


## Proceeding

Supplementary Issue: Winter Conferences of Sports Science. VI International Congress and XXVII National Congress of Physical Education, 23-25 October 2019. Palma (Balears), Spain.

# Evaluation of a program to expand use of sport education model: Teachers' perception and experience

DAVID GUTIÉRREZ<sup>1</sup>  , YESSICA SEGOVIA<sup>1</sup>, LUIS MIGUEL GARCÍA-LÓPEZ<sup>2</sup>, DAVID SÁNCHEZ-MORA<sup>3</sup>

<sup>1</sup>Department of Music, Art and Physical Education Pedagogy, Faculty of Education of Ciudad Real, Castilla-La Mancha University, Ciudad Real, Spain

<sup>2</sup>Department of Music, Art and Physical Education Pedagogy, Faculty of Education of Albacete, Castilla-La Mancha University, Albacete, Spain

<sup>2</sup>Department of Music, Art and Physical Education Pedagogy, Faculty of Education of Toledo, Castilla-La Mancha University, Toledo, Spain

### ABSTRACT

Although physical education (PE) is spread all around the world and the large amount of physical activity policies focused on childhood at schools, there is a big difference between policy and real-life practice at schools. The main objectives of this study were 1) to know the diffusion and main features of Sport Education at schools in Castilla-La Mancha (Spain) through the program Proyectos Escolares Saludables (PES, in English, Healthy Schools Project, HSP); 2) to know teachers' perceptions of the impact of Sport Education in their everyday teaching practice. During three academic years (2016/2017; 2017/2018 and 2018/2019), 181 Primary and Secondary schools participated in the HSP. Data from 91 of them were analysed through an ad hoc self-report. The results showed that during the first year of permanence in the HSP, 337 seasons were implemented according to Sport Education in these 91 schools. In relation to their perception, teachers showed a positive perception of educational potential of Sport Education compared to his previous teaching practice, highlighting students' motivation, content learning and development of responsibilities. In conclusion, the general teachers' perception who have implemented Sport Education in Castilla-La Mancha through HSP highlights the great educational potential of this pedagogical model, as well as that the teacher training process has been adequate. In turn, the inclusion of new methodologies in school projects promoted by educational authorities seems to be an ideal means for the teachers' professional development.

**Keywords:** Physical education; Games teaching; Teacher perception; School sport projects; Teacher training; Continuous training.

#### Cite this article as:

Gutiérrez, D., Segovia, Y., García-López, L.M., & Sánchez-Mora, D. (2020). Evaluation of a program to expand use of sport education model: Teachers' perception and experience. *Journal of Human Sport and Exercise*, 15(2proc), S345-S358. doi:<https://doi.org/10.14198/jhse.2020.15.Proc2.26>



**Corresponding author.** Department of Music, Art and Physical Education Pedagogy, Faculty of Education of Ciudad Real, Castilla-La Mancha University, Ronda de Calatrava, 3, 13071. Ciudad Real, Spain. <https://orcid.org/0000-0002-7805-4936>  
E-mail: [David.Gutierrez@uclm.es](mailto:David.Gutierrez@uclm.es)

Supplementary Issue: Winter Conferences of Sports Science. [VI International Congress and XXVII National Congress of Physical Education](#), 23-25 October 2019. Palma (Balears), Spain.

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202

© Faculty of Education. University of Alicante

doi:10.14198/jhse.2020.15.Proc2.26

## INTRODUCTION

Models-based practice in Physical Education (PE) is considered a clear alternative to traditional approaches with the potential to replace them (Casey, 2014). Pedagogical models are supported by scientific evidence and validation processes (Metzler, 2017), elements that are lacking in most traditional practice in PE. In addition, there is currently a wide range of bibliographical material that facilitates its dissemination and expansion among practitioners. However, more than three decades after the appearance of the most widely used models, such as Teaching Games for Understanding (Thorpe, Bunker, & Almond, 1986), Sport Education (Siedentop, 1994), and Teaching Physical and Social Responsibility (Hellinson, 1995), these continue to be considered innovations (Kirk, 2011), while the traditional approach to teaching remains hegemonic, given the continued dominance of the multi-activity sport-techniques model and its resistance to change (Kirk 2010). This situation highlights the continuing gap between research and the implementation of changes in school settings. Closing this gap involves the interrelated action of the three pillars that necessarily form the basis of educational change: change in teachers' attitudes, effective training and institutional support.

The foremost agents of educational change are teachers themselves, especially if the change is to be methodological (Gutiérrez, García-López, Pastor-Vicedo, Romo-Pérez, Eirín-Nemiña, 2017). One of the conclusions of the European Commission's study on addressing the change in methodology towards key competences, was that the attitude of teachers is essential for the new approach to be correctly implemented (Gordon et al., 2009). Hence, understanding this attitude is fundamental to implement adequate professional development programs (Lieber et al., 2009). In this line, Bechtel and O'Sullivan (2007) in their study on enhancers and inhibitors of teacher change in PE describe that the main enhancers to change are teachers' visions and beliefs of PE and support from principals, colleagues, and students. Within the inhibitors are district practices and policies and educational priorities.

