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Understanding My Work : Reflections on Implementing a Season of SEPEP

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**UNDERSTANDING MY WORK: REFLECTIONS ON IMPLEMENTING A
SEASON OF SEPEP**

By

Kevin Black B. Arts (Education)

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Award of

Bachelor of Education (Honours)

at the Faculty of Community Services, Education and Social Sciences,
Edith Cowan University

Supervisor: Associate Professor Andrew Taggart

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ABSTRACT

Implementing new curriculum models for the first time can be difficult for teachers, especially those recently graduated. This study captured some of these challenges and difficulties, and the substantial rewards, through recording the teacher's reactions and reflections as he implemented his first season of SEPEP. The perceptions of the students involved in the season were recorded as a way of validating the teacher's reflections.

SEPEP is a student centered physical education program which seeks to capture the positive aspects of community sport, and allows students the opportunity to be involved as players, in team roles such as captain, coach and sports board member, and also in duty roles such as umpire and scorekeeper. As a student centered model it requires the students to become more involved in the operation of the competition and requires the teacher to become less directive, allowing the students to assume more responsibility.

As a teacher recently graduated from university, I became an action researcher and used a Teacher Journal to record my reflections and reactions as I implemented my first SEPEP season. The students involved in the season were my Year 8 Physical Education class, and they were interviewed to gain an understanding of their perceptions and attitudes toward their first SEPEP experience. These findings can be used by other teachers intending to implement their first SEPEP season.

The study found that SEPEP has the potential to help students achieve Health and Physical Education outcomes as described by the Curriculum Council (1999). The specific focus for the season was the development of the students' interpersonal skills. This resulted from playing in small teams which remained the same throughout the season, being allocated roles on the team and having the opportunity to umpire other teams.

It was also recognised that SEPEP can be implemented in stages whereby several characteristics of the model are initially incorporated, and as the season progresses new characteristics are introduced as students and the teacher are ready.

Another major finding was that I had to change my teaching role when implementing SEPEP. I had to become less directive and allow the students to assume the responsibilities for the operation of the competition. This presented a major challenge as I was used to being in charge and maintaining total control of the class activities. However, this change was necessary for the model to work to its potential. As a result of these changes, the students reported enjoying the new model, especially the responsibilities which they were now required to undertake.

The study provided an opportunity for reflection and growth in both the professional and personal domains. It has revitalised my enthusiasm for teaching and the obvious enjoyment from the students indicated their endorsement of the model.

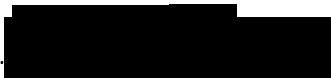
Declaration

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education;

- (ii) contain any material previously published or written by another person except where due reference is made in the text; or

- (iii) contain any defamatory material.

Signature 

Date..... 17/11/2020

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CHAPTER 1: INTRODUCTION

Background to the Study

Current Personal Situation

The impetus to carry out this study came from my current teaching situation. I am a recent graduate in my second year of teaching in an independent secondary school in suburban Perth, Western Australia. It is a school of about 600 students running a traditional multiactivity physical education program. This program generally comprises short units (5 - 7 weeks) characterised by teacher-directed instruction. The content of the program covers a large range of sports each introduced at a basic level, and focusing on the basic skills and game play of each sport. There is little opportunity in the regular physical education program for students to extend themselves to higher level skills, strategies and tactics because by the time they have gained the basic skills and tactics they change to a different sport. There is also an optional physical recreational program focusing on recreational activities in the community and a Year 11 - 12 Physical Education Studies program which, to a degree, allows students to progress to higher skill and strategy levels.

In each of the sport-based physical education classes there are generally some students who have played the sport in a community setting or competition and have mastered the basic skills and reached a high level of skill in that sport. The classes also comprise students who have never played the particular sport and who need time to develop their basic skills. As a result most classes have a wide range of skill levels creating a very difficult instructional role for the teacher. I often ask myself: how do I teach the basic skills gradually to the first time students, while at the same time keeping the skilled students active and interested? My attempts to achieve this rarely seem to work effectively, with either the low skilled students becoming frustrated with moving

too quickly through the content, or the skilled students becoming bored as they are not learning or being challenged.

A second instructional issue is that of assessment. Currently for assessment we focus on regular participation, wearing the correct uniform and the student's general attitude. This has been referred to as the 'show up, dress up, stand up' form of assessment typical in physical education (Taggart, Browne and Alexander, 1995). Only a small component of assessment considers actual game skills or strategies demonstrated in class, and it is typically those students who have developed the skills by participating in community sports who receive the high marks in this area.

At university I was challenged to consider a variety of models in physical education, some very innovative. As a result I have experienced some frustration in teaching in a traditional program, and in a sense feel like I am stepping backward in my second year of teaching. While it would be fair to say that the majority of students enjoy physical education classes, there is a sense, among the three physical education teachers at the school, that what we are doing could be done better, could achieve more and better meet the needs of the students.

School Situation

With the release of the Curriculum Framework (Curriculum Council, 1998) there has been a push within the school to develop outcomes based programs across each of the eight learning areas, including Health and Physical Education. This has led to Department meetings to discuss the ability of the current program to achieve the stated Health and Physical Education learning area outcomes. There is a recognition that what is currently happening is not very effective in achieving these outcomes, and that there is a need to reexamine what we are doing and to consider changing, modifying or replacing the existing program to achieve the desired outcomes. The implementation of the

Curriculum Framework will be a gradual process over 5 years so that by 2004 the general physical education program will be entirely outcomes based.

I believe there is a need to look at alternatives to what is currently happening in the school physical education program, and to develop new and more effective methods of achieving these outcomes. This study describes the implementation of an innovative, student-centred curriculum model in a physical education class and reflects on the implementation from both teaching and programming perspectives. There is also a need to gain an insight into the students' perspectives on such an innovation to ensure that what the teacher is observing is corroborated from the students' point of view, as well as gaining a sense of the students' attitudes and perceptions of the new curriculum model.

Significance of the Study

Over the past years there has been a large amount of research about innovative curriculum models both in education generally and physical education specifically. Within physical education, one innovative model which has been developed and used in secondary schools is the Sport Education in Physical Education Program (Siedentop, Mand and Taggart, 1986; Alexander, Taggart, Medland, and Thorpe, 1995). SEPEP is a student-centred teaching model which uses sport to develop both the physical skills and the social skills of the students, and has been adopted and developed by various teachers and researchers to suit local contexts (Grant, 1992; Alexander, et al, 1995).

Over recent years there has been an extensive amount of research devoted to the various aspects of SEPEP (Carlson and Hastie, 1997; Hastie, 1996; Grant, 1992; Alexander, Taggart and Medland, 1993; Siedentop, et al, 1986; Sadler, 1995; Scott, 1997). To date, no studies have considered SEPEP from the perspective of a teacher implementing the model as an action researcher, reflecting on its implementation and then taking into account the perspectives of the students. Two related Australian studies discussed the reaction of low skilled students toward the sport education model. Carlson's

(1995) study investigated student perceptions within a class in a season of sport education which she set in place. A second study of a teacher as an action researcher developing the SEPEP model within her own class is that of Curnow and MacDonald (1995), where the focus of the study was to consider whether sport education could be gender inclusive. Macdonald (a researcher) in this case acted as a critical friend to the students in order to gain their perspective on the situation. Most of the SEPEP studies have focused on various aspects of sport education such as the student social system within sport education (Carlson and Hastie, 1997), student role involvement during a unit of sport education (Hastie, 1996), the integration of sport education into the physical education curriculum (Grant, 1992; Alexander et al., 1993; Alexander, Taggart and Luckman, 1998) the theory and practice of sport education (Barrette, Feingold, Rees and Pieron, 1985; Siedentop, 1998; Hastie, 1998), and assessment in sport education (Taggart et al., 1995). In the majority of these studies the researcher was external to the class and not part of the 'real' action.

This study is different in that a teacher is the researcher who will implement all aspects of the sport education season, including planning, running the season, evaluating what occurred and reflecting on what happened at each stage of the implementation process. The reflections and reactions generated by the teacher and students will provide useful information for other teachers who are thinking about implementing the model. This information is 'real' as it has come from a teacher who will have endured the whole process. The findings will be particularly pertinent to issues facing beginning teachers.

The second area of significance to be examined is the reflections of the students involved in the study. While student perceptions have been studied previously (Sadler, 1995; Carlson, 1995; Hastie, 1996; Carlson and Hastie, 1997), in this study the information will be used to validate that what the teacher is perceiving during class is actually perceived in a similar manner by the students. Thus the perspectives of the

students in the SEPEP class will be taken into account and are seen as important data and potentially corroborating evidence as the teacher's story unfolds.

The Purpose of the Study

The primary purpose of the study is for me, as a beginning teacher, to implement an innovative curriculum model into a physical education program, and then reflect on what happened through each stage of the planning, implementation and evaluation process. The reason for doing this is to provide information about the implementation of a model advocated as one designed to better meet the requirements of an outcomes based education system from a teacher's perspective (Alexander et al., 1995; Taggart et al., 1995). The information gathered can be used by other teachers wishing to implement such a model, alerting them to some of the 'real world' pitfalls and advantages of such a model.

The second purpose is to examine the student attitudes and perspectives toward such a model, and to use their responses to validate what the teacher has observed within the class.

The fundamental purpose of the study is a practical one, being to provide further information about the realities of curriculum innovation and to assist teachers seeking to implement SEPEP into their physical education programs.

Research Questions

Two major research questions are presented:

- 1) What are the reflections and reactions of a teacher implementing their first season of sport education into a traditional, multiactivity program?

- 2) What are the attitudes and perceptions of the students to their first season of SEPEP?

CHAPTER 2: REVIEW OF LITERATURE

The literature review will describe the following areas relevant to the study:

- the contemporary context (the state of physical education in secondary schools)
- adolescents and physical activity (in Western Australia)
- outcomes based education
- the Sport Education in Physical Education Program.
- personal reflections on the literature review

The Contemporary Context

According to many authors writing over the past decade, secondary school physical education is very poorly perceived. It is seen as boring and irrelevant by the students it is supposed to serve (Tinning and Fitzclarence, 1992). Evidence suggests that physical education programs were failing to meet their objectives (Locke, 1992; Rink, 1992) and in many schools physical education was becoming marginalised (Stroot, 1994). As a result it was suggested that Australian secondary school physical education was experiencing a crisis (Tinning and Fitzclarence, 1992) and what is being done in the name of physical education is not being done well, leading to calls to replace the dominant program model (Locke, 1992). This review examines current literature discussing the state of physical education in secondary schools and the need to consider alternative and innovative curriculum models for the teaching of physical education.

Locke (1992) discussed the changing of school physical education in the light of the dominant program model used in many, if not most schools. Locke described the features of the "dominant program model as (1) required attendance; (2) short classes with a focus on management issues; (3) short units with a repetition of basic skills each time; (4) evaluation based on obedience, participation and attitude; and (5) program content based on instructor interest" (Locke, 1992, p. 361). This type of program is also

referred to as the multiactivity model (Tinning and Fitzclarence, 1992) where programs offer a smorgasbord approach to physical education, allowing students to have a taste of as many activities and sports as possible. Locke (1992) called for a replacement of this type of model claiming that if physical education was to have a significant presence into the twenty first century it would be better to replace this model and start over again with new, innovative models. The dominant model was seen as a programmatic lemon due to design flaws, limitations placed on teachers, changes in youth culture and the force of history (Locke, 1992).

Tinning and Fitzclarence (1992) continued this theme of required change in Australian secondary school physical education claiming that there was a crisis in physical education. One of the primary reasons for this crisis was the cultural context in which adolescents were growing and developing. Evidence suggested that adolescents find school physical education boring and irrelevant in their lives, yet these same adolescents were often heavily involved in, and are serious about physical activity in their out of school lives through community sport and recreation. Tinning and Fitzclarence (1992) referred to this as a disjunction, and it became the major focus of their discussions.

In discussing this disjunction, Tinning and Fitzclarence (1992) identified that the cultural conditions in which adolescents are growing up in are very different from previous generations. The current generation of young people have been labelled the postmodern generation, and are a generation which to a large extent derive their values, morals and behaviour standards from the influences of the media and information society around them (TV, movies, information technology, the internet, etc.). It is the media that has played a major role in giving these youth meaning and relevance in society. Previously this meaning, relevance, morals and values had primarily been developed in young people through the influences of social organisations such as the family, schools and employment, and while these are still important, the media has a more prominent

influence on today's generation than in previous generations. It is a very visual world where adolescents compare their lives to what they have seen projected through the media. This is especially true in terms of physical education where there is a cultural obsession through the media with physicality, where students compare and contrast their lifestyles and bodies with those shown in the media. As a result, according to Tinning and Fitzclarence (1992), it is little wonder that young people find the current physical education curriculum boring and irrelevant, especially as postmodern adolescents expect it to be entertaining.

Tinning and Fitzclarence (1992) found that the majority of adolescents enjoyed and participated in community sport and recreation, yet found school physical education boring and irrelevant. While this disjunction needs to be addressed, it requires more than simply turning to providing new and entertaining programs. It requires a rethinking of the nature of physical education, an understanding of the world of the postmodern youth and the place of school physical education in this world.

Following these criticisms of the state of secondary school physical education, and in particular the dominant multiactivity program approach to physical education, various successful alternative models appeared in schools (Grant, 1992). Stroot (1994) however was still of the opinion that effective and innovative curriculum developments were rare and isolated rather than being the normal practise. In her review of literature on the state of secondary school physical education, three major themes were identified in terms of rethinking and reform of physical education. The first area was that of reform in secondary physical education, and focused on literature that encouraged physical educators to think differently about school physical education, and to bring about change. It was recognised that we have come to a 'critical crossroads' in physical education and that change was necessary.

The second area identified addressing the need for reform was that of curriculum models used to teach physical education. Many of the authors previously quoted

identified the need for new, innovative curriculum models, and a move from the traditional, multiactivity curriculum approach to physical education. Some models were identified, such as the sport education model (Grant, 1992) and the fitness model (Wescott, 1992). The overall need expressed was for the curriculum to become relevant and meaningful to postmodern adolescents, implying that physical education needed to be re-examined in its contemporary social context. Other curriculum issues identified were specific to gender and assessment. Stroot's (1994) aspect in the rethinking and reform of physical education was that of contextual factors such as workplace issues, central office policies, professional support for teachers and the lack of prestige of physical education.

Overall it was considered that unless teachers made positive changes in secondary physical education, it would struggle to survive the educational reform of the 1990's (Stroot, 1994). Curriculum issues were seen as a major concern as the traditional multiactivity curriculum model, dominant in many physical education programs, was proven unsuccessful, and there was a need for the development of new and innovative curriculum models.

