisational information such as equipment and layout; coaching points, and differentiated activities to help players of differing abilities.

As mentioned previously the decision to embed MBI into NGB coach education programmes is to be applauded and by encouraging coaches to think of 'learning' and their players as 'learners' is clearly a positive attempt to place the player/athlete and not the coach at the heart of the coaching process. In her book '*Athlete Centred Coaching*', Lynn Kidman (2005) presents a number of vignettes from experienced coaches in New Zealand, and illustrates how they have adopted MBI at the elite level. Although her focus lies predominantly on TGC, it does provide additional evidence of the emerging role of MBI in sports coaching environments. However, research conducted in the physical education domain suggests that, in order to be effective in the delivery of models such as TGC and SE practitioners need to be experienced in observation and analysis (Hastie, 2000) as well as open to the idea of an alternative coaching orientation (Light, 2004).

The role of HEIs and teachers of physical education in coach education

A possible solution to this problem may be in the adoption of appropriate continuing professional development (CPD) opportunities for coach education teams. Such programmes could be jointly co-ordinated by experienced teachers or colleagues in Higher Education Institutes (HEI) familiar with the practical and theoretical application of MBI. If the content of coach education courses are to continue with the inclusion of essentially educational concepts such as TGC and SE, then it would appear logical that greater collaboration exists between HEI's, teachers of physical education and NGB's. Currently, HEI's have been consulted over specialist input at UKCC levels 4/5, where individual NGB's perceive their coach education teams have insufficient knowledge in specific areas (Taylor and Garratt, 2008). Extending this to UKCC levels 2/3 may also be worthy of consideration.

In the UK there has been a recent expansion and explosion in the number of HEI's offering undergraduate sports coaching degrees and many of these institutions are recognised nationally for their excellence in sporting pedagogic delivery and research. Moreover, many of these leading institutions also offer undergraduate and post-graduate opportunities in physical education; as the pedagogic similarities between physical education and sports coaching continue to increase and many coaching courses move away from the traditional *coaching science* it may be prudent for these institutions to examine their module content and consider greater collaboration and sharing of expertise. The evidence collected from recent ECB UKCC 1 and 2 courses suggest both coach education teams and coaches would benefit from the input of teachers or teacher educators familiar with the delivery MBI. Moreover, if teachers or coaches are to recognise the potential of their pupils or athletes a greater collaboration between teaching and coaching may facilitate a 'legitimate peripheral participation' in sport and physical activity as 'communities of practice' (Penney, 2006, pg.26). The notion of a tension existing between traditionally two contradictory philosophical viewpoints however, should not prevent such a debate taking place, and as Penney (2006) argues 'more than at any time in history, coaching and teaching can now be viewed as more similar than different and, furthermore, in need of closer connection' (p.27).

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Innovations in Practice

The journal seeks to offer authors the opportunity to share a range of subject and pedagogical experiences and practices. We invite authors to submit manuscripts under a range of headings including a peer reviewed section; professional matters; teaching matters; discussion forum; undergraduate/postgraduate section; case studies; book reviews; and reflections on practice. The journal has an International Standard Serial Number (ISSN) which should increase the accessibility of the publication to external sources and the intention is to publish in both hard copy and electronic format. In addition, the editorial team hopes that you will see the launch of this journal as an opportunity to disseminate your subject and/or pedagogical practices in a supportive and developmental process, as well as being a vehicle for publication in other external journals in the future.

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