Regarding the second aspect, Méndez and Martínez de Ojeda (2016), drawing on a review of the literature, determine that lifelong training in PE is effective and helps improve teaching practice if: a) it is oriented towards aims related to collaboration and shared experience, b) it is framed within the current educational regulations, and c) it connects with individuals' training needs and the needs of the school setting. Finally, institutional support is viewed as a driver of change, and, as mentioned, is an essential element of training processes. Thus, institutions promote real changes if their regulations are conceived in accordance with scientific evidence, while also supporting the training processes required to implement such regulations.

This work presents the results of a program promoted by the regional government of Castilla-La Mancha, a region located in the centre of Spain. The aim of the program was to generate methodological change in PE through the expansion of Sport Education, using teacher development programs and creating a community of practice. Within pedagogical models spectrum, Sport Education is a model with great pedagogical potential, which has shown not only benefits for the student, but also generate illusion among teachers (Alexander & Luckman, 2001), and the capability to overcome their discomfort with teaching PE (Alexander Taggart, & Thorpe, 1996), which are key elements in changing teachers' attitude. Sport Education was designed by Siedentop (1994) with the main aim of providing all pupils with an authentic sport experience in their PE classes. The main goal is to educate pupils to be competent, literate and enthusiastic. This teaching model is characterized by its adherence to the main features of sport (seasons, record-keeping, formal competition, affiliation, culminating event and festivity), accompanied by three educational strategies (developing responsibility through assignment of roles, content adapted to students' characteristics and long

teaching units) which reinforce the main educational goals of PE (Siedentop, Hastie, & van der Mars, 2019; García-López & Gutiérrez, 2016).

The increased scientific evidence and teaching literature on Sport Education in Spain and the initial expansion of the method stemming from its inclusion in teacher training programs at the regional university in 2008, led policy makers in the autonomous region of Castilla-La Mancha (Spain) to promote Sport Education model across the region. Three specific measures have helped boost the profile of Sport Education in Castilla-La Mancha: (1) providing for its use in teaching recommendations within the primary education curriculum (Decree 54, 2014), underlining its potential for the development of values; (2) integrating it in the Healthy School Projects (HSP) initiative, which proposes its progressive incorporation into schools and teacher development programs; and (3) promoting Sport Education school networks, with aims such as the transition to secondary education (Gutiérrez, Segovia, García-López, & Fernández-Bustos, 2019) or the promotion of new sports.

HSP have formed part of the Plan to Promote Physical Activity in Castilla-La Mancha since the 2016/2017 school year. The initiative is aimed at schools in the region, which can voluntarily sign up to the project through a selection process that prioritizes the involvement of the entire school community. Once selected, the school is a member of the program and receives funding for three years. The HSP comprise ten pre-established programs, seven of which can be designed by the school (e.g., active transport), and the other three are coordinated and supervised by the regional government of Castilla-La Mancha through an agreement with the Department of Music, Art and Physical Education at the University of Castilla-La Mancha. One of these three programs is Sport Education, which focuses on promoting sport and social values. In the first year of belonging to HSP, the PE teachers involved are obliged to teach a season of Sport Education in the grade of their choice. In the second year, they are required to implement Sport Education in other grades, and in the third year, they are expected to design seasons that involve the coordination of various class groups or various schools, following the principles of Sport Education school network (Hastie, Farias, & Gutiérrez, 2013).

Despite the great interest aroused by models-based practice in the literature, few studies have focused on its actual impact in the educational system (e.g., García-López, Gutiérrez, Sánchez-Mora, & Harvey, 2019 on Teaching Game for Understanding). The only large-scale trials of Sport Education were held more than two decades ago in New Zealand (Grant, 1992) and Australia (Alexander et al., 1996). They not only served to validate the model, contrasting its potential to provide an authentic sports experience to all students, but also to renew the teaching practice as their enlightening titles show: *Integrating sport into the physical education curriculum in New Zealand secondary schools* (Grant, 1992); *Possibilities for professional renewal through Sport Education in Australian schools* (Alexander et al, 1996). In a follow up study, Alexander and Luckman (2001) studied the perceptions of 377 Australians teachers and the impact of Sport Education in their school and teaching activity. Our study has many similarities with these studies as the sample is much larger than that used in most Sport Education research and it is framed in the evaluation of a PE teaching renewal process promoted from educational institutions.

The main aims of the present study were: (1) to establish the scope and characteristics of the implementation of Sport Education model as part of the HSP program in schools in Castilla-La Mancha; (2) to determine teachers' perceptions of the impact of Sport Education on their teaching.

## METHODS

### Participants

During the 2016/2017, 2017/2018 and 2018/2019 school years, 181 state and charter schools took part in the HSP program. The sample for this study comprised all the schools that completed the questionnaire in a correct and timely manner (50.3%; N = 91; Table 1).

Table 1. Description of schools analysed.