In a more recent article, Macdonald and Brooker (1997) suggested that the crisis in physical education identified by Tinning and Fitzclarence (1992) continues. The aim of their study was to expose the weaknesses of current practices in physical education contributing to the crisis, and provide direction for future curriculum initiatives and advice for moving beyond the crisis. By conducting a review and analysis of the current literature in the physical education area, Macdonald and Brooker concluded that the crisis in secondary school physical education was due to four issues. Firstly there existed a lack of focus in physical education. This was the result of the positive and attractive images of sport in the media and the use of sport as a political tool, yet physical education in the curriculum is generally ineffective in producing youth who are physically educated. Secondly, there was a lack of accountability related to the ability of physical education to provide credible and worthwhile outcomes for students. This is partially the result of low

priority being given to the collection of assessment information about student learning which in turn leads to a lack of effort on the part of students and the perception that physical education is a soft or pretend subject. The third issue contributing to the crisis in physical education was the lack of status, which suggested that physical education is considered a marginal subject in schools resulting in low status for the subject and the teachers. This reflects the general dissatisfaction with the outcomes of physical education, teacher's workplace conditions and scepticism about the subject's social relevance.

Macdonald and Brooker (1997) claimed that this was also due to the practical nature of the content compared with the favoured academic subjects, and the failure to generate a population engaged in the movement culture.

The final issue identified by Macdonald and Brooker (1997) was the failure of physical education to meet the needs of students. There has been a major focus of research criticising the secondary school physical education curriculum in recent years. The related literature has focused on the nature of the youth culture, students' expected outcomes from physical education and the content and pedagogy of physical education. These issues, associated with the identification of young people growing up in a postmodern culture which incorporates issues of gender, equity and relevance for students, have led to a continuation of the crisis in physical education. In conclusion, Macdonald and Brooker (1997) suggest ways to move beyond this crisis and bring about quality physical education. These suggestions range from developing specific curriculum models to jettisoning what we currently call physical education and starting again (Locke, 1992).

The overwhelming contemporary view appears to be that there is a crisis in secondary school physical education. There is evidence to suggest that students find it boring and irrelevant, that there is a disjunction between the fact that adolescents enjoy sport and physical activity in community settings, yet do not enjoy school physical education programs, and that the programs are not meeting their objectives. Clearly there

is a need to rethink the nature of school physical education, and to replace the dominant model with new, innovative curriculum models better suited to meeting the needs of the postmodern youth. It appears this has been done to a certain level, but new programs tend to be isolated and rare, rather than the normal practice.

Adolescents in Sport

As this study is looking at how a model focusing on sport can be implemented into a physical education program, with the aim of increasing adolescents enjoyment of, and hopefully future participation in sport, it is useful to look at the local Western Australian context and the levels of participation in sport.

Taggart and Sharp (1997), in a recent study determining current and future participation in community sport by adolescents, showed that nearly 24% of adolescents (2230 surveyed) had not participated in any form of winter sport that year, and that some (11%) had never played club sports. It was also shown that participation is transitory with 16% of adolescents dropping out of club sport in the same year. At the same time the survey claims that 93% of adolescents claimed that sport was important to them.

These results show an improvement on the Australian Sports Commission (1991) survey of school students across Australia which found that 36% of adolescents played no organised sport, and a further 26% only played sport at school. When the categories were further analysed it appeared that 45% of Australian adolescents were either not playing sport, or they were questioning the satisfaction gained from school based sports (Alexander, Taggart and Medland, 1993).

One of the findings of the WA survey indicated that those adolescents who had dropped out of sport in the past 12 months claimed that sport was boring. This was symptomatic of low skill level, lack of opportunity to get an equitable share of game time and uneven competitions. The major recommendations emanating from the study focused on methods to reduce the drop out, especially in the Year 7 - 8 transition, by targeting

these types of issues. One of the recommendations, which is significant to this study, was to implement new curriculum strategies for teaching physical education in school. This recommendation suggests that physical education should be taught from a student-centred and cooperative perspective, thereby allowing the integrated outcomes of the Health and Physical Education learning area to be achieved.

One of the recommended models to be implemented into schools is the sport in physical education program (SEPEP). This model allows students to make decisions, resolve conflicts, take ownership of what happens, adopt various roles found in a sporting context, and hopefully increases their desire to continue to be involved in sports (the model will be described in detail in later sections). Taggart and Sharp (1997) (quoting Weiss, 1994) identified some of the major reasons adolescents and children give for participating in sport:

- 1) Competence - learning new skills and achieving personal goals;
- 2) Affiliation - to be with or make new friends;
- 3) Team aspects - to be part of and group focussing on the achievement of a shared goal;
- 4) Competition - to win and be successful; and
- 5) Fun - including excitement, challenge and action. (Taggart and Sharp, 1997, p.4)

While sports have been the focus of most physical education programs, many of these programs do not contain the characteristics which give sport its meaning (Siedentop et al., 1986). Much of what occurs in a physical education class is divorced from how students experience sport in the community. The positive aspects of sport mentioned above are often nonexistent, and by separating what occurs in a community environment with what occurs in a class situation results in physical education being boring and irrelevant, and not capturing the imagination and enthusiasm of the students (Siedentop et al., 1986; Alexander et al., 1995). Adolescents in Australia have many opportunities to

participate in community based sport. Typically they leave primary school having experienced a diverse range of sports at an introductory level, and often many have experienced five or six seasons of competitive sport in the community (Taggart and Sharp, 1997). So it is little wonder that students are finding the typical multiactivity model of physical education, found in most schools, boring and irrelevant as it focuses on short units with brief, introductory level instruction (Locke, 1992).

SEPEP is designed to make use of and develop the positive aspects of sport as it is experienced in a community setting. While there are some negative aspects of community sport such as an over-emphasis on winning, Taggart and Sharp (1997) highlighted the fragile nature of adolescent participation in community sport, and the need to develop a participation focus rather than a competition only model. SEPEP focuses on these positive aspects and uses a participation approach, allowing each student to participate to his or her potential not only in the role of player, but also in roles such as coach, umpire and manager. In order to achieve these positive characteristics, sport education does contain a formal competition and the recording and publishing of results within a sport season. However, to allow the participation emphasis, there are matched mixed ability teams, modified rules and team sizes, and the season culminates with a festive event. Also due to the student-centred approach where students take responsibility for what happens, they gain a sense of responsibility and ownership for what happens, thereby allowing the teacher to take on the role of learning facilitator.

Taggart and Sharp (1997) echo Tinning and Fitzclarance's (1992) call for the rethinking of the nature of school physical education to make it more relevant to the post modern youth growing up in Western Australia. The aim of this study is to use and further develop an innovative physical education program model. The intention is that through the use of the sport education program students will realise and associate the links between physical education and community based sport with which they are familiar. As a result, there is a sense that the outcomes achieved through the physical education

program are relevant and significant in the student's lives beyond the classroom. Perhaps to fully develop these outcomes it would be ideal for schools to have closer links with community sport in the local area, or even to take on the development and running of some of the local community sports. This would enable students to progress through the school physical education program, including sport education, and then to link in with community based sport where they could further develop these outcomes, leading to a sense that what is happening in physical education is relevant and important in their lives.

Outcomes Based Education

During the second half of the 1990's there has been a change in direction in the education system in Western Australian schools toward outcomes based education. This has required a move away from the Unit Curriculum (Education Department of W.A., 1986) program which was set in place in schools in 1986 and was implemented through the late 1980's and continued through the 1990's. The impetus for the move initially came from the Curriculum Council producing and releasing the Curriculum Framework Consultation Draft (1997). This Framework identified 13 Major Learning Outcomes (overarching statements) which were to be achieved through the eight learning areas, one of which was Health and Physical Education. Each of these learning areas identified their own set of outcomes to be achieved, while all focused on achieving the overarching statements. In 1999 the final version of the Curriculum Framework was released into Western Australian schools with the view to implementation in all schools by the year 2004.

The development of outcomes based education focuses on identifying what students should achieve, rather than what needs to be taught (Curriculum Council, 1998). This requires a significant shift in thinking and teaching practices for teachers and school administrators. Unit Curriculum defined in specific terms what was taught by the teacher, and how and when each unit was to be taught. The outcomes approach on the other hand

focuses not on what is taught by the teacher, but rather focuses on what is actually to be learned by the student. The outcomes approach is less prescriptive about what needs to be taught and when, and encourages teachers to be flexible and to develop different teaching and learning programs to help their students achieve the outcomes. These programs can be designed to respond to the ethos of the school, the student (and parent) needs, and the needs of the community. As a result teachers are empowered to think about their practice, and develop curriculum models best suited to achieving these outcomes (Curriculum Council, 1998).

Within the Health and Physical Education learning area, five major outcomes are identified: knowledge and understandings, attitudes and values, skills for physical activity, self-management skills and interpersonal skills. In combination these outcomes aim to "provide students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well being" (Curriculum Council, 1998, p. 113). Thus, every school health and physical education program will have to plan to achieve this aim through achieving the outcomes. It is also intended that these outcomes are "conceptualised and taught through an integrated approach" (Curriculum Council, 1998, p. 114) meaning that curricula and programs will have to be developed to achieve these outcomes. In many schools the health education program and the physical education program operate totally separate from each other, and are never taught in an integrated format. The outcomes approach recognises that many of the concepts of the health education program exist in the physical education area, and vice versa. Thus the aim is to teach these outcomes in an integrated manner, through both the health education and physical education programs.

Physical education programs therefore will have to be redesigned and implemented in order to achieve these outcomes in an integrated manner. Physical education should focus on more than the skills for physical activity outcome, and should

be designed to achieve components of most, if not all, the major outcomes. SEPEP is a physical education curriculum model which is designed to achieve these outcomes (Alexander et al., 1995). Through a season of sport education, students achieve much more than physical skills. In taking on roles other than a player, such as coach, umpire, or manager, students can learn and develop interpersonal skills such as conflict resolution and negotiation skills. As a result of being part of a team for an extended season, students can develop self management skills to enhance their own performance and that of the team through setting goals and making decisions. Through a season of sport education the students can learn the rules and etiquette of the sport they are involved in, as well as the strategies and tactics involved, and they learn to work in small groups to achieve goals thus increasing their knowledge and understandings. Students also have opportunities to develop their attitudes and values such as working and cooperating with others, valuing other team members, valuing physical activity, and to learn the principles of social justice such as being inclusive of all others, respecting and valuing the opinions and rights of others, and how to rectify inequities that exist. Finally the students can also develop skills for physical activity and have the opportunities to learn the skills more thoroughly as a result of extended seasons, increased opportunity to practise skills and game play, and through peer coaching from those students who have developed and mastered the skills to a higher level.

Thus an outcomes approach to physical education opens the door to teachers in all learning areas, including Health and Physical Education, to assess what they are doing in relation to the achievement of the outcomes. This assessment may lead to a rethinking about the curriculum models used to achieve the outcomes, and the replacement of the dominant model with new and innovative models better equipped to achieve the outcomes. SEPEP is one model advocated as being capable of achieving these outcomes (Alexander et al., 1995).

Sport Education in Physical Education Program (SEPEP)

SEPEP (or sport education) is one of many program models that has been identified as appropriate to physical education. Siedentop, Mand and Taggart (1986) described some of the various models including the multiactivity, fitness, social development, outdoor education and sport education models. The sport education model was originally developed by Daryl Siedentop where he explored the concept of 'play education', and the fact that sport is a form of play and is an important part of human affairs (Siedentop, 1994). Siedentop et al. (1986) claimed that sport is an important part of our overall culture and society and that it has the potential for educative purposes.

It is recognised that sports are an important part of most physical education programs, if not the basis of most, and that sports are the major activities used in many of the curriculum models employed in schools. The dominant, multiactivity model used in many Australian schools is typically based on sports, and generally uses sports as the primary activities taught. However the problem in many of these programs is that sports and their associated skills are often taught in physical education classes in ways that do not resemble the sporting context from which they are derived (Grant, 1992). Thus the sport is out of context in terms of society and culture, and has little relevance or relation to what adolescents are experiencing in out-of-school community sports. Siedentop (1994) identifies 3 main ways in which the typical multiactivity model decontextualises sport:

- 1) skills are taught in isolation rather than in game settings;
- 2) team affiliation is typically absent as students change groups every session;
- 3) students do not experience the ups and downs of a long season due to the short unit duration.

In contrast the sport education model is based on and tries to identify with the features normally found in a real sporting context. Grant (1992), Hastie (1996) and

Siedentop (1998) identify 6 main characteristics normally found in sport which are implemented into the sport education model:

- 1) sport education uses seasons instead of units;
- 2) students (players) become members of teams and stay with these groups throughout the season;
- 3) seasons are organised to include practise sessions, pre-season games and a formal competition. The practise sessions are either teacher or student directed;
- 4) records are kept and publicised, adding to what happens during the season;
- 5) the season ends with a culmination event including all students; and
- 6) there is a festive spirit during the season, and especially in the culminating event.

While the aim is to create a sport season similar to what would occur within a real competition, Siedentop (1998) identifies three ways in which sport education differs from formal sports competitions:

- 1) the participation requirements - students are all involved at all times, team sizes are small, there are no eliminations, students play equally and have the opportunity to learn positional play;
- 2) developmentally appropriate competition - full adult games are generally not used in sport education. Rather the games are matched to the students abilities with small sided games and modifies rules. While winning is important, the dominating ethic is participation and to improve individual and team performance;
- 3) diverse roles - instead of students simply learning the player role, they have the opportunity to learn and develop diverse roles such as referee, score keeper, coach, manager, captain etc. As students learn these roles in a responsible way, they become responsible for what happens in class, reducing the management requirements of the teacher. Also students will develop knowledge, attitudes and skills that will make them more informed participants in future sport competitions (Siedentop, 1998).

One of the major differences between the sport education model and other models for teaching physical education involves the roles played by the teacher and students. Instead of the teacher becoming the ringmaster controlling the actions of the student performers (Stroot, 1994), the roles change. This is due to the idea that the sport education model uses a student-centred approach rather than a teacher directed approach. This requires the teacher to move off centre stage and allow and encourage students to assume ownership and responsibility for what happens in the class. The teacher becomes more of a facilitator, or coach rather than the main director of events in the class. This obviously is a risk for the teacher and is probably one of the more difficult aspects for teachers who have for many years taught in the teacher directed model.

SEPEP also requires a change in role for the students. Instead of simply complying with the wishes of the teacher, the students now take responsibility for their own behaviour and the running of the class. There is opportunity for them to show and develop leadership skills, cooperate with others in teams, accept and support others and seek solutions to problems (Alexander and Taggart, 1995).

