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"*Please Sir, Can We Play a Game*?"

Transforming Games Teaching and Coaching:

A Practitioner's Perspective

A thesis presented in partial fulfilment of the requirements for the degree of

Doctor of Philosophy

At Massey University, Palmerston North, New Zealand

Dennis George Slade

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DEDICATION

This thesis is dedicated to my wife Philippa and my three children; Andrew, Richard and Caroline, the most important people in my life, whom I love dearly.

ABSTRACT

Over the last 30 years, traditional skill-based game teaching models have gradually been supplemented by instruction under an inclusive banner of Game Centred Learning (GCL) but more specifically, Teaching Games for Understanding (TGfU). This thesis uniquely examines from a practitioner's perspective how the development of GCL and its dissemination occurred in New Zealand (NZ) 1945-2015. The multi-method approach establishes through a triangulation of data sources utilising a bricolage approach that the development was not mandated by educational policy but evolved through various combinations of insights from early luminaries in the field and visits to NZ by a key figure in the field (Rod Thorpe). Additionally, a new guard of Physical Educators in pre-service teacher education colleges in NZ were also significantly influential in the dissemination of GCL strategies as was a new socio-ecological perspective in PE syllabi (1999; 2007). An emergent autoethnographic documentation of the author's role further informs this evolution of GCL and TGfU practices in NZ. Bourdieu's concepts of habitus, practice and field are used as markers to signal change and record tensions that ultimately led to adoption of GCL practice in PE teaching and sport coaching in NZ. The thesis findings present implications for PE practitioners through innovative GCL approaches, associated with play, mastery learning and TGfU, that involves transforming play. It is concluded that at a practical and theoretical level, TGfU should be seen in a holistic experiential sense and integrated into PE programmes acknowledging its potential to contribute to and enhance citizenship. The final contribution to knowledge of this research is the presentation of a model of GCL designed to transform play.

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2. **Slade, D. G.**, Martin, A. J., & Webb, L. (2013). Providing sufficient opportunity to learn**:** A response to Gréhaigne, Caty and Godbout. *Physical Education & Sport Pedagogy, 20*(1), 67-78.
3. **Slade, D. G.** (2010). *Transforming play: teaching tactics and game sense.* Champaign Illinois: Human Kinetics.
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ABBREVIATIONS

CoE	College of Education
FGS	Fundamental Game Skills
FMS	Fundamental Movement Skills
GCL	Game Centred Learning
HoD	Head of Department
HPE	Health and Physical Education Curriculum, 1999 & 2007
HNZ	Hockey New Zealand
MUCE	Massey University College of Education
NCEA	National Certificate of Educational Achievement
NZJHPER	New Zealand Journal Health Physical Education & Recreation
NZJPE	New Zealand Journal of Physical Education
NZPE	New Zealand Physical Educator
PE	Physical Education
PNCE	Palmerston North College of Education
PNTC	Palmerston North Teachers' College
PSI	Personalised System of Mastery Instruction
PTE	Pre-service Teacher Education
RLD	Representative Learning Design
RST	Regional Sport Trust
TGfU	Teaching Games for Understanding

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