Educational stage	State school	Charter schools	n
PE	56	2	58
SS	24	0	24
PE and SE	0	7	7
SN	1	1	2
N	81	10	91

PE: Primary education; SS: Secondary education; SN: special needs.

The responses of 92 teachers from across the 91 schools were analysed. Before taking part in the HSP, 14.1% of these teachers had prior experience of implementing Sport Education (8.7% had implemented between one and three seasons, 1% more than five seasons, and 4.4% have experienced the model when supervising preservice teachers. Regardless of experience, they all followed a 20-hour face-to-face course, given by two experts in Sport Education, with more than 10 years of experience of training teachers in this educational model. The teachers were also given the questionnaire on pedagogical behaviours (Sinelnikov, 2009 in its translated version in Calderón, Hastie, & Martínez de Ojeda, 2010) as support and validation for the implementation of the model.

### Measures

Teachers' perceptions were collected by means of an online ad hoc self-report questionnaire, which they completed at the end of the first school year of their participation in the HSP. The form was designed by an expert in Sport Education, with more than ten years' experience of training, implementing and researching on the model. The teachers replied to 11 questions (Table 2), divided into three blocks: 1) descriptive data on implementing Sport Education; 2) teachers' perceptions of Sport Education compared to their previous experience of teaching sports games; 3) teachers' perceptions of the positive aspects and the difficulties of implementing the model. Blocks 2 and 3 comprised open-ended questions.

Table 2. Questionnaire.

Block 1: Descriptive data of Sport Education seasons	Grade. Class. Content. Use of course materials. Nº of sessions.
Block 2: Comparison of the Sport Education with its previous experience in teaching games	Motivation. Regards motor commitment time and organization time. Learning. Development of responsibilities.
Block 3: Teachers' perception	Enhancers. Difficulties.

### Analysis

Each block of questions was analysed independently, using the procedure described as follows:

#### Block 1

The quantitative data were entered into IBM-SPSS version 24.0, calculating the frequency of the variables of number of seasons, number of groups, content (grouped according to sports categories) and range of number of sessions. The number of groups and the range of number of sessions were analysed according to educational stage.

#### Block 2

The responses were categorized according to scale: lower, similar, higher and much higher (Sport Education versus previous experience).

#### Block 3

The content in this block was analysed following the five stages described by Yin (2011): Data compilation and classification, disassembly, reassembly, and interpretation. To show consensus across the aspects reported by the teachers, we quantified and determined the percentages of teachers that addressed the categories and subcategories resulting from the analysis in their responses (Table 5).

## RESULTS

### *Descriptive data on implementation of Sport Education*

Table 3. Content implemented in the Sport Education seasons.

Category	Games/sports	n	%
Invasion games	Floorball	14	16.3%
	Colpbol	5	
	Basketball	9	
	Five a side football	3	
	Handball	17	
	Balonkorf	1	
	Ultimate	3	
	Rugby tag	3	
Net/Wall games	Volleyball	15	59.9%
	Ringo	179	
	Badminton	8	
Target games	Dodgeball/Datchball	40	13.4%
	Petanca	1	
	El quemao	4	
Striking/fielding games	Baseball / foot-baseball	6	1.8%
Individua sports	Athletics	7	2.1%
	Ropes	2	6.5%
Others contests	Acrossport	10	
	Orientation	1	
	Kin-ball	1	
	Traditional games	4	
	Five passes game	4	

In the schools in which we analysed the application of Sport Education during their first year of participation in the HSP, 337 seasons (Table 3) were implemented across 199 class groups (Table 4). Table 3 shows the content delivered in these seasons. A total of 82.6% of teachers delivered more than one season, and 19.6% used, at least, two different content. A total of 67.4% of the teachers ( $n = 62$ ) followed seasons described in the manual we provided, mainly ringo (a catch and throw net game), which was the sport used in their training course.

Table 4 shows the number of seasons implemented by stage and grade. In primary education (1st to 6th grade), the teachers mainly chose higher grades, especially 5th and 6th grades, while in secondary education, the distribution across the grades was more uniform.

Table 4. Number of groups by grade and level of schooling.

PE		SE		SN	
Grade	n	Grade	n	Grade	n
1º	3	7º	26		
2º	5	8º	16		
3º	21	9º	19		
4º	39	10º	22	-	6
5º	65	11º	11		
6º	66				
n	199	n	94	n	6

PE: Primary education; SE: Secondary education; SN: special needs.

Finally, over 50% of the primary teachers programmed more than 14 sessions in their seasons, while the secondary teachers programmed their seasons more uniformly within the ranges established (Table 5). No seasons with fewer than seven sessions were implemented in any of the stages of either primary or secondary education.

Table 5. Percentage of the number of sessions implemented in the seasons according to educational stage.

	PE	SE
< 7	0%	0%
7-10	8.9%	29.2%
11-14	39.3%	35.3%
> 14	51.8%	37.5%

### **Comparison of Sport Education with previous experience**

In this section, the teachers replied to questions on motivation, motor engagement time, organization time, learning of content and development of responsibilities (Figure 1). They were required to respond by comparing the program applied with sport teaching units they had previously implemented following directive methodologies.