Hastie (1998) outlines some of the benefits of sport education for both the teacher and the students. For the students:

- 1) they enjoy sport education as it allows them the opportunity to have fun and socialise, and make decisions without the teacher's input;
- 2) they have the opportunity to learn and understand team strategies, tactics and rules as well as learning leadership skills and teamwork, and about adopting other roles;
- 3) increased opportunity for marginalised students such as lower skilled members. These students improve and develop their skills and also make a positive contribution to their team. This comes from being a member of the same small team throughout the season, increasing each member's affiliation for the team.

The benefits for the teacher include:

- 1) freedom from direct instruction, thereby allowing the teacher to be a facilitator to assist with individual students or teams;
- 2) the opportunity to focus on student behaviours. Rather than having to continually manage the class, the teacher now has the opportunity to focus on the behaviours of the students, and put in place strategies to develop particular behaviours for the students to develop over the season. There is then also time to assess the students over a longer time to see if they have achieved intended outcomes.

Finally sport education has three primary goals as outlined by Siedentop (1998). These are to help students to become competent, enthusiastic and literate sports persons. Firstly, competent sportspersons have developed the skills and strategies to be able to participate as knowledgeable games players. Secondly, an enthusiastic sportsperson participates in sport regularly as part of an active lifestyle, and serves to help develop sports and make it more accessible to others. Finally, a literate sportsperson understands the traditions and culture of sports, knows the rules and values associated with good sportspersonship, and can distinguish between good and bad practices.

The outcomes based education approach requires that physical education programs are capable of effectively pursuing the social and emotional development of young people without compromising the development of motor skills (Alexander, Taggart and Luckman, 1998). The sport education model allows this to occur in school physical education through a student-centred approach, allowing it to develop strongly many of the Health and Physical Education outcomes outlined in the Curriculum Framework (1998), and hopefully making physical education interesting and relevant to the students.

Personal Reflections on Literature Review

As a teacher, this literature presents a personal challenge to 'rethink the nature of physical education' (Tinning and Fitzclarence, 1992), especially as the program which I

am involved in is a traditional, multiactivity program. The challenge presented is to try to find new programs which are better able to meet the needs of the students they serve so as to make secondary school physical education relevant and enjoyable for these students, and to develop programs which are better able to achieve the outcomes of physical education.

Sport education is one model which challenges the traditional program format, and so the literature presents a practical suggestion about how to go some of the way toward rethinking the nature of physical education. The hope is that as a beginning teacher I can learn about and begin to implement some of the various models of teaching physical education so that in the long term I can develop programs which are not simply a reproduction of the multiactivity program which appears to be so common in secondary schools. Hopefully these programs can be more innovative and creative, and are better able to achieve the outcomes of physical education. In a sense therefore, trialing sport education in this project is just the beginning.

In terms of the students, the literature presents some of the issues facing the youth of today, specifically in the area of physical education, and some of the reasons why many students find physical education irrelevant and boring. The hope is that through a model such as sport education, the students can begin to realise that physical education is more than simply a few sessions outside the regular classroom subjects, that it is relevant to them personally, and that physical education has meaning and purpose in their lives.

CHAPTER 3: METHOD

Overview of Study

Research in physical education has taken many forms over the years and can be categorised in many ways. However, it can be broadly broken into the two main paradigms of qualitative and quantitative research. Silverman and Ennis (1996) developed the following model showing the major paradigms of research in physical education and their respective sub-categories. When choosing to use any one of these paradigms a suitable method has to be chosen according to the nature of the paradigm.

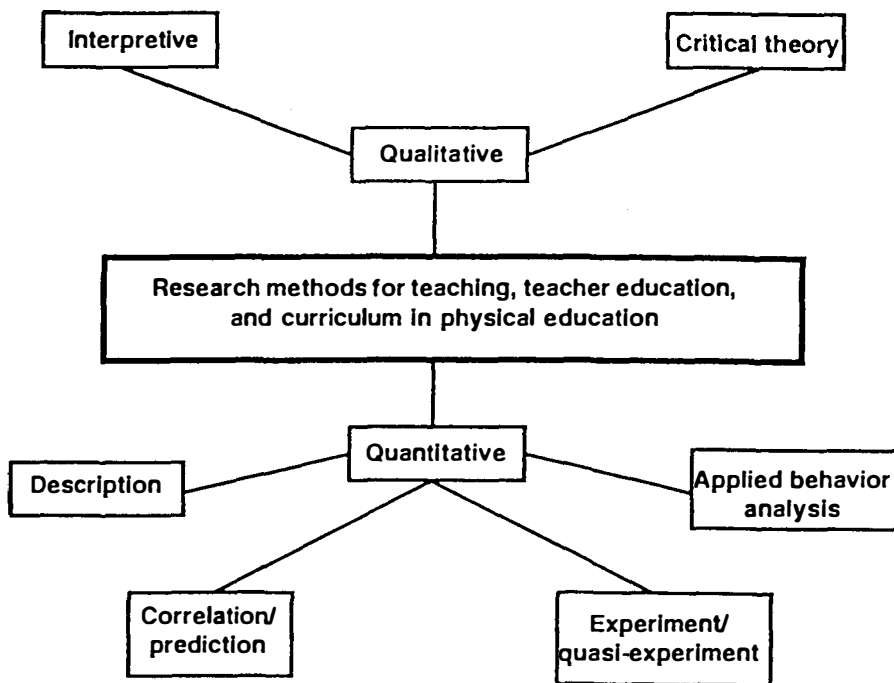


Figure 1. Common research methods in teaching, teacher education, and curriculum in physical education (Silverman and Ennis, 1996, p. 41)

This study, as suggested by the topic, will be qualitative in nature as the research is an attempt to understand and describe what is taking place within a sport education season over the period of a school term in one of my classes. Within this qualitative paradigm, the study will be more specifically interpretive in nature where the teacher, as an action researcher, attempts to understand what is happening in the class.

Interpretive Research

While quantitative approaches to research search for cause-effect type relationships or simply describe things, they ignore the intentions, values, attitudes and beliefs which influence people to behave in a certain way to achieve a particular goal. The qualitative paradigm however, claims that the social world cannot be broken down into specific rules and laws, but rather that human actions can only be interpreted in terms of the participant's intentions or purposes (Candy, 1989). Thus interpretive researchers attempt to provide a rich description and understanding of the situation from the perspective of those being studied. There is an attempt made to move beyond simply describing what is occurring to providing an in-depth understanding of what is occurring and how the participants view the situation. Candy (1989) outlines some of the common assumptions shared by interpretive researchers. These include:

- 1) that there are multiple interacting factors involved in any event or action;
- 2) it is difficult to obtain complete objectivity when describing people's actions or social events as the observers construe and interpret the events through their own system of meaning;
- 3) the aim of research is to develop an understanding of individual situations rather than to create universal laws;
- 4) the concept that the social world is made up of multi-faceted realities which should be studied as a whole within a specific context, rather than being broken down into variables; and

5) a recognition that research is value laden in that researchers associate and attach values and meaning to actions and events they are observing.

The aim of interpretive research is not to reinterpret the actions of the participants, but rather to provide a deep, extensive representation of events and actions from the point of view of the actors involved (Candy, 1989). In this study the actors will be the teacher (me) and the students (my class) involved in the SEPEP season. Within this interpretive paradigm there are various research methods used, one being the action research model.

Action Research

The action research model will be used in this study, and is the method most commonly used by classroom teachers (Best and Kahn, 1998). Action research is a practical research method which is focused on immediate applications rather than the developments of theories. It is useful in the educational field as it focuses on a problem in the local school context, it aims to improve school practices and those who teach, and its findings are evaluated in terms of local applicability rather than in the development of a generalisation or theory (Best and Kahn, 1998). Burns (1994) describes action research as "the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it" (p. 293). This study is based in the social situation of a specific high school physical education class, and has the aim of improving the quality of the teaching within this class, and the strategies used to support student achievement of outcomes.

The overall aims of action research are to help people function more intelligently and skilfully in their situation (Burns, 1994). Thus in the context of this study, the aim is that through the planning, implementation and reflection on a curriculum innovation in physical education, the teacher will learn and improve his skill and knowledge of teaching, thereby leading to better practice. This project will not only assist the teacher in

that situation, but will also add information which is meaningful and significant to other teachers (Burns, 1994).

Lewin's model of action research

Burns (1994) describes a model developed by Kurt Lewin to think about and conceptualise the action research model.

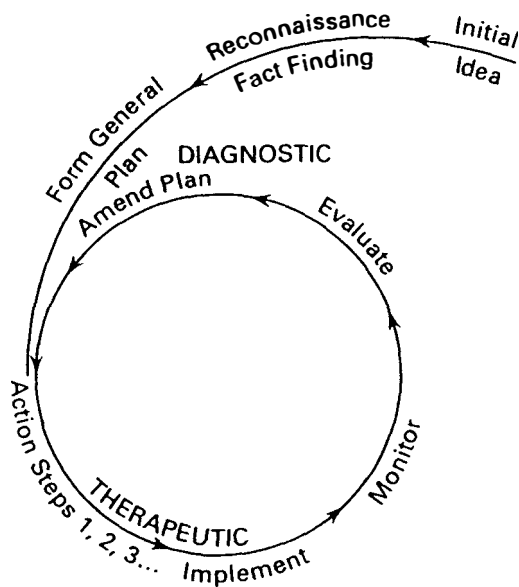


Figure 2. Lewin's Cyclic Model of action research (Burns, 1994 p. 295)

In the model two major stages are identified:

- 1) diagnostic: problems are analysed and hypotheses are developed; and
- 2) therapeutic: hypotheses are tested by a consciously directed change experiment in a real social life situation.

In this study the change is to implement an innovative teaching model into a class teaching situation.

Burns (1994) continues by describing the model through a series of sub-stages:

Stage 1: Identification and formulation of the problem. At this stage it is a very broad, general description of the situation which the participant wishes to improve or change. In this study the general description of something to be changed would be the traditional, multiactivity teaching model in physical education.

Stage 2: Fact finding with the aim of giving a full description of the situation. This allows a more in-depth analysis of the specific situation, allowing clarification of the nature of the problem and the collection of the relevant facts pertinent to the problem. In this case it was a process of self-reflection by the teacher of the current teaching situation from both a personal perspective and from the school perspective. The problem was formed and conceptualised, and the need for change and improvement identified.

Stage 3: Literature is reviewed to learn from comparable studies in similar situations. Objectives, procedures, and problems encountered are studied and related to the specific situation. In this situation literature was reviewed to identify a possible alternative teaching model, such as SEPEP, and reports from others who had implemented the model were reviewed and studied to determine its usefulness and suitability in the local context.

Stage 4: Planning a series of steps to implement the action plan. Choices have to be made about materials, resources, teaching method and so on, as well as discussions with others involved such as teachers and advisers. In this case the teaching model to be used is the SEPEP model, which identifies teaching style and resources to be used. A timeline of the proposed research is developed, and discussions with other teachers, researchers and advisers is carried out about the planning and implementation of this model.

Stage 5: Implementing the action plan. Associated with this is the decision about the methods of collection of data. In this study, this involves the implementation of a season of SEPEP in term 3, 1999. The methods used to collect the data are the use of a reflective journal by the teacher throughout the planning, implementing and reflection on the season, and the use of interviews of the students in the class. This selection of

methods allows the views of all participants involved to be considered, allowing validation of the information by triangulation.

Stage 6: Interpretation and evaluation of the data. Essentially this will involve a self reflection by the teacher describing and interpreting what occurred through the season of SEPEP. The information collected from the students will also be considered to ensure that what the teacher is describing and interpreting is correct from the perspective of the students. Using this method, the 'whole picture' of what occurred can be established.

Essentially this model describes the step by step process used to study a specific teaching situation. The interpretation and meaning is derived from the participants involved, with the aim of increasing the knowledge and skill of the teacher involved, and also to assist other teachers intending to utilise the model.

Finally, the model is cyclic in nature, not reaching an end point after one season. It is intended to be implemented, reflected on, modified and then implemented again and again. This cycle should continue, allowing improvements to be made with each season, or cycle, gradually improving the quality of the model.

Reliability and Validity

Since action research projects are very context specific and only describe a single setting, results can only have significance for that unique setting and are not transferable to other situations. They are unique and can only possess internal validity (Burns, 1994).

In order to internally validate an action research project, the method of triangulation is commonly used. Burns (1994) defined triangulation as "the use of two or more methods of data collection in the study of some aspect of human behaviour" (p.272). This involves gaining the perspectives of two or more participants in order to build a more complete picture of what is occurring, and to ensure that each part is interpreting events in the same way (Burns, 1994). In this project, the participants will be the teacher of the class, a selection of students, and an outside observer (critical friend)

who will be a fellow teacher. Through a reflective journal I will analyse and interpret what occurs from my own perspectives. The students, through an interview process will have the opportunity to explain their perspective of events and teacher actions. The participant-observer, through observations and interviews with the teacher will collect data about the interaction of the teacher and the students.

This process of triangulation will enhance the plausibility of the interpretations of events and situations, and of people's actions gained through the study. Also because the perspectives of each participant are considered, a more complete picture of what is happening will result, rather than a skewed perspective from only one participant.

Participants and Setting

The participants in this study will be a mixed Year 8 class (even numbers of males and females) who have not previously experienced SEPEP. They will be involved in a soccer season throughout term 3, 1999 in their weekly physical education class. The students remain together for nearly all classes as a form group, and have been this way since the beginning of the school year.

The setting for the season of soccer will be the associated playing fields of the school. These are set up for the majority of mainstream sports, including soccer. However since SEPEP is implemented using small-sided teams, these playing fields will be modified, using markers to reduce the playing areas, making them suitable for small-sided games. Playing across a regulation size soccer pitch is appropriate. Since the season will take place in the winter/spring term, the chance of wet weather interrupting the season is high. On these occasions the competition will move to one of a number of nearby indoor venues suitable for indoor soccer.

The teacher is in the second year of teaching, and has been teaching this class once a week, for a double physical education session since the beginning of the year. This is his first attempt at implementing a season of SEPEP.

Instruments

Working within the interpretive paradigm allows the use of a number of instruments in order to collect data. Some of these include interviews, analysis of curriculum materials and lesson plans, observation of classes, journals and field notes.

Since the aim of the study is to record the reflections and reactions of a teacher implementing an innovative curriculum model, the most suitable method is deemed to be an ongoing journal. This journal will continue throughout the planning, implementation, and reflection stages of the season, and so will record the reflection and reactions at each stage.