A total of 97.7% of the teachers perceived students' motivation to be higher or much higher compared to the use of a directive approach.

As regards motor engagement time and organization time, 78.72% of the teachers considered the former was higher or much higher.

The teachers' perception of students' learning was highly positive, with 36.7% reporting that students learned at the same level using Sport Education, and 61.7% perceived students' learning to be higher or much higher. Teachers' scores for development of responsibilities were all very similar.

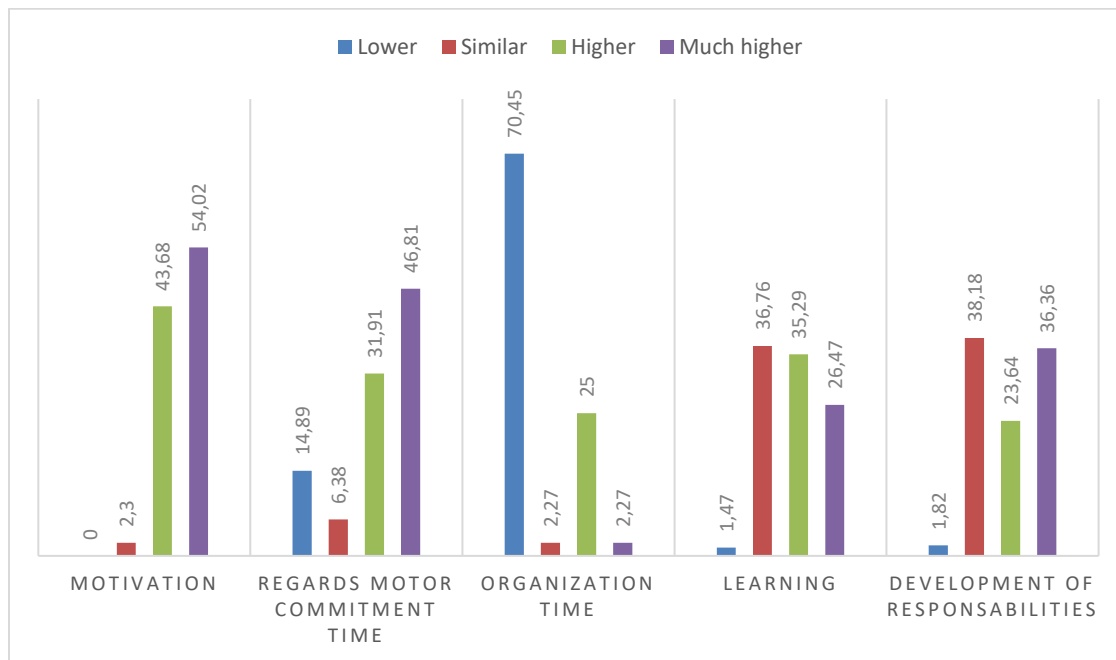


Figure 1. Comparison of the Sport Education with previous experience.

### Teachers' perception of Sport Education

Table 6. Teachers' perception. Percentages of teachers that addressed the categories and subcategories resulting from the analysis.

Category	%	Subcategory	%
Methodology	63.0%	Key features	21.7%
		Educational adaptations	58.7%
Learning	68.5%	Content	26.1%
		Social and civic	65.2%
Student attitude	64.1%	Motivation	51.1%
		Relatedness	15.2%
		Competence	7.6%
		Engagement	13.0%
PE enhancers	41.3	Novelty	4.3%
		Authentic assessment	4.3%
		Competence-based approach	23.9%
		Class managements	16.3%
		To transfer of learning	5.4%
Limitations	43.5%	Extern (curricular)	16.3%
		Teaching difficulties	33.7%

The analysis of questions 10 and 11 gave rise to five categories: methodology, learning, student attitude, PE enhancers, and limitations and difficulties. Table 6 shows the percentages of teachers who, when asked about the positive and negative aspects of their experience, mentioned any of the identified categories or subcategories.

### *Methodology*

The teachers mentioned aspects related to both the core elements of the model and its educational adaptations. First, they focused especially on three elements: affiliation, competition and season. With regard to teams, the teachers positively perceived the development of “sense of belonging to a team” for reasons such as “they try to improve” or “they all have a share of responsibility”. In addition, they underlined the importance of a good dynamic in forming the teams in order to implement the season correctly. In this respect, while some teachers thought they should “be involved in putting the groups together, to avoid imbalances”, others felt that “the task of choosing the groups should be shared between the teacher and students so as to create consensus and include everyone involved”. With regard to competition, they positively valued its potential to “bring students closer to the reality of competition and develop a desire to excel”. Second, the teachers perceived both positive aspects and difficulties associated with the three educational adaptations of Sport Education: roles, material and length of season. Most of the teachers appreciated the concept of roles, arguing they were “highly positive for the dynamic of the session” and effective in developing the learning process. They underlined the “students’ willing acceptance of responsibilities” and the possibility to adapt them to each student’s capacity (e.g., “Students can develop their role in accordance with their abilities.”). However, they also encountered difficulties in students’ development of the roles, reporting differences in the prominence of roles, abusive use of authority and difficulties in the initial phases due to some students’ shyness. Such difficulties were especially associated with the role of referee, both as a source of conflicts and students’ occasional refusal to accept the role (e.g., “it is the least popular role and one which students are sometimes unwilling to take on”), noting that “some referees were not mature enough for such responsibility”. The teachers also reported difficulties in students’ management of the materials (e.g., “I think completing so many reports for each role or situation is excessive. The documents should be shorter and more practical than bureaucratic”). Finally, some expressed negative opinion about the length of the season, mainly due to “the impossibility of covering other content along the assessment period”.

### *Learning*

The teachers’ perception was that students learned the content effectively, both as regards the content taught (e.g., “in my case, I’d never managed to get students to internalize a sport so well.”) and the content related to working on roles, “making it a much more enriching process”. Finally, they highlighted the learning associated with social and civic competence: ethical aspects, such as respect, empathy towards the teacher and sportsmanship; social aspects, such as good peer relations and teamwork; and others such as autonomy and responsibility.

### *Student attitudes*

The teachers highlighted four aspects of students’ attitudes: motivation, relatedness, competence and engagement. A large percentage of teachers underlined the high degree of students’ motivation, mainly as a consequence of the characteristics of the model and their active participation in the teaching-learning process (e.g., “It’s easy to keep the students motivated, as they have to really take part in the session” or “They decide their team, logo, war cry, kit, strategies, etc.... they own the game”). In addition, some teachers reported the model’s success in motivating demotivated students, primarily because “they can have responsibility within the team, although not a strictly sporting one”. However, problems were found as regards the competition (e.g., “as some of the time was dedicated to competition, some students were over motivated and exhibited



inappropriate behaviours”). As regards relatedness, the teachers mainly underlined the creation of a sense of belonging to a team and feeling included (e.g., “The more skilled teaching the less skilled” or “This model helped me reach students who are “weaker at PE” as they were able to perform well in other roles and were congratulated accordingly”). Teachers also highlighted, albeit less, improvements in social relations and students getting to know other students who they did not know or had less relationship with. Teachers further perceived that the students had enhanced their sense of competence and self-esteem (e.g., “their self-esteem increases and they get involved in the activity again”, they feel “important as they have a role to play”). Finally, they noted the high degree of student engagement due to elements such as competition and the difficulty in “ducking out” (e.g., “As each students’ tasks are perfectly defined, none of them dissolve into the group and they all adopt a significant, participatory attitude in the culminating event”). Some teachers mentioned an occasional lack of engagement, which had a direct impact on the team in question.

### *Physical Education enhancers*

The teachers’ perception was that Sport Education served to strengthen PE. First, they highlighted the potential of its novelty (e.g., as it’s a novel model for the students, giving them responsibility and the intrinsic motivation of the model means they want to take part and, above all, want to get involved in everything about it”). Second, they highlighted its potential to facilitate assessment (e.g., “As a teacher, you have greater autonomy and can observe much more directly how they carry out their roles and their motor engagement”) and to make it more genuine, as it gives them the opportunity to assess students in real situations. A very small number of teachers, however, mentioned difficulties in individually assessing students due to the presence of different groups and roles.

Third, the teachers had a positive perception of the potential to work on key competences, given the methodology focuses on the students, “letting them create their own learning process and be an active part of it, involving themselves much more in the content worked on”. The teachers thus highlighted the holistic development of their students. They also appreciated the opportunities for peer learning (e.g., “In small groups, students focus better, are less distracted and are more interested in doing things well and communicating information to their classmates correctly”). Fourth, the teachers responded positively to aspects related to class management, such as the ease in conducting the class due to the students’ acceptance of autonomy and the management of organization time, both in getting the activity started and in collecting up the materials at the end (e.g., “the teacher spends less time on organizing, as the students directly manage this aspect themselves”). Some teachers, however, noted difficulties in achieving an optimal percentage of motor engagement, especially in the initial sessions, due to “the time meant spent on learning roles meant less time was devoted to motor practice”. Finally, a number of teachers highlighted the potential for cross-curricular work due to transfer of learning to other contexts (e.g., “harmony and cohesion in other school settings, (recess or other classroom sessions) [...] where I noticed improved social behaviours initiated in Sport Education in PE”) and the involvement of other teachers and other members of the school community.