Teacher journal

Social science, of which education is a branch, has moved away from the notion that it is an objective science, and so methods have had to be developed to provide ways of managing subjectivity and reflecting on our involvement as subjects of the research in which we are the observer. The journal is one such instrument, allowing us to step back from the action and record our impressions, thoughts and feelings (Holly, 1997).

Holly (1997) described the research journal as a tool that can be used to focus on a particular topic, documenting ideas and data throughout the research period. The journal can be used for both formative (through project) and summative (at the conclusion) analysis and evaluation. This allows two phases of reflection, firstly reflection on experiences before or as they are written, and secondly reflection on the journal entries at some later stage. Thus in the process of reflecting on the implementation of curriculum innovation in physical education, the journal would become a very suitable tool to be used.

Advantages and disadvantages of journal keeping.

Some advantages of a teacher observation journal as identified by Walker (1990) are that they:

- 1) are very simple in that there is no need for any special equipment or other personnel. All that is required is that a journal is kept on a regular basis throughout the period of observation, providing continuity through the whole time period;
- 2) are easy to maintain and administer over long periods of time. Because a journal is a personal record of observation and reflection, it is easy to continue this method throughout the research project, thereby providing an on-going record of events and interactions;
- 3) collect information that is a first hand account of what occurred, allowing this information to be studied and reflected on in the teacher's own time. This is in contrast to using an outside observer to record observations which could be more difficult to understand and reflect on as they are not a first hand account; and
- 4) do not interfere with the teaching procedure. Since they are simple, with limited equipment, and can have information entered at any stage, they allow the teacher to continue teaching and fill in the journal when they have the time.

Some disadvantages of using a teacher observation journal as identified by Walker (1990) are that they:

- 1) can be highly subjective if used with no other validating methods as the teacher is the only observer of events. This is why it is essential to use at least two methods to collect information to allow triangulation of the data ensuring internal validation;
- 2) do not easily allow for the recording of conversations. This may mean the use of a tape recorder to record conversations if they are important sources of information; and
- 3) initially can be very time consuming, as a lot of things can be occurring in a class at one time making it difficult to record everything. It is quite difficult to use this method with a whole class, and so it may be necessary to focus on a small group within the class.

As the teacher who will be completing the journal, I believe that the process will not be too intrusive and will be the best method to record my reactions and reflections throughout the season. The journal can be accessed at all times and entries made when most convenient.

Journal structure and format.

The teacher journal became the key source of information through the study, and was maintained through the planning, implementation and post season stages of the season. Entries were made following each interaction with the students, either during the weekly competition sessions, or any meeting with students such as the Sports Board meeting to organise the competition. Each entry detailed the particular events that occurred during that session, specific observations of the teacher regarding the students or the competition and teacher reflections on that session. (See Appendix 1).

Through the planning stage, the journal entries outlined the main components of organising a SEPEP season, such as the structure of the competition and the chosen sport. A review of the planning was then conducted, which allowed the opportunity to reflect on the process of planing a SEPEP season, and through this process issues and potential problems were highlighted.

Journal entries during the implementation stage followed each session or meeting with the students, and detailed events and teacher observations that occurred during that session. Following this description, teacher reflections of that session were recorded. These reflections focused on my feelings and reactions as the teacher to the events of that session, and discussed aspects such as student roles, teacher role, the competition and gender issues.

During the post season review stage, an evaluation of the season was conducted. Various aspects were reflected on with the focus being to make suggestions and changes to be incorporated into future SEPEP seasons. The issues discussed were major

developments through the season such as teacher and student roles, the length and format of the season, and components of SEPEP not incorporated which could be in subsequent seasons.

Analysis of teacher journal

Analysis of the teacher journal was conducted following the season, and sought to identify emerging themes. Each journal entry was analysed to identify and highlight key words and phrases. These comments were clustered and used to identify the emerging themes. These themes were then summarised for each entry, making it possible to follow particular themes through the from the planning stage to the post season review.

(See Appendix 2 for examples of identified themes).

Student Interviews

The use of student interviews is an important stage in the reflective process. Firstly it allows the teacher to gain a perspective of the attitudes and feeling of the students. This is an important part of the interpretive process - gaining a view from the student perspective.

Secondly, the results of these interviews allows the triangulation of the teacher's observations and the student perspectives, ensuring that what actually occurred was recorded correctly. This becomes a form of internal validation of the teacher's reactions and reflections, ensuring the correct observations and interpretations of what occurred throughout the season.

The interviews will take place with one team involved throughout the season - at the beginning, the mid-way point of the season, and at the end. The structure of the questions will be open ended, allowing the students the opportunity to share their attitudes and perceptions of events.

Advantages and disadvantages of teacher/student interviews.

Walker (1990) identified a number of advantages and disadvantages of using the teacher/student interview technique. Some of the advantages of using teacher/student interviews as identified by Walker (1990) were that:

- 1) the teacher is in direct contact with the child, allowing the interview to occur whenever the time is convenient, either within class time or outside class. No special time needs to be scheduled;
- 2) the student is familiar with the teacher and does not have to spend time building a relationship with the interviewer. In some cases the teacher will have been teaching the student for months, possibly even years with the result that the student will be at ease and be familiar with the teacher;
- 3) since the teacher is in constant contact with the students, and understands the class dynamics and relationships, he is able to gain the information he wants directly without having to sift through a lot of unimportant information; and,
- 4) problems can be followed up immediately. Since the teachers and students are in the same school, problems that arise can be dealt with quickly while they are still fresh in the minds of both the teacher and the students.

Some disadvantages of using teacher/student interviews as identified by Walker (1990) were that they:

- 1) can be time consuming to manually record all of the relevant information;
- 2) the use of recording equipment may be required to capture all the information.

On balance, I am going to use student interviews because in this situation it appears to be the easiest and most efficient method to obtain the information from the students. The interviews will be short and will be conducted with a small number of students with whom I am familiar. The questions will be structured to allow the students to share their thoughts and perceptions about the season and minimum equipment will be required to record their responses.

Structure and format of student interviews.

The student interviews were conducted three times during the season with the aim of determining the students attitudes and perceptions to their first SEPEP season. These comments were then used to confirm the observations and reactions of the teacher to ensure an accurate picture was being drawn of the events. As described, student interviews can be time consuming, especially if there are many people to interview. I therefore decided to select two teams (eight people) and use them for each of the interviews.

The interviews were conducted following sessions four, twelve, and eighteen which corresponded to the beginning of the season, the half way point of the competition and at the end of the season. Each interview was guided by key focus questions (detailed below) which were designed to be open ended and allow the students to voice their attitudes and opinions about the season. The three group interviews were held with all the students present. There was a time limit on each interview, as following the session the students had only a twenty minute recess. Therefore the answers were short making it possible to record manually. However the students volunteered answers readily and from my perception were honest in their comments

Student Interviews - Focus Questions

The primary aim of interviewing students in this study was to understand the students' attitudes and perceptions to a season of SEPEP. Essentially this is a descriptive survey, described by Burns (1997) as one which "aims to describe as precisely as possible the nature of existing conditions, or the attributes of a population" (p. 467). In this study the students' attitudes and perceptions of what is occurring within the sport education season were used to validate the teacher description of what is occurring.

The second feature of the survey questions is that they were open ended items. The purpose of open ended questions was to supply the students with a frame of

reference for their answer, and to allow them the maximum freedom of expression within their responses (Burns, 1997). This fits with the descriptive nature of the study which allowed the students to respond openly and without limitations, thus gaining a rich description of the situation from their perspective. The other advantage of open ended questions is that they allowed the interviewer to clear up any misunderstandings, and that they are not prescriptive thus allowing the interviewer to go into more depth in a particular area, or ask further questions if necessary (Burns, 1997).

Since the students were year 8 students, the language used in the questions needed to be pitched at their level so that they could understand what was being asked. Some focus questions which were asked in each session included:

Interview one:

- 1) What are some sports you have played in physical education in primary school?
- 2) Did you enjoy these things?
- 3) What were some things you did not enjoy?
- 4) What are some things you would like to do differently in physical education?
- 5) What role does the teacher play in physical education classes?
- 6) What is the role of the student in physical education classes?
- 7) What experiences have you had playing soccer, either at school or somewhere else?

The aim of this interview was to gain a background into their previous physical education experiences.

Interview two:

- 1) How do you feel about being placed in the same team for the whole season?
- 2) What do you think about the different jobs or roles people are doing in the teams?
- 3) What is different about what the teacher is doing now compared with term 1?
- 4) What are some of the good and bad things about this new way of running the class?
- 5) What do you think about playing soccer?

6) Do you think it is better for boys or girls? Why?

The aim of this interview was to gain an early response from the students to the SEPEP model.

Interview three.

1) In what ways were physical education classes different this term than previous terms?

2) What were some of the aspects you enjoyed about the way the physical education classes were organised this term?

3) What were some of the aspects you did not like with the way the classes were organised?

4) How do you feel about students carrying out different roles such as captains, managers, coaches and umpires?

5) What were some good and bad things about your role in the team?

6) What were some good and bad things that the teacher did this term and the role he played?

The aim of this session was to gain a perspective of the students' overall attitudes and perceptions of SEPEP.

The interviews took place at the conclusion of sessions four, twelve and eighteen, and normally took place on the soccer field. On one occasion it was wet and we went into a vacant classroom. Recess followed directly after the physical education class, so there was approximately twenty minutes available for the interviews which still allowed the students sufficient time to be changed and ready for their next class. Each interview was conducted in a group with myself and the students sitting in a circle. I would ask a question and then allow each student the opportunity to respond. In some cases there would be some discussion about the answers as students talked about issues arising from the questions. However in most cases each student responded individually.

Outside observer (teacher).

The final method of collecting data was to use an outside observer, which in this situation was a fellow teacher. This teacher was familiar with what was happening in terms of sport education, but was not involved with the class in any way. He observed a series of classes as an outsider, recorded and documented what was occurring, and then through informal interview and collection of the written observations the teacher provided a picture of what was occurring from an outsider's perspective.

The observer was given a set of key points, or criteria to guide their observations. (See Appendix C).

Walker (1990) identified three advantages of using outside observers. Firstly, they can assist the teacher in analysis of problems that may occur within the class. Secondly, the outside observer can observe the situation in an objective, unbiased manner, and will not be influenced by the students. Finally an outsider can observe and appreciate incidents that the teacher might miss due to being busy with individual students or groups.

Walker (1990) also identified some of the disadvantages of using outside observers. These include that the outside observer must be briefed prior to the class so as to understand the teacher's aims and objectives for the class. This can be time consuming. A second disadvantage is that a set of criteria on which to base observations has to be developed and explained to the observer so that they know what to observe. If this does not occur the observer might spend long periods of time observing and recording unimportant and irrelevant events. Finally, so that the observer gains a full perspective of the events occurring in the class, they must be continually present for a series of lessons.

Time Line of Procedure

The time line for the study is based on the Sample Season - soccer as described by Alexander et al., (1995). The season is based on a nine week term with two 45 minute

sessions per week. The student interview schedule and the outside observer schedule is included.

Table 1

Time line of SEPEP season

<u>Session</u>	<u>Session focus</u>
Session 1	Introduction to SEPEP (characteristics, outline of student roles, small sided games).
Session 2	Skill practise (fitness and stretching specific to sport (teacher led), game trials). Election of Sports Board and Publicity Team.
Session 3	Skill practise (teacher led fitness and stretching, game trials). Selection of teams.
Session 4	Team practise (teacher led skill practice in teams). Teams elect: captain, coach, manager. Discussion of roles and responsibilities, uniforms, etc. * First interview with one team of students.
Session 5	Team practise (warm-ups and skill practices led by team coaches). Modified rules for competition explained by Sports Board. Team practise with modified rules. Fixtures, rules, duty teams etc. all posted and discussed.
Session 6	Pre-season games (discuss competition format).

- Session 7** **Team practise (as for session 5).**
- Sessions 8 - 12** **Round robin competition.**
*** Interview session 2 at the end of session 12.**
**** Outside observer during one of these sessions.**
- Session 13** **Review of competition 1 (review and suggestions).**
- Sessions 14 - 18** **Round robin competition 2 (special event on last session).**
*** Interview session 3 after session 18.**
**** Outside observer during one session.**

CHAPTER 4: RESULTS

Summary of Season

The SEPEP season, as described in the earlier sections, operated for nine weeks through term three. The results of the season will be described in detail, but in order for the results to make sense it would seem appropriate to include a brief summary of the season, outlining its progress and the major developments.

The season was divided into three sections: the early, mid and end phases of the season, with the early phase referring to weeks 1 to 3, the mid phase referring to weeks 4 to 6, and the end phase referring to weeks 7 to 9. The early phase focused on preparations for the season including selection of students for various roles, selection of teams, development of roles, and practise sessions to develop the skills. The mid phase of the season included the first round of the formal competition and the adjustment of the students, and myself, to the change in roles during SEPEP. There was a gradual shift during these weeks as the students accepted more of the responsibility of organising and running the competition each week, allowing me to step back and take a less up front role. The final phase was when the students were taking major responsibility for organising and running the class activities and the competition each week. The major developments through the season are summarised on a weekly basis in Table 2.

Week 1 (Sessions 1/2): Introduction

These were the introductory sessions to SEPEP, which involved describing the characteristics and concepts of the model and the roles to be played by the students and the teacher. The sport (soccer) was identified and it was explained that each student would be a member of one team of four players for the whole season and within this team each person would take on a role in addition to that of player. Eight students were

elected to be members of the Sports Board, and it was explained that these students would be setting up the season and selecting the teams for the competition.

The second part of the class involved a practical session to introduce the students to soccer. There was a series of skill developments and drills to allow the students the opportunity to practise their skills, and then three 5 on 5 games. These sessions were teacher directed.

Prior to the next class the Sports Board met during a lunch time to select teams. The aim was to select teams which had four players (2 boys and 2 girls) which were fair and equal. It was explained that there was to be a minimum of teacher input and as a result it was the Board's responsibility to select teams that were equal. Each member of the Board came to the meeting with their ideal team selected, but these teams were soon changed as the members discussed each team and the players. Using the whiteboard, the students worked well to select the teams and in the end had come up with, what appeared to be equal teams.

Week 2 (Sessions 3/4): Role Description and Allocation

The first part of the class involved displaying the teams, explaining that each member was required to take on one job, and as a team they had to decide on a team name. The roles were described and then the teams discussed which roles each person would take and their team name. It was stressed that with the roles there had to be equality with both boys and girls being eligible for any of the roles. In terms of gender, the results of the selection of roles are as follows:

<u>Role</u>	<u>Male</u>	<u>Female</u>
Captain	3	5
Sports Board	3	5
Coach	5	3
Publicity officer	3	5

The second part of the class involved teacher directed team practise to develop skills and team work, and then a series of scratch matches between the teams.