### *Limitations*

External (curricular) limitations and others related to teaching were noticed. As curricular limitations, the teachers underlined that lack of sufficient time complicated the implementation of Sport Education (e.g., “We’d highlight the difficulty in conducting some of the sessions, due to these sessions being too short, and when the students are still not completely comfortable in their roles, it’s difficult to complete the session and the programmed matches”) and the facilities (e.g., “the need for larger spaces to be able to carry out different activities at the same time”). As regards teaching difficulties, three were highlighted: adapting to the new methodology (e.g., “When I began to implement Sport Education model, it was hard for both the teacher and

the students to internalize all the work the methodology involves”); the prior workload and organization required, and adapting to the model when the number of students is low (e.g., I had more problems developing the model because there weren't enough students for the roles and their motivation declined) or absenteeism (e.g., “It was difficult to carry it out due to the absences of a considerable number of students, especially in the regular and final stages”).

## DISCUSSION

The main aims of this study were to determine the scope, characteristics and teachers' perceptions of the implementation of Sport Education in schools through a program (HSP) promoted by the regional government of Castilla-La Mancha. The findings showed that HSP were effective means to expand the use of Sport Education, and, in this way, spur pedagogical renewal among PE teachers, who, besides perceiving the greater educational potential of the model compared to their previous teaching practice, showed a commitment to implementing it that went beyond the requirements of their participation in the project.

The data on the implementation of the model revealed a high degree of engagement in teachers. Although as it was their first year in the project, they were only obliged to teach one season in one class group, the teachers implemented a mean of 3.7 seasons in different groups. A total of 82.6% of teachers delivered more than one season, and 19.6% used more than one of the content areas, for which 67.4% used the material provided in the training process. The majority of teachers chose to implement a season in the higher grades of each educational stage, especially in primary education. Nonetheless, some teachers chose to use Sport Education in lower grades (1st to 3rd), which, given the need to adapt the model (Layne & Hastie, 2016; Martínez de Ojeda, Puente-Maxera, Méndez-Giménez, & Mahedero, 2019), underlines their involvement in the initiative.

With regard to the characteristics of implementation, the length of seasons is worth noting, given that 72.8% of seasons in secondary education and 91.1% in primary comprised more than 10 sessions, with 37.5% in secondary and 51.8% in primary covering more than 14 sessions. Although this coincides with the recommendations of the specialized literature (more than 15 sessions for complete implementation of the model [Siedentop et al., 2019]; 10 or more the first time it is implemented [García-López y Gutiérrez, 2016]), the teachers exhibited a noteworthy degree of constancy in this element, which is one of the most difficult aspects of adopting Sport Education (Calderón et al., 2010), which could also be considered as one of the resistances to change the multi-activity model.

When the teachers compared Sport Education with their previous sport teaching experience, their support of this new model was clear, in the same line as Alexander and Luckman (2001). Their positive attitude is shown in their perception that students are more motivated and learn more, both as regards sport content and the development of responsibilities, and that the class can be managed much more effectively. That is, they perceive students use the time better and are more enthusiastic, which results in better learning. Although the broadest consensus was on the enhanced enthusiasm and development of responsibilities compared to their previous teaching experience, it is highly significant that a large percentage perceived greater motor engagement and learning of content, especially since these aspects have been considered potential weaknesses of the model (Alexander & Luckman, 2001; Segovia & Gutiérrez, 2018). Arguably, the training received and the provision of proven teaching materials, encouraged teachers to remain faithful to the model and thus achieve such positive outcomes.

The teachers' perception of Sport Education supports and reinforces the positive nature of their comparisons with their prior teaching experience. These findings coincide with results reported in the literature. With respect to the methodological elements that drive the model's success, the teachers underlined the affiliation generated in the use of teams and the socialization displayed in the competitions, and, especially, the use of roles as a means to enhance class management, the development of responsibilities and the overall level of learning. In terms of learning, there was a widespread consensus on the capacity of Sport Education to improve technical and tactical learning, but, above all, the teachers emphasized its potential for enhancing social and civic competences (Bessa, Hastie, Araújo, & Mesquita, 2019), such as respect, autonomy and teamwork. As in previous research, participants underlined the impact on students' attitude, highlighting improved motivation (Chu & Zhang, 2018). An aspect that has received less attention in prior studies, but is equally important, is that the teachers found Sport Education provides PE enhancers, such as better management of teaching, and enables more genuine assessment that is closer to the competence-based approach, while also facilitating cross-curricular outcomes. Coinciding with difficulties reported in other studies, the teachers mentioned the increased workload and the large number of sessions requiring planning (Cruz, 2008; Gutiérrez, García-López, Chaparro, Fernández, 2014). Some of our teachers also touched on the models' limitations in the case of inadequate facilities and class groups with a small number of children.

In summary, these findings coincide with those of other studies measuring student and teacher perception of the model (Hastie, Martínez de Ojeda, Calderón, 2011). However, it should be underlined that our study boasts greater ecological validity, given that the implementation was not directly controlled by the researchers by means of processes that ensured they remained faithful to the model, being, in this sense, more consistent with the study by Alexander and Luckman (2001).