During the following week, the Sports Board met to organise the competition format including the fixtures for the competition, specific rules for the competition (other than general soccer rules), and other specific details such as the length of the games. The students completed these tasks with minimal teacher input.

Week 3 (Session 5/6): Pre-season Practise

This was the final pre-season session and the focus was on preparing the teams for the competition to begin the following week. At the beginning of the session the class gathered and listened while one of the Sports Board members explained the rules and time of each game for the competition. At the same time the fixtures were shown to the teams and then these were posted on the pin-up board in the form room (after class). Some questions were also asked by the students.

The remainder of the class was taken up playing two pre-season games in the format of the competition which would begin the following week. This format included allocating a team to set up the field and one to collect the equipment at the conclusion, allowing the coaches and captains of the teams to run a warm-up and skill session prior to the actual games, and then two games against other teams in the format of the competition (rules and game time).

Week 4 (Session 7/8): Start of Competition

This week was the start of the official competition between the teams. The class began with the coaches and captains gathering their teams and conducting a warm up and skill development session prior to the games starting. It also included the duty team setting up the fields.

After the warm up and skill development session, the students were called in, the fixtures for the first games read out and the start, half-time and full-time signals explained. The teams were then sent to their fields and the captains instructed to prepare their teams to begin. (At this stage we did not have umpires, but rather the aim was that the teams would self umpire their own games). After the first round, the students came in and reported the scores, found out where they were to be for the next game and made their way there ready to begin.

Two rounds were conducted, with the scores being collected, recorded and given to one of the students who had volunteered to draw up the results table. While the games ran well and everyone was involved, the competition was intense and resulted in some heated discussions about goals and results. Some of the students suggested the need for umpires. The Sports Board met a few days later to discuss the possibilities and decided to implement a system where two teams each round would become the duty teams responsible for umpiring the games. Other responsibilities of the duty teams would include recording the scores and timing the games. This resulted in there being one less game each round, but provided umpires which allowed the students to develop skills other than playing skills and kept the games fair.

Week 5 (Session 9/10): Week 2 Competition.

Prior to the students carrying out their warm up and skills routine the results from the previous week were read out. (These were then posted on the SEPEP section of the form pin-up board). It was also announced that there would be an umpiring duty each round which would begin that week. The specific duties were explained and questions answered, and the duty team (responsible for umpiring) for the first game was announced. The students carried out their warm up routine and then the competition for the day began.

Three rounds of the competition were completed that week and the results were given to the statistics officer, who produced a statistics sheet which was posted in the students' form room prior to the next week of competition. The umpiring duty worked well with very few disputes, and the umpires completing their role in a very responsible manner.

Week 6 (Session 11/12): Halfway Stage of Competition

The completion of games this week marked the halfway stage of the competition. It was the only wet day through the whole competition so we went indoors and played indoor soccer instead. This was a novelty for the students and they certainly enjoyed the experience. The competition continued in much the same way, except that due to the limited size of the venue only two games could run at one time. As a result the time of each game was reduced allowing all the allocated games to occur. Due to the venue change I took on a much more direct role so as to keep the competition running smoothly. The students however continued to run the actual games by umpiring, scoring and timing.

Week 7 (Session 13/14): Start of Round Two

To begin this session the class and I conducted a review of the previous six sessions, which was the first half of the competition. I allowed the students to voice concerns and queries, although there were not too many. When the teams were allocated initially there were some disputes about the team members and some indicated that they would want to have a player trade half way through the season. However no student raised this as an issue.

The game report sheet was also introduced at this time. This report sheet would be filled out by the person from the duty team who was scoring the game, and would include details such as the game score, who scored the goals and a brief report on the

game. The scorer would also nominate the fairest and best players for the game and include reasons for selecting these people. This report sheet became a favourite duty of many students as they had the ability to assess other players and nominate fairest and best players as well as recording the scores.

A pin-up board with the fixtures displayed was also introduced this week which reduced my direct input in telling students where they had to be to play and umpire. This allowed the competition to run more smoothly (until a ball smashed the board).

Week 8 (Session 15/16): Competition in full swing

At this stage the competition was running very smoothly with the students taking on most of the responsibility for its operation. Four rounds were completed over the two sessions. By this stage of the season the students were running the entire competition, resulting in there being more time available to watch students, assess them, and assist and advise them individually or in teams.

Week 9 (Session 17/18): Final week

A final round was played to complete the competition. Due to the closeness of the competition this round would decide the positions on the ladder. The students continued to play with energy and enthusiasm as they had done throughout the season.

Once the set up and warm up were complete, the final round was played during the first session. After that, as a final event for the season, the students wanted to play one large, full field game of soccer. The teams were combined into two teams and the game conducted for the final session. It was interesting because many of the students became bored with the game quite quickly. Some of the students who had been very enthusiastic throughout the SEPEP season lacked the enthusiasm to participate fully during this game, and so chose to sit out or participate at a minimum level. After pack-up

a concluding ceremony was carried out where the winning team, and the fairest and best players were announced. This provided a very positive end to the season.

A summary of the major developments through the season can be seen in Table 2.

Table 2

Major Developments Throughout the Season

Phase	Week	Focus	Student Task	Issues
Early	1	Introduction	Select Sports Board	
	2	Role description and selection	Select team roles	
	3	Pre-season	Practise games using SEPEP rules	
Mid	4	Start of Competition	First games of competition Organise teams	Self umpired games did not work
	5	Week 2 of Comp.	Play Games Umpire when allocated	Umpiring worked well
	6	End of Round One	Students adapting to routine	Wet weather plans
End	7	Start of Round Two	Review of round one Game record sheets	
	8	Competition running smoothly	Carry out all roles efficiently	Class running well. Lots of 'free' time for teacher
	9	End of competition	Finish competition Culminating event	Very positive finish

Introduction to Results

As an interpretive study, the results are intended to provide a description of what happened during the season of SEPEP at school with the particular teacher and students. It is not an attempt to produce generalisations, but rather an attempt to understand this one specific situation from the point of view of the teacher and the students. In addition, by utilising an action research model the focus is to improve the quality of teaching within the context of the situation described. Therefore the results are presented to provide an in-depth description of the SEPEP season, and to allow interpretation and evaluation of the data which will lead to an improvement in the quality of teaching.

The results are divided into two sections which focus on the two research questions:

- 1) What are the reflections and reactions of a teacher implementing a season of sport education into a traditional, multiactivity program?
- 2) What are the attitudes and perceptions of the students to their first season of SEPEP?

Reflections and Reactions of the Teacher

The primary source of data used to determine the reactions and reflections of the teacher was the Teacher Journal which was maintained throughout the season. Each journal entry was analysed to identify and highlight key words and phrases. These were clustered together and used to identify the emerging themes. Some concepts which were present in the planning stage did not evolve into major themes or issues and so have not been included as part of the results. The themes which are reported emerged early in the planning and implementation stages, and then developed into major themes. These major themes make up the focus of the report.

Each theme will be reported through each stage of the season - the planning, implementation and post season evaluation/reflection stages. While the Teacher Journal entries comprise the prime source of data, student interview information and results from

the outside observer report will also be used where necessary to substantiate teacher comments.

The emerging themes fall under four main headings:

- 1) Reflections on the Curriculum Framework and the development of the outcomes;
- 2) Implementing and developing SEPEP within a multiactivity program;
- 3) Teacher role; and
- 4) Student issues.

Each of these major sections contain subsections which discuss in detail each of these themes.

Definition of terms.

Within the study the two terms *reflections* and *reactions* have been used together rather than separately. The term *reactions* describes the teachers reactions (feelings, emotions, etc) to a particular event at that time, or the reactions to how a particular class ran. The term *reflections* has been used to describe how the teacher reflected (thought) about a situation or class with the idea of trying to understand why something possibly did or did not work, or what could be done differently or better next time. The reactions occurred immediately after an incident or class, and then as a process of reflection the teacher thought about these reactions over a longer period of time. Thus both terms are used together as an overall process of reflecting rather than as separate actions which occurred apart from each other.

Reflections on the Curriculum Framework and the development of the outcomes

Planning Phase

As discussed in the Introduction, there was a need identified within the Physical Education Department to develop a program capable of incorporating the outcomes as described in the Curriculum Council (1998). In our discussions as a Department, it was

agreed that in Year 8 Physical Education there would be a focus on Interpersonal Skills as the primary outcome, with Skills for Physical Activity being a second area to develop through the program. There was a recognition that within the sport based multiactivity model there were limited opportunities for the students to develop their interpersonal skills. With the realisation that "the students had come from a large number of primary schools and a big part of year 8 was a process of getting to know each other" (Teacher Journal, Planning), it was important to develop a strong interpersonal focus. Therefore, the reason for trialing SEPEP as part of the program was that it was advocated as a program designed to better meet the requirements of an outcomes based education system (Alexander et al., 1995; Taggart et al., 1995).

The Interpersonal Skills outcome is described in the Curriculum Framework (1999) as "students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles" (p. 121). Some of the key skills which are developed include "skills of negotiation, assertiveness, conflict resolution, collaboration, cooperation and leadership in ... sport", and "students demonstrate interpersonal skills in groups and teams in roles such as participant, captain, leader, player, coach, manager or referee in sport" (p. 121). SEPEP as a student-centred model can achieve these outcomes and skills by establishing small sided teams which remain the same throughout the season, assigning students roles other than that of a player (such as captain, coach, referee, timekeeper etc), and allowing the students the opportunity to take some control of what happens within the class.

In reflecting on the planning stage, as a staff we were interested in how these outcomes would be achieved. While we had all heard of the principles and philosophy of SEPEP, none of us had ever actually organised and implemented a season. Thoughts such as "... I was interested to see how well such a model (SEPEP) would actually develop these Interpersonal Skills." (Teacher Journal, Planning) were common, across the

Department and led to frequent discussions as I explained some of the events that had occurred.

Implementation Phase

The development of Interpersonal Skills throughout the season was quite significant and resulted from the following aspects of SEPEP:

- the placement of students into fixed teams for the season;
- the assignment of students roles within teams and of other voluntary roles (such as umpire); and
- the opportunities for conflict resolution in game situations.

Teams.

The students were placed into teams of four, generally with two boys and two girls. These teams were chosen by the Sports Board members (with no teacher input) with the intention of making them as fair as possible. The teams remained the same throughout the season. Initially there was some dissatisfaction among the students regarding the selection of teams. As is the case in most classes, there are some students who would not get selected, or would get selected last in normal games and when these students are put into teams some other students object. However, despite this, during the season I observed that:

"most teams seem to be developing well and seem to be playing well together."

(Teacher Journal, Session 5/6)

"each team seems to be working well together" (Teacher Journal, Session 9 - 10)

"students are into the routine now and have become familiar with their teams"

(Teacher Journal, Session 11/12).

The students themselves, during the end of season interviews, indicated that being part of a team for the season was a positive aspect of SEPEP. As one student said, "I enjoyed

having our own team, and winning, and doing it the exact way a real team would",
(Student Interview 3).

However, not only did the teams remain together throughout the season, putting aside their differences and working as teams, but by the end of the season they had progressed to a higher level:

... it is great to see the students developing these (Interpersonal) skills - working with others to achieve a goal, encouraging and helping each other, solving problems, resolving conflicts and disputes, respecting each other, and listening to each other in different roles. It is quite exciting to see. It was also great to see some of the better students helping and encouraging other students before and during the games.

(Teacher Journal, Session 15/16).

By the end of the season the students had developed Interpersonal Skills within their teams, even in teams that did not win many games. While the competition was strong, the most significant results seemed to be working as a team and developing the skills necessary to work in small groups to achieve a goal.

Student roles.

Student role development was one of the most significant aspects of the season. This whole concept of student roles will be discussed in greater detail in later sections. However the fact that every student was assigned a role within their team for the season and had opportunity to take on further voluntary roles at different times, became one of the primary factors in developing the Interpersonal Skills outcome. All students took on a role (other than just a player) in the team, which required responsibility on the students' behalf to complete that a role within the class. The students tackled these roles seriously, which led to significant interpersonal development such as students asserting themselves, taking leadership positions, cooperating and collaborating with other students, and

resolving conflicts. An example of conflict resolution occurred during a Sports Board meeting where "the students are capable of solving the problem (or conflict) and ending the disagreement. They are capable of presenting their point of view and discussing this with their peers", (Teacher Journal, Sports Board meeting 2). An example of the students developing their leadership skills was when the captains had to organise their teams ready to play. "It is good being able to get the captains to organise their teams and keep them on task. Most students seem willing to listen to their peers in that role", (Teacher Journal, Session 5/6).

Throughout the season these Interpersonal Skill outcomes represented a significant part of the entries in the my journal. One of the first of these entries concerned the selection of teams among the Sports Board members. This was the first time the students (eight members) had to make decisions as a group, and it was significant because their decisions affected the other class members. As a teacher, I had virtually no input, I was only there to observe:

It was good to see conflict resolutions happening. The students tended to discuss constructively the disputes that arose with team selections. No one 'spat the dummy' and they were all able to come to an agreement on teams. Some were more pleased than others, but they all felt satisfied that the job had been done well. (Teacher Journal, Sports Board meeting 1).

The students were excited about being given the responsibility associated with the Sports Board role. In fact the next time this group met one week later to organise the fixtures, the set-up and pack-up rosters, the length of game and the particular rules for the competition, the members refused my offer of assistance:

It is great to see the students keen to do the various jobs such as organising the fixtures. They did this totally without my help. In fact I started to show them how to do it, but they said they would work it out

and effectively (in a nice way) told me to go away. This can be hard (to let go of some responsibility) to give the students the responsibility, but they did an excellent job... The students seem to be capable of solving problems and disagreements themselves. They are also capable of presenting their point of view and explaining/discussing this with their peers. (Teacher Journal, Sports Board meeting 2).

Other evidence of interpersonal skill development from my journal analysis included:

It is good being able to get the captains to organise their teams and keep them on task. Most students seem willing to listen to their peers... the peer pressure to do as their captain requests seems stronger than when the teacher makes a request... they respond to their peers very quickly. (Teacher Journal, session 5/6).

The umpires are doing a very responsible job... the students seem to enjoy taking on a different role... it is good seeing students volunteer to umpire when it is their teams turn... the students seem to be abiding by the decisions of the umpire (Teacher Journal, session 9/10).

... it is good seeing how they (the teams) approach each , deciding who goes in goals, who plays in what positions etc... The captains seem to have become quite good at that role. (Teacher Journal, session 15/16).

While student roles will be discussed in greater depth in subsequent sections, it is important to note that these roles became critical in developing the interpersonal skills of the students. It caused students to have to interact with other class members in various ways (leading, cooperating, negotiating, resolving, encouraging, etc) which gave them the opportunity to develop their skills.

Conflict resolution and negotiation

One of the results of organising and running a competition in which game results were kept, was that the competition levels between teams increased, which in turn led to an increase in conflicts. These conflicts occurred for a number of reasons such as 'poor' umpiring decisions, whether a goal was actually scored, and debate over specific rules. This led (within the first week of competition) to a need for students to develop their skills in negotiation and conflict resolution, one of the key pointers of the Interpersonal Skills outcome. In the first week of competition there were no set umpires, and the teams self-umpired which led to many disputes. In reflecting on that week, regarding a specific incident where one team claimed they had scored but the opposing team claimed it was not a goal, I noted:

In this competition where scores count this becomes significant and led to heated discussion. In the end I called it a draw, but I didn't ever think there would be this much discussion over such an issue. I have never really seen this before, and I certainly couldn't say 'don't worry - it doesn't matter, it's only a game,' because to the two teams it did matter as points were allocated when they won a game. The resolution of disputes is going to be interesting through the season. (Teacher Journal, session 7/8).

As students developed their interpersonal skills, particularly in conflict resolution, the following Teacher Journal entry reflects that some students were developing these skills faster than others, "some students were great at handling these disputes, but others sometimes lack confidence. It is a good learning process for all." (Teacher Journal, session 9/10).

As the season progressed the students developed these skills with practise, and due to the length of the season had the opportunity to really learn the rules before they umpired. Through the season most students took the opportunity to try umpiring, and if

someone was lacking confidence they would umpire with another person which helped them develop this confidence.

Through the season all the students had to, in some way, use their interpersonal skills, whether in their own teams, in the role they played, or in some other way such as conflict resolution and negotiation. It was great to see the development of this particular outcome in the students to such an extent. Toward the end of the season I noted, "One of the focuses of this unit is Interpersonal Skills and it is great to see the students developing these skills... It is quite exciting to see" (Teacher Journal, Session 15/16).

Post Season Reflection

Since the focus of the season was to develop the interpersonal outcome, it was not surprising that using a student-centred model such as SEPEP would create the environment for this to occur. Hastie (1998) contends that one of the advantages of SEPEP is that any specific social behaviour which the teacher wants to reinforce can be incorporated into the season. With interpersonal skills being the focus of this season, using the SEPEP model allowed these skills to develop to a much greater extent through the use of student roles, the increased responsibility of the students for the competition, and through situations which occurred, such as conflict resolution and negotiation. I realised that I would struggle to achieve these sorts of outcomes through the use of the previous multiactivity program.

Discussion

With reference to outcomes in Physical Education, Silverman and Ennis (1996) state that the outcome should have a contextual meaning that is directly related to the eventual use of the skill as an adult, or, the outcome should be an authentic outcome and one with significance. Within the season of SEPEP, where "students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles"

(Curriculum Council, 1998 p. 121), there were many opportunities at various levels for students to practise, develop and then demonstrate interpersonal skill outcomes in an authentic manner. Students had to develop and use skills such as negotiation, assertiveness, group work, collaboration, cooperation and leadership as they worked for the whole season performing specific roles within their teams. They had to practise their negotiation and conflict resolution skills as they umpired games, and they had to work as groups to organise teams, fixtures and other aspects of the season which required negotiation, problem solving skills and cooperation. These outcomes were in addition to their role as a player, yet in the multiactivity model this is often the only role which students get an opportunity to perform, thus limiting their opportunities to develop interpersonal skills.

One specific aspect of interpersonal skills development which was exciting to see was the encouragement and help students gave to their team mates. Students developed a very strong sense of commitment to their teams. This team affiliation was recognised by Grant (1992) and Hastie (1998) as one of the factors which increased students' enjoyment of the competition. In our competition this affiliation and team commitment was strong, even though initially there was some dissatisfaction about the team selections. This was evident in all teams, and even students in teams that did not fare well on the ladder were very committed to their team throughout the season. This was specifically evident at the end of the first series of games (half way through the competition) when we conducted a review. Many of the students had initially been resentful of the teams into which they were placed, and I expected a discussion of this at the review. However, I noted:

Not much was said during the review - which was interesting because some teams at the beginning of the season wanted the option of trading players halfway through the season if they were not doing too well. I was pretty sure at least some of the teams would have wanted to

change players. But everyone seemed happy with the way things were progressing. (Teacher Journal, Session 13/14).

One week later I commented that the students "seem excited, motivated and keen to compete and do well for their teams" (Teacher Journal, Session 15/16). This applied to all teams, not just those that were at the top of the ladder.

Within the SEPEP model students not only had extended opportunities to develop interpersonal skills, but they were developed in a real and authentic manner, rather than just an artificial situation or discussion. In an extended competition where scores were kept, umpiring decisions mattered, and the ability to work as part of a team to achieve a goal was important, students developed Interpersonal Skills in real and relevant ways. As Silverman and Ennis (1996) claim, authentic outcomes should be developed in ways that are directly related to the eventual use of the skill in real life. In the SEPEP season the students developed these interpersonal skills in real and authentic ways which mirror the use of these skills in real life.

Implementing and Developing SEPEP Within a Multiactivity Program

As described in the introduction, the existing physical education program was a multiactivity model which was characterised by many short, teacher directed units (five to six weeks was typical). Therefore the plan to implement an extended SEPEP season of at least nine weeks presented some issues in the planning and implementation stages. As the season progressed, the model developed and changed in various ways to suit the specific class and school context, and then in the post season reflection the focus was on how the model could be further improved to suit the situation. The issue therefore is focused on implementing and developing the SEPEP model to fit within a multiactivity program, and the emerging micropolitical issues within the Physical Education Department.

Planning Phase

The plan to incorporate a SEPEP season of up to 20 sessions through term 3 meant that it was necessary to shorten some of the activity units in term 2, and then move one other unit from term 3 into term 2. Fortunately one factor which helped to allow the season to progress as planned was the fact that soccer was one of the planned Year 8 sports for term 3. So by moving some of the other activities around it became possible to organise an uninterrupted 9 weeks (each with a double session) resulting in an 18 session season. In reflecting on the changes that needed to be made to fit the season into the existing structure, the following entry records:

While soccer fits within the framework of the program, there is a need to move some events around in order to make the season a suitable length. By moving these around it allows a full nine weeks of double classes (18 sessions total). In the SEPEP manual 20 sessions are suggested. Thus with minimum disruption the extended season can be fitted in. Also being a Thursday class there are no other school events or holidays allowing the season to run for the maximum time. (Teacher Journal, Planning).

These became important considerations in planning the season and making it fit within the school structure. As I was to discover the 18 session season was perhaps not long enough. Had it been possible 22 to 24 sessions would have been ideal.

This disruption to the normal Physical Education program also had the potential to create some serious micropolitical issues within the department. However, with the fact that soccer was one of the Year 8 sports for term 3, and with discussions held earlier in the year concerning the introduction of the Curriculum Framework (1998), these in many ways set the groundwork for introducing an outcomes based teaching model. In fact the prospect of running a SEPEP season led to many discussions about the program and methods of teaching for outcomes, especially with the fact that "while I and the other

staff members knew of SEPEP, we have not actually used it as such" (Teacher Journal, Planning). And so this created an atmosphere of interest within the Department about how the model would work, and allowed me the freedom to modify and adjust the existing program to allow nine weeks to complete a full season of SEPEP.

Implementation Phase

On reflection about this stage of the model, I discovered that when implementing a teaching model for the first time it is difficult to account for every possibility in the planning phase, and as the season progresses modifications to the original plan will have to be made. This is what occurred in the SEPEP season, with modifications taking place during the season as a way of 'fine tuning' as the season progressed. One of the entries explains, "as SEPEP is a new concept for me it is easier to introduce new ideas one at a time rather than all at once" (Teacher Journal, session 13/14). While the basic model was introduced at the start, as the season progressed various other SEPEP characteristics were introduced one at a time. This allowed me the opportunity to grow with the model, and allowed the students time to adapt to the new model, and to their new roles. At the end of the season in the post season reflection further modifications and suggestions were made to help in the planning for the next season.

The major development which occurred during the season concerned the umpiring of games. It had been planned to have each of the games self umpired with the eight teams all playing at the same time and self umpiring as they played, but after the first round of competition it became evident that this would not work. As a result the plan had to be modified to include a duty team to carry out umpiring duties and other voluntary roles.

Umpiring duties.

Despite my original plan for the students to umpire their own games, I discovered this would not work after the first official round of competition:

Probably the biggest issue that arose during these first games was that they were self umpired. While most games seemed to go OK, there were some conflicts and disagreements about decisions, and after the games a number of students came and suggested that maybe we need umpires. (Teacher Journal, Session 7/8).

This problem had never occurred during the games in a multiactivity model, but due to the fact that in the SEPEP model scores are recorded and can affect the team's position on a ladder, decisions regarding goals can affect the scores, leading to disagreements. This was a 'good' problem as it demonstrated that the students were serious about the competition and working hard to win, and "after meeting with the Sports Board they agreed that it was a good move to have umpires. This will allow the games to run more smoothly and solve disagreements faster" (Teacher Journal, Session 7/8).

As a result of the meeting it was decided that two duty teams would be rostered each round to fill these umpiring roles. This resulted in there only being three games per round (eight teams with two teams umpiring and six playing), but it was a very positive move and a few weeks later, "it is great to see the umpires doing a very responsible job. The games ran much more smoothly with umpires and the students seem to enjoy taking on a different role and having a break from playing" (Teacher Journal, Session 9/10).

This was the major modification made to the original plan and since the students were the ones to propose it they felt that they owned the change. It resulted in games operating much more smoothly as umpires organised and started the games as in a real competition, It also resulted in the games becoming much fairer for all players as there was someone impartial making decisions about rules and goals. The umpiring role

became very popular, and when students realised that their team was the duty team for that round there was a rush to obtain a whistle and a ball and be allocated to a game.

Development of other duty team roles.

One of the issues resulting from two teams being allocated as duty teams each round was that there were too many umpires for the games available (8 people for 3 games). As a result further roles were developed to help the competition run more smoothly. These roles were carried out by the teams rostered to umpire and were as follows:

- umpires (one umpire per game - 3 umpires needed)
- timekeeper (one needed to be the central time keeper for half and full time)
- score keepers (one per game to keep the score. These people also filled in a

game report about the fairest and best and who scored the goals).

This kept seven people busy, and with absentees this was normally sufficient. On the occasions when two full teams were present (eight people) the extra person would become a second umpire for one of the games. In reflecting about these roles:

We now have 3 umpires, 3 recorders and 1 timekeeper. Most students seem to really enjoy observing and writing down results and a report (about a game). It also seems that most students want to have a go at both umpiring and reporting on a game. (Teacher Journal, Session 13/14).

The game report sheets worked very well. The students loved filling them out and having the power to select fairest and best. They are doing this in a very responsible manner. (Teacher Journal, Session 13/14).

I would include all these roles in future SEPEP seasons as they resulted in the games operating much more smoothly with limited disputes. The idea of having a recorder for each game prompted the following entry:

It really helps having an actual recorded score from each game. It reduced the time between games as I don't have to chase scores as students prepare for the next game, and it is an actual record of that game not a memory exercise by the umpire who has other responsibilities. (Teacher Journal, Session 13/14).

Therefore, in approaching their first season of SEPEP, the teacher needs to allow for a certain amount of flexibility in the implementation phase. Various unplanned issues emerge and need to be dealt with which may mean some modification of the original plan. In my season the issue became one of providing umpires for the games and this required a change to the original design of the competition. In a sense the teacher and students are on a learning process together and at times will have to deal with emerging issues which had not been considered during the planning phase.

A second issue arising was that in a teacher's first season of SEPEP it can be difficult to incorporate and implement all characteristics of the model at once, and it can seem overwhelming to try to do so. After the introduction of the duty teams half way through the season, I noted "as SEPEP is a new concept for me it is easier to introduce new ideas (characteristics) one at a time, or in stages, rather than all at once", (Teacher Journal, Session 13/14). It would appear that the best approach for implementing SEPEP for the first time would be to start with the key characteristics of the model and then as the season progresses incorporate other characteristics of the model. Then at the end of the season reflect on the events and plan to incorporate some of the other characteristics of SEPEP during the next season.

Post Season Reflection

The post season reflection focused on possible changes which could be made to further improve on the SEPEP season. Some of the suggested changes are discussed below:

Format of the competition

While the format worked quite well with eight teams of four students on each team, it had to be modified to allow for teams to take on umpiring duties. These duties however became an important part of the competition and an opportunity for students to develop skills (especially interpersonal) other than playing skills and their specific role requirements. The only modification made next season would be to account for this at the beginning of the season when the fixtures are drawn up, which would ensure an equal number of umpiring duties through the season for each team. With a class of thirty two students, which will always be the case in this school, this allows for equal numbers on each team, and suitable team sizes (four students per team seemed to be ideal).

Sport chosen

I developed a strong sense that soccer as a sport was an excellent choice for this age group, and the small sided games format worked really well during the season.

Soccer turned out to be a very suitable sport for this age group, and very suitable for running a season of SEPEP. It was not totally new for the students with many having played at some level (club or primary school). ...Soccer is also well publicised and is well accepted, so many young people have the basic understanding of the concept of the game.

(Teachers Journal, Post season reflection).

Therefore with this age group soccer is a very suitable sport, and one which I would use again to introduce the SEPEP model. Most students have some familiarity with the game

and the basic skills allowing immediate involvement. With older students there is the potential to do other sports, even have them select their own sport for the season.

Length of the season.

Despite the SEPEP manual (Alexander et al., 1995) suggesting 20 sessions as being optimal for a SEPEP season, I was concerned that nine weeks (18 sessions) would be too long and that the students would become bored. However during reflection on the season I noted:

Our season ran for 18 sessions. This was probably slightly too short. It was only really by sessions 13/14 that the model began functioning effectively. There was even more that could have been achieved if the season had run for another 6 sessions. The students could really have taken on the running of the competition. (Teacher Journal, Post season reflection).