The success in terms of quality and quantity of the expansion of Sport Education model in the region of Castilla-La Mancha are arguably associated not only with the model itself, which it should be noted is not new, but also with the fact the initiative satisfies the requirements described by Méndez and Martínez de Ojeda (2016) for lifelong training in PE to be effective and improve teaching practice: a) being oriented towards aims related to collaboration and shared experience it is oriented towards aims related to collaboration and shared experience (the HSP are conceived as a program needing the support of all the teaching staff at a school, as well as forming a community that is expected to share material and experiences through an online platform and regular meetings); b) being framed within the current educational regulations (the decree in Castilla-La Mancha includes Sport Education as a way to develop values and as a suitable approach for competence-based learning); c) connecting with individuals' training needs and the needs of the school setting (the training processes are undertaken within school hours and the teacher decides the class groups, content and pace of implementation).

## CONCLUSION

The results confirm the success, both quantitatively and qualitatively, of extending Sport Education model through the HSP. Only in experiments such as that described by Alexander et al. (1996) and Alexander and Luckman (2001) in Australia, and Grant (1992) in New Zealand, have such a large-scale implementation of the model been undertaken, with the results being similar in terms of both satisfaction and difficulties. Our data showed the teachers went beyond the requirements of the proposed implementation, contributing initiative and extra work. The data on expansion are consistent and likely derived from the teachers' positive perception of their experience with the model. In this sense, the vast majority of the teachers' reports on their first year in the HSP reflect the view that Sport Education bolsters the benefits of PE, especially as regards social and civic competence, while also substantially fostering the learning of sport content. They also find it

has the great advantage of modifying the attitudes of students, who, according to the teachers' perceptions, showed enthusiasm, autonomy, responsibility and engagement at much higher levels than they had previously experienced in their teaching of sport content. These data reveal teachers who are excited and convinced about the change in methodology suggested by the educational administration.

The teachers that implemented Sport Education within the HSP program in Castilla-La Mancha highlighted its great educational potential and its capacity to renew teaching practice. They found that the process for training teachers was adequate and did not end once the training course was complete, but after implementing the model for the first time. Finally, programs like the HSP, promoted by the educational administration and supported by the university, appear to be a suitable instrument to generate the spread of new methodologies that facilitate the updating and renovating of methodologies, able to overcome the counterproductive permanent innovation label, as is the case of models-based PE (Kirk, 2011), or when the intended education reform is not supported by an appropriate training process, as is the case of the competence-based learning approach (Gutiérrez et al., 2017).

## FUNDING

This study was funded within the collaboration agreement between the Ministry of Education, Culture and Sports (JCCM) and the University of Castilla-La Mancha (UCLM) for the development of programs to promote physical activity and sport: plan of promotion of physical activity, sport and values at school age (CONV180322).

Yessica Segovia, co-author of the article is the beneficiary of a predoctoral contract for the training of research staff, (I+D+i; 2018-CPUCLM-7487) capable of co-financing by the European Social Fund [2018/12504].

## REFERENCES

- Alexander, K., & Luckman, J. (2001). Australian teachers' perceptions and uses of sport education curriculum model. *European Physical Education Review*, 7(3), 243-267. <https://doi.org/10.1177/1356336X010073002>
- Alexander, K., Taggart, A., & Thorpe, S. (1996). A spring in their steps? Possibilities for professional renewal through sport education in Australian schools. *Sport, Education and Society*, 1(1), 23-46. <https://doi.org/10.1080/1357332960010102>
- Bechtel, P. A., & O'Sullivan, M. (2007). Enhancers and inhibitors of teacher change among secondary physical educators. *Journal of Teaching in Physical Education*, 26(3), 221-235. <https://doi.org/10.1123/jtpe.26.3.221>
- Bessa, C., Hastie, P., Araújo, A., & Mesquita, I. (2019). What do we know about the development of personal and social skills within sport education model: a systematic review. *Journal of Sports Science and Medicine*, 18(4), 812-829.
- Calderón, A., Hastie, P., & Martínez de Ojeda, D. (2010). Aprendiendo a enseñar mediante el modelo de educación deportiva (sport education model). *Experiencia inicial en educación primaria. Cultura, Ciencia y Deporte*, 5(15), 169-180. <https://doi.org/10.12800/ccd.v5i15.103>
- Casey, A. (2014). Models-based practice: great white hope or white elephant? *Physical Education and Sport Pedagogy*, 19(1), 18-34. <https://doi.org/10.1080/17408989.2012.726977>
- Chu, T. L., & Zhang, T. (2018). Motivational processes in sport education programs among high school students: A systematic review. *European Physical Education Review*, 24(3), 372-394. <https://doi.org/10.1177/1356336X17751231>