Despite the length of the season, there was always a sense of rushing through the activities and competition. Had it been possible, I would have planned for a further four to six sessions which would have allowed the season to fully develop. While this may be very idealistic in terms of a Physical Education program, and definitely not possible in a multiactivity format, on reflection I believe that it would be beneficial and allow the full development of the season and the skills being developed by the students. This format would allow for a mid-season coaching clinic or umpiring clinic, the coaches more time to develop the skills of their teams, and allow the students the opportunity to really take over the running of the competition. As the season progressed the students gradually assumed responsibility for the operation of the class activities, but it was really only in the last four sessions that they were taking on this responsibility to the fullest potential. Allowing a further four to six sessions to fully develop this aspect of student responsibility would have been ideal.

Discussion

Siedentop (1994) and Alexander et al. (1995) highlight the necessity to plan the season well, and like other educational models SEPEP can be done well or poorly depending on how you plan for it as a teacher. However one of the difficulties in planning to implement a model for the first time is that it is not always possible to account for every eventuality which may occur. Therefore on reflection, while good and thorough planning prior to implementing the season is essential for success, flexibility is also required to fit the model into a specific school context both in the planning and implementation stage. Events occur which have not been planned for, and while the basic plans and structure are being followed there is a need for a flexible approach and an ability to modify the plans as the season progresses.

This flexibility also allowed the model to develop and other aspects of SEPEP to be incorporated as the season progressed. Not all characteristics of the model need to be included at the start, as it can lead to confusion for the teacher and the students. Once again the basic structure can be implemented and as the season progresses, and as the need arises, other components can be added to the original plan. In this situation the roles of umpire, timekeeper and scorer/reporter were added to the program as the season progressed. If these had been incorporated at the start they could possibly have confused the students, but integrating them into the season once they understood the basics of the model resulted in the competition operating more smoothly and widened the students experiences as a result. This also leads to the development of the model over a series of seasons, where the reflective teaching cycle of plan - teach - reflect/evaluate is utilised. As each season is planned, the reflections from the prior seasons can be used to modify and fine tune the model to reach its full potential within that specific context.

Teacher Role

As a teacher, attempting to implement a student-centred educational model for the first time is like stepping into the unknown. Many aspects of teaching were very different from the familiar teacher directed style of delivery, and prior to the season there was a sense of uncertainty about what would emerge in terms of my role as teacher during the season. In order to try to minimise the issues arising during the season, some time was spent reading about other teachers' experiences in organising a SEPEP season. One of the most significant factors to emerge was the changing role of the teacher from an up-front role to being more of a facilitator and filling a support role where the students are allowed much more of the responsibility about what occurs within the class (Grant, 1992; Alexander et al., 1995; Siedentop, 1994). This aspect of the changing role of the teacher became one of the major themes to emerge as a result of reflecting on the season. It was this aspect which affected me most as a teacher, and as a result was the focus of many journal entries.

Planning Phase

Much of the pre-season planning was done not only to allow the season to operate smoothly and efficiently, but also to allow me as teacher, and the students, to have the maximum opportunity to learn and develop our new roles within the model. The development of these roles was seen as critical to the success of the season, and would result in the teacher moving off centre stage and allow the students the opportunity to take some responsibility for the events that occur in the class. An important part of this planning, as identified by Siedentop (1994), is the selection of the sport. His suggestion is to choose a sport with which you are familiar and know well as you will be able to quickly and confidently answer the questions students are sure to ask about strategies and tactics. It will also make it easier for you to teach the students the skills necessary for the roles of coach, referee and scorekeeper.

The decision to use soccer as the sport in my situation was quite an easy decision as I could only choose from the sports programmed for term 3 (Year 8 - soccer, Year 9 - football, Year 10 - softcrosse), and from these options soccer was the sport with which I am most familiar. Thus, "another reason (for selecting soccer) is that I am familiar with soccer as a teacher, and feel comfortable with it as a sport... as this is my first season of SEPEP it will be good to use a more familiar sport" (Teacher Journal, Planning). So while the decision was partially made for me in my limited choices of sports, my familiarity with soccer was one of the major considerations in the decision.

One of the primary aims of SEPEP is for the teacher to move off centre stage and allow the students to assume some of the responsibility for what happens within the class. I felt this would be easier to achieve using a sport with which I was familiar as I would be confident about the skills, rules and strategies of the game, making it easier to assist the captains, coaches and umpires. If a sport was selected in which I had limited knowledge there would not be this confidence, and possibly the result would be to try to remain in control and not let the students take responsibility. Thus in developing this new role, the comfort levels with soccer as a game made the transition easier.

Implementation Phase

While there was some preparation for the change of teaching role during the planning phase, the implementation phase was where the impact of the change was felt. As a neophyte SEPEP teacher the role could be best understood during the actual season. The change in role from teacher directed to student-centred teaching was gradual and occurred over the whole season, with the initial stages (Sessions 1 - 6) still being very much teacher directed and the students taking up their responsibilities as the season progressed. This shift in control of the class was a difficult process for me, and there were occasions when I wanted to intervene, but I had to step back and allow the students the opportunity to take the responsibility, and even make mistakes. I was aware on a number

of occasions through the season that I could do a particular job better and/or faster, but I had to let the students do these jobs and learn as they developed in these roles. An example of this was in Session 5/6 where the captains and coaches took their teams for their first 'official' warm up and practise sessions. I noted:

The coaches did a reasonable job with their teams. Most seemed to go through an organised warm up and skill practise. I did move to some groups and give them some advice/help. This was their first go as coaches and they did quite a good job. (Teacher Journal, Session 5/6).

However as the season progressed I reduced my up-front role and students took on some of the responsibilities of managing the class activities. This had the effect of creating extra time which allowed me the opportunity to spend time with teams, students, coaches and umpires, and watching games and assessing students. An example of this was recorded toward the end of the season when I noted, "there was a lot of time to observe students at work. This makes my job easier in terms of management - more time to do other things like one-on-one work, assessment, etc" (Teacher Journal, session 15/16).

Through the implementation phase my role as a teacher changed which allowed the students to assume some of the responsibilities that I would normally carry out. As a result of these changes, two other aspects of my role also changed. These changes were the reduction of management and discipline problems, and an increase in the amount of class time available to me as a teacher to spend observing students, helping teams and individuals, and assessing students. These areas are explained in detail below.

Changing role.

As outlined, my role as teacher changed dramatically through the season from having up-front control and being in complete charge of the class, directing all the activities, to moving off centre stage and allowing the students to take over some of the roles I had

been performing. This gave them responsibility for some of the decisions within the class. This was at times a difficult transition for me.

The first occasion when the students really took on this responsibility was during the selection of teams by the Sports Board after the first two sessions. I allowed the students to do this themselves with the only requirements being that the teams had to have the same number of players (two boys and two girls) and they had to be as fair as possible. As the teacher I had very little input:

There was very little teacher input (into the process of selecting teams).

I found this difficult as there were times when I would have liked to step in and make a decision. It took longer allowing the students to choose players, but they did a good job in the end... in other classes I would have been a lot more up front in telling the students what teams they were on, so it was quite difficult allowing the students to carry out that role... I struggle to allow the students to take responsibility - it's hard to let go. (Teacher Journal, Sports Board meeting).

At times in the process there were disputes over who played in which teams, especially with some of the students who were very good players. However, the students did a very good job selecting teams which were fair and equal in the competition.

The students very quickly realised that they were gaining power to make decisions on their own, especially the Sports Board, and the next time we met to organise the season fixtures I noted:

They did this (organised the fixtures) totally on their own. In fact I started to show them how to do it, but they said they would work it out and effectively (in a nice way) told me to go away. This can be hard to let go and give the students responsibility, but they did an excellent job. (Teacher Journal, Sports Board meeting 2).

In the class situation my struggle not to take over continued especially when students were showing off-task behaviour (in this situation during the team practise). "It is very easy to slip back into the teacher directed role and move to groups that are off-task, instead of allowing the captain to do his/her job" (Teacher Journal, Session 3/4). However the student captains were very capable in organising their teams, and after a few sessions had developed their leadership skills and were able to keep their team organised for the remainder of the season. An example of this occurred in Session 5/6:

It is good being able to get the captains to organise their teams and keep them on task. The students seem to be willing to listen to their peers in that role. They certainly respond to their peers (captains) very quickly. (Teacher Journal)

One issue which arose about half way through the season was the amount of time the students were taking to organise themselves at the beginning of each session to get the field set up and get the games underway. The problem was that there was pressure to get through a certain number of games each week, and the students seemed to struggle with the initial procedure of setting up the field, looking at the fixtures to see which teams were playing where, and who was umpiring and scorekeeping. The students seemed to be able to organise their own practise and warm-up, but did not seem to be able to organise the games for that session. This was one of the times during the season where I took over on a regular basis.

I still seem to be ensuring that things happen on the day such as reading out the fixtures and making sure the umpires are present at each field. This is pretty much a manager's role, but to get through the games the students need to be on task before and between games. Thus for those 5 minutes I am in charge, then the students run and organise the games. (Teacher Journal, Session 9/10).

The students appeared to be able to organise a small group of people such as their own team, or the umpire calling the two teams into the centre for the start, but at that stage of the season they did not seem capable of organising the whole class.

With a longer season it would be good to train up the Sports Board to do this job (of managing the games during each session), especially where the pressure to get through a lot of games in one session is reduced. I feel I am pushing things along as manager, but the students are still organising what happens at the game level...perhaps it is my sense of frustration watching the students take a long time to get themselves organised. (Teacher Journal, Session 9/10).

By mid-season I felt I was playing an overall managerial role to get the games underway, but the students were still running and organising the individual games as well as their own team practises and warm-ups. Despite the struggle and frustration at times with my changing role, at the five week stage I felt good progress had been made. For example, "the students are running and organising the games - umpiring, deciding on direction, making sure teams are present, recording scores, making game/team decisions and time keeping" (Teacher Journal, Session 9/10). Also, "the umpires are doing a very responsible job. The games run much more smoothly with umpires and the students seem to enjoy taking on a different role and having a break" (Teacher Journal, Session 9/10). And finally, in terms of enthusiasm for the competition, "The students are excited about what is happening... In the actual competition they are very enthusiastic about playing and doing well for their team." (Teacher Journal, Session 9/10).

Two weeks later things had improved even further. The students were getting used to the routine of checking the pin-up board with the fixtures and working out which teams were playing where. Also in addition to the role of student umpires, the responsibilities of scorer and timekeeper were given to the students, which previously were roles I had completed:

... this has made my job much easier now. I really just have to answer questions, organise umpires and scorers, and make sure the timekeeper is OK and keeping the games on time. As a result I feel a lot more relaxed and let the students run the competition... I guess this is getting to more where it should be (with the students running the competition) allowing me time to observe the players and games. (Teacher Journal, Session 13/14).

By this stage I was feeling much more comfortable about the change in my role, and the SEPEP class had become a highlight in the week. "I am feeling a lot more relaxed about handing over the competition to the students. I look forward to Thursday mornings with excitement and anticipation." (Teacher Journal, Session 13/14).

By the end of the season there was a real sense of achievement in making the transition from being an up-front, controlling teacher to becoming an off centre-stage support teacher, with the students taking more of the responsibility for organising the class activities. "Once again, like last week, the model feels like it is beginning to work like it should. The students are very involved in all facets of the class - playing, umpiring, scoring, time keeping, solving disputes, coaching etc." (Teacher Journal, Session 15/16).

As my role as a teacher changed significantly through the season there were two specific benefits which developed. These benefits were the reduction of management issues involved with organising a class, and an increasing amount of 'free' time available during class which could be used for other teaching activities. These benefits are outlined below.

Management issues.

One of the results of implementing a student-centred model such as SEPEP is the potential to reduce the amount of time spent dealing with management issues. This includes regular class activities such as roll call, organising students for warm-up,

practises and games and the associated transitions, as well as dealing with discipline issues such as off-task behaviour, trying to keep the students involved in activity, and managing non-participants. I found through the season that as my role changed from being a director to facilitator, the students were provided with the opportunity to change their roles and take on new responsibilities, with the result being that management issues were reduced, and discipline issues became virtually non-existent.

One of the reasons for planning to use a Year 8 group in my first season of SEPEP was that they were generally well behaved and enthusiastic:

There are probably also less management issues with Year 8 students than with older students. While this may not be a major reason for running SEPEP with this group, once again as it is my first season it is easier to work with Year 8's than Year 10's. (Teacher Journal, Planning phase).

And while there are management issues with all classes, even Year 8's, as the season progressed this aspect of my role as teacher changed: "(The students are) very enthusiastic generally, with everyone involved. With these small teams there is no opportunity for anyone just to stand around and not participate - they have to join in" (Teacher Journal, Session 5/6). As the students were involved in all aspects of the competition as players, umpires and in other roles, they had to be involved at all times. When they were not playing they were umpiring or scoring, and when they were playing, due to the small team sizes everyone on the teams was important. So the pressure not to let your team down was powerful enough to keep the students involved in the games. By using the SEPEP model with small team format, short games, competition, and student roles, there is no time for students not to be involved in some way, thus reducing the potential to cause management issues for the teacher.

As the season progressed the student involvement and enthusiasm continued in all aspects of the model. The students were learning what their roles involved and taking on these roles with responsibility, which changed my role as teacher:

I felt more relaxed and let the students run the competition. I had a lot less to do (in managing what was happening in the class)... I guess this is getting to more where it should be as ... I would be a lot less tied up with managing the class. Even non-participants are fully involved, and while the competition is running there is virtually no telling students off, or keeping them on task, which is great. (Teacher Journal, Session 13/14).

One of the key entries in the Teacher Journal was recorded toward the end of the season when everything was operating smoothly, the students were involved in playing, carrying out their roles and running the competition, and I had changed in my role. This reflection sums up the situation in terms of the management issues:

From a management perspective, now that it (the season) is running well, there are no management issues. The students (including non-participants) are all actively involved in what is happening and there is no time or motivation to create problems. The students are not becoming bored or disinterested. On the contrary, they seem excited, motivated and keen to compete and do well for their teams. This makes a big difference from my other Year 8 class where a large amount of time is spent on management of students and student behaviour. (Teacher Journal, Session 15/16).

This whole issue of management of students and their behaviour can be very time consuming for the teacher, taking away valuable time which could be used in other ways to instruct, observe, and assess students. While running SEPEP the lack of management issues was a real bonus, and was achieved through the changing roles of both teacher and

student. Student involvement was high with a corresponding reduction in management and discipline issues resulting.

More time to observe and assess.

One of the issues facing teachers in a teacher directed, multiactivity model is the lack of time available to observe students over an extended period of time, in order to observe the students demonstrating the outcomes, which is a requirement of authentic assessment practises (Alexander et al., 1995). This is a result of both the short teaching unit, and lack of 'free' class time as the teacher is typically directing class activities on a continual basis, leaving little time to spend observing the students. During the SEPEP soccer season both of these issues were addressed. The extended season allowed the students the time to learn, develop and demonstrate learning outcomes through their roles. An increase in class time available to observe students became the second significant benefit of my changing role through the SEPEP season. Early in the season I was still directing activities in order to keep the competition going, and was helping the students learn and develop their roles. However, as the second half of the season progressed and the students adapted to the new model of physical education, to their new roles, and gradually took the responsibility for the operation of the competition, I found my 'free' time increased significantly. This time was spent with students working on skills or specific roles (such as helping the coaches, or umpires), working with teams to develop strategies and skills, observing various aspects of the games, and assessing the students. By Session 13/14:

I had a lot less to do (in managing the competition) and could spend more time observing games, players and umpires. I guess this is getting to more where it should be as it would allow me to observe the players and assess them. (Teacher Journal, Session 13/14).

And again during the final week of competition:

Once again there was a lot of time to observe students at work - playing, umpiring, scoring, time keeping, solving disputes, coaching, encouraging each other, captaining teams, etc. No-one gets off-task because there is no time and motivation. The students are too busy, enjoying themselves too much, and there is more motivation to play hard than mess around. This makes my job as a teacher easier in terms of management and creates more time to do other things - one on one work, assessment, etc. (Teacher Journal, Session 15/16).

This increased time became an important change in my teacher role, allowing me the time to do other things that are often not completed due to the time being used to direct class activities or deal with management issues. Unfortunately the extra time factor only became significant in the last four sessions of the season. However it allowed me to see what is possible, and had the season continued for a further four sessions there would have been the opportunity to make very good use of the time in assessing the students.

Post Season Reflection

The post season reflection focused on the changing role of the teacher from a teacher directed model to a student-centred model, and echoed a previous comment that "this aspect is probably one of the major developments of the season" (Teacher Journal, Post season reflection). I recognised that there had been a struggle to let go of some of the aspects of class and hand them over to the students to organise. Giving the students power and responsibility was not an easy process for me, and there were many occasions when I wanted to take over. One journal entry from the Post Season reflection records, "there was a sense that I never fully let go as I still coordinated the between game activity ensuring that students were going to the correct field, and making sure there were umpires and scorers for each field" (Teacher Journal). The process to move from directing to a facilitating role was a slow one taking the whole season, and there was a

sense that had the season taken a further four to six sessions the process might have been more complete.

It was however a very positive process:

At the end of the season I was enjoying the new role, and found I was having the time to coach, encourage, talk to students, and carry out assessment of skills as well as how well the students were taking on and completing their roles. This was exciting for me not to have to be constantly concerned with management issues, but instead to have the relative freedom to carry out (more important) teaching tasks. (Teacher Journal, Post season reflection).

By the end of the season I had experienced an exciting change in my role as teacher, moving from a director of activities to an instructional support role. As a result of this change and changes in the student roles there were fewer management issues and increased time to carry out other teaching tasks during class time. I was beginning to feel like a 'real' teacher, supporting the learning of students across a range of outcomes.

Discussion

While the change in role for the teacher is a fundamental aspect of this model and necessary for its full success, typically many teachers find the transition from a director of activities role to a facilitator role difficult. Grant (1992) and Alexander et al. (1995) report that teachers often had trouble in 'letting go' and allowing the students to assume some control of the class activities. In many cases, as in my situation, the process is a gradual one of maintaining a director role at the beginning of the season and then gradually allowing the students to assume responsibility for the various aspects of the class. This approach has the advantage of allowing the teacher and the students the time and opportunity to adjust to their new roles and responsibilities gradually, over a number of sessions, rather than just being expected to take on these new roles instantly at the

start of the season. As students complete a series of SEPEP seasons through their school years, it would be reasonable to expect the time taken for them to assume responsibility to decrease as their experience increased, and the same could be expected from the teacher.

This different teaching role creates some significant advantages for the teacher. Hastie (1998) outlines some of these advantages, with one of the major benefits being that of freedom from directly organising and controlling all the class activities. He states that "in the more familiar multiactivity games curriculum, the teacher is responsible for the management of individual lessons... but in SEPEP many of these managerial responsibilities are removed from the teacher's direct control" (p.25). As a result of this freedom there is increased time to spend in other activities such as helping individual students and teams. The role develops into more of a support or advisory role, and the students approach the teacher when they require specialised instruction or coaching. This was my experience, and despite the difficulties of allowing the students increased responsibilities, the benefits were significant. This feeling is echoed in the teacher reflections outlined by Grant (1992) who described teachers who had the same hesitations in allowing the students to take over the class activities, but once the model was working were pleasantly surprised by the dramatic results and the ability of the students to keep the competition running.

This increase in 'free' class time is also significant from the aspect of assessment. Typically in teacher directed units there is not enough time to carry out authentic assessment. This is an issue both during the short multiactivity units as the students do not have sufficient time to fully develop the outcomes, and also within the class itself as the teacher is involved in directing all the activities and as a result there is not normally the time to observe students with an outcomes focus. Therefore in these traditional models the students do not have the opportunity to demonstrate higher order outcomes in areas such problem solving, leadership and working strategically (Taggart et al., 1995).

Alexander et al. (1995) claimed that to produce a record of authentic assessment of a student's accomplishments requires observing students for a sufficient amount of time in order to capture enough of the student's performance in a variety of situations, to be able to accurately assess that student. This requires a significant amount of time over a series of classes, and this time is often not available in a multiactivity Physical Education class. However, by using a student-centred model such as SEPEP the time becomes available due to both the extended season allowing students to develop the outcomes, and within class the teacher has the freedom to observe students over a series of sessions in a variety of roles. The possibility for teachers to produce an authentic record of students' accomplishments, as a result of their regular and recorded observations, becomes more realistic using a student-centred model such as SEPEP (Taggart et al., 1995).

While my methods of assessment did not change significantly for this particular season, I realised for the first time the opportunities that existed under SEPEP for a different, more authentic, approach to assessment. It was the first time I had observed students demonstrating many of the outcomes, especially the interpersonal skills outcomes, and due to the increase in 'free' class time I had extended opportunities through the season to observe the students displaying these outcomes. In future seasons of SEPEP assessment methods would have to be developed and incorporated to record the student achievement of the outcomes.

Finally, the reduction in management issues, especially in dealing with discipline issues of students off-task and not participating, was significant through the season. There was no continual 'nagging' students to remain involved or to stop inappropriate behaviours. Siedentop (1994), in reporting teacher reflections on SEPEP, claimed the reduction of inappropriate behaviours to be a significant factor. Due to students accepting responsibility for what occurred in class, they tended to forego inappropriate behaviours typically seen in high school physical education classes. Hastie (1996) also reports that by using SEPEP the participation levels of students increase as the season progresses, and

there is a resulting decline in off-task behaviour. This change is due to the students' increased involvement in various roles which go beyond being only a player, and this results in less time and possibilities to engage in off-task behaviours.

My role change, and the resulting benefits of reduced management and discipline issues and the increase of available 'free' time, became one of my most significant reflections while organising and implementing my first season of SEPEP. It opened my eyes to another way of teaching and allowed me to see a very different side of the students who took on a high level of responsibility and really made the season work.

Student Issues

While it is good to examine issues faced by the teacher in implementing a different curriculum model, no study of the use of such models would be complete if the behaviours and feelings of the students were not also considered as the other group of key players in the process. From my perspective the students seemed to enjoy the change in teaching approach, and noticeably increased participation and maintained high levels of enthusiasm through the season were characteristic of their behaviour. As the season progressed three key reflections emerged about the students:

- their enthusiasm and the factors that led to this;
- their roles (fixed - such as captain and coach, and duty team - such as umpire);
- the potential for gender issues to develop.

The reflections on each of these areas will be dealt with as the season progressed.

Planning Phase

Student enthusiasm.

Student enthusiasm was one factor which I did not think would be as pronounced as it was, and that it continued throughout the season was quite a surprise. During the planning phase, while it was difficult to predict student enthusiasm and enjoyment, I

hoped that the students would derive a great deal of enjoyment from the model and would be enthusiastic about taking on new responsibilities. In reflecting on this planning phase I suggested that "(one reason that) the Year 8 group were chosen was because they seem more enthusiastic as participants than some of the other year groups" (Teacher Journal, Planning).

While it is difficult to plan for enthusiasm to occur, as it is a student response to something they enjoy and value, the other aspects of the season were thoroughly planned so as to maximise student involvement and participation. The sport was chosen, the size of the teams was selected, and the roles which students could select were also chosen. The intention was that thorough planning and maximising student involvement would lead to students showing a positive response, enjoyment and enthusiasm.

Student roles

Once the initial planning occurred, I decided to use the Year 8 soccer class, and run the season through term 3, much of the other planning was done using the SEPEP manual (Alexander et al., 1995). In the manual the number of sessions and suggested objectives for each session were explained, the student roles were developed, and the suggested team sizes were all explained. It was from this point that I decided to use eight teams of four students (two male students and two female students), and set the fixed team roles as captain, coach, sports board member, and publicity officer. Determining three of the roles was a relatively easy task as each team required a captain and coach, and a sports board member. By having one member from each team on the board ensured that their teams would have a voice on the board where decisions were made. The fourth role was more difficult, and the position of publicity officer was decided on primarily as it was an easy job that could be understood and carried out by the students with minimal input. As this was my first season I was trying not to implement anything that was too complex for either teacher or students.

With the team roles set, the intention was to establish a set of playing fixtures to be determined, and to allow the teams playing against each other to self umpire which meant there would be no need to select specific umpires. The set-up and pack-up teams would be on a roster throughout the season. As the season progressed this structure changed very quickly with the need for umpires becoming evident after the first week of competition, and with teams rostered onto umpiring duty other roles developed. This will be outlined in the Implementation phase. In the planning phase once the roles were determined I developed a role description using the information from the SEPEP manual (Alexander et al. 1995), and prepared to explain to the students the principles of SEPEP, my role and their new roles.

Gender issues.

Through my reading about SEPEP both teachers and researchers have outlined the potential for gender issues to arise during a SEPEP season (Hastie, 1998; Curnow and Macdonald, 1995). I was aware that "the disadvantage (of using soccer as the sport) is the possibility that students will perceive soccer as a male dominated sport, and this may lead to some gender issues" (Teacher Journal, Planning).

The Year 8 class, which had experienced units in swimming, cross country, athletics and basketball prior to SEPEP, was very social and everyone had to this point in the year seemed to enjoy each other's company without there being any significant gender related issues. However, the concept of implementing and using the element of competition over an extended period caused me to consider the possibility that the boys might try to dominate. This could happen in both the game situations, where the boys could try to dominate the key playing and scoring positions, and in the roles within teams, where I had a concern that again the boys could try to dominate the perceived power roles (captain, coach), and leave the other roles (sports board member and publicity officer) to the girls.

This aspect was difficult to account for during the planning phase as the students themselves decided who took on which job in the team, and then it was up to the captain to determine the best way to position the players during the games. While these processes occurred without my direct supervision to ensure equity, there was opportunity to have some input through suggestions and working with individual students and teams. One specific occasion where it was planned to raise this issue was during the introduction session to explain to the students the principles of SEPEP. During this session I outlined that either boys or girls could take on various roles and encouraged all students to take on a role even if they were uncertain about their capabilities. I also explained that in SEPEP there would be time to develop the necessary role-related skills through the season. As it turned out there was an equal division of girls and boys taking on the roles. This will be discussed in the Implementation phase.

Implementation Phase

Student enthusiasm.

Year 8 students typically demonstrate higher levels of enthusiasm in their approach to physical education than most other year groups. However, as the season progressed I was surprised at their continual high levels of enthusiasm. This enthusiasm extended through all aspects of the season, including their roles (both team roles and duty team roles) and their attitude toward playing and participating in the competition. Some of the possible reasons for this continued high level of enthusiasm were recorded in the Teacher Journal and are outlined as follows.

The competition: In most other physical education classes involving sports, the teams are changed each week and the results from the previous weeks are not kept. This leads to reasonable competition on those individual days, but there is no sense of gaining points or moving up a ladder when your team wins. SEPEP on the other hand maintains the same teams through the season, and keeps records of wins and losses which are used

to calculate their position on a ladder just like in a community sports competition. As will be seen, the desire to win during the competition is increased and remains intense through the season as every win or loss is important, and every student wants their team to do well so they play hard for their team. And since in this competition the teams were selected to be as fairly matched as possible, this led to an intense competition through the season.

This competitive aspect was one which initially surprised me. In Session 13/14 (the seventh week of SEPEP, and the fourth week of competition) I noted that "the students are still very enthusiastic and energetic. In any other system/model I have used (multiactivity model) the students are bored with game play by this stage in the season" (Teacher Journal, Session 13/14). I had been more used to the low levels of competition associated with the multiactivity model, and so was pleasantly surprised about the intensity of the competition throughout the season.

In the initial stages of the term, while we were still setting up and playing 'friendly', pre-season games where no scores were kept, there were reasonable levels of competition. But it was when the competition actually started, in Session 7/8, that the intensity of play lifted. Suddenly it mattered if your team won or lost, and so the desire to win intensified. After the first week of competition during Session 7/8 I noted, "the team members are very competitive - very keen to win and do well. It will be interesting to see how each team fares. There was certainly a lot of excitement in winning" (Teacher Journal, Session 7/8). This competitive element and the fact that the games at this stage were self umpired led to some disagreements about scores and decisions, and as a result it was decided from this point on to roster teams to take on umpiring duties.

In a competition where scores count (umpiring decisions) become significant and led to a very heated discussion about whether a goal counted or not. The decision in the end was to call it a draw, ... but I certainly couldn't say 'don't worry - it doesn't really matter - it's only a

game', because to the two teams it did matter. (Teacher Journal, Session 7/8).

As the season progressed this competitive element remained high and "in the actual competition the students are very enthusiastic about playing and doing their best for their team. When the results matter the team members seem to work very hard" (Teacher Journal, Session 9/10).

At the half way mark of the round-robin competition I commented:

They are still very keen and enthusiastic about the competition. From my personal point of view I am surprised that it has gone so well. I thought it would be good, but that the students would lose enthusiasm when involved in a games competition. But it seems that this competition is what keeps them motivated to keep playing. (Teacher Journal, Session 13/14).

By the end of the round robin competition the competitive element was still alive, indicating that the season could have easily been extended for a few more sessions. "The students are not becoming bored or disinterested. On the contrary, they seem excited, motivated