- Cruz, A. (2008). The experience of implementing sport education model. *Journal of Physical Education and Recreation (HK)*, 14(1), 18-31.
- Decree 54/2014, of 07/10/2014, which establishes the curriculum of primary education in the autonomous community of Castilla-La Mancha. (Official Journal CLM No. 132 of July 11, 2014).
- García López, L. M., & Gutiérrez, D. (2016). *Aprendiendo a enseñar deporte. Modelos de enseñanza comprensiva y educación deportiva*. Barcelona: INDE.
- García-López, L. M., Gutiérrez, D., Sánchez-Mora, D., & Harvey, S. (2019). Teachers' use of teaching games for understanding in Central Spain. *Physical Education and Sport Pedagogy*, 24(5), 463-477. <https://doi.org/10.1080/17408989.2019.1628931>
- Gordon, J., Halász, G., Krawczyk, M., Leney, T., Michel, A., Pepper, D., . . . Wioeniewski, J. (2009). Key competences in Europe. Opening doors for lifelong learners across the school curriculum and teacher education. Center for Social and Economic Research on behalf of CASE Network: Warsaw. <https://doi.org/10.2139/ssrn.1517804>
- Grant, B. C. (1992). Integrating sport into the physical education curriculum in New Zealand secondary schools. *Quest*, 44(3), 304-316. <https://doi.org/10.1080/00336297.1992.10484057>
- Gutiérrez, D., García-López, L. M., Chaparro, R., & Fernández A. (2014). Aplicación del modelo de educación deportiva en segundo de educación primaria. Percepciones del alumnado y el profesorado. *Cuadernos de Psicología del Deporte*, 14(2), 131-144. <https://doi.org/10.4321/s1578-84232014000200014>
- Gutiérrez-Díaz del Campo, D., García-López, L., Pastor-Vicedo, J., Romo-Pérez, V., Eirín-Nemiña, R., & Fernández-Bustos, J. (2016). Percepción del profesorado sobre la contribución, dificultades e importancia de la Educación Física en el enfoque por competencias. *Retos*, 0(31), 34-39. Retrieved from <https://recyt.fecyt.es/index.php/retos/article/view/49090>
- Gutiérrez, D., Segovia, Y., García-López, L. M., & Fernández-Bustos, J. G. (2019). Integración del aprendizaje-servicio en el modelo de educación deportiva como facilitador de la transición a la educación secundaria. *Publicaciones*, 49(4), 87-108.
- Hastie, P., Farias, C., & Gutiérrez, D. (2013). Students' and teachers' responses to a transatlantic sport education league. *Journal of the International Society for Comparative Physical Education and Sport*, 35(2), 22-33.
- Hastie, P., Martínez de Ojeda, D., & Calderón, A. (2011). A review of research on sport education: 2004 to the present. *Physical Education and Sport Pedagogy*, 16(2), 103-132. <https://doi.org/10.1080/17408989.2010.535202>
- Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Kirk, D. (2010). *Physical education futures*. Milton Park: Routledge.
- Kirk, D. (2011). The normalization of innovation models-based practice and sustained curriculum renewal. Paper presented at the AIESEP conference. University of Limerick Ireland.
- Layne, T. E., y Hastie, P. A. (2016). Analysis of teaching physical education to second-grade students using sport education. *Education 3-13*, 44(2), 226-240. <https://doi.org/10.1080/03004279.2014.914551>
- Lieber, J., Butera, G., Hanson, M., Palmer, S., Horn, E., Czaja, C., . . . Gupta, S. (2009). Factors that influence the implementation of a new preschool curriculum: Implications for professional development. *Early education and development*, 20(3), 456-481. <https://doi.org/10.1080/10409280802506166>
- Martínez de Ojeda, D., Puente-Maxera, F., Méndez-Giménez, A., & Mahedero-Navarrete, M. (2019). Experiencia inicial del modelo de Educación Deportiva en primero de Educación Primaria. Percepción del alumnado y del docente (Initial experience with the Sport Education model in primary

- school first-grade. Students and teachers' perceptions). *Challenges*, 36(36), 203-210. Retrieved from <https://recyt.fecyt.es/index.php/retos/article/view/68029>
- Méndez-Giménez, A., y Martínez de Ojeda, D. (2016). El efecto de la tutorización en el proceso de la formación permanente del profesorado: estudio de caso longitudinal en educación deportiva. *Ágora para la Educación Física y el Deporte*, 18 (2), 133-150.
- Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis.
- Segovia, Y., & Gutiérrez, D. (2018). Percepción del profesorado y el alumnado sobre la aplicación HIIT en educación física. Modelo de educación deportiva versus metodología tradicional. *Ágora para la Educación Física y el Deporte*, 20(2-3), 133-161. <https://doi.org/10.24197/aefd.2-3.2018.133-161>
- Siedentop, D. (1994). *Sport education: quality PE through positive sport experiences*. Champaign, IL: Human Kinetics.
- Siedentop, D., Hastie, P. A., & van der Mars, H. (2019). *Complete guide to sport education*. (3a ed). Champaign, IL: Human Kinetics.
- Sinelnikov, O.A. (2009). Sport education for teachers: professional development when introducing a novel curriculum model. *European Physical Education Review*, 15(1), 91-114. <https://doi.org/10.1177/1356336X09105213>
- Thorpe, R., Bunker, D., & Almond, L. (Eds.). (1986). *Rethinking games teaching*. Loughborough: University of Technology, Loughborough.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York. The Guilford Press.



This work is licensed under a [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) (CC BY-NC-ND 4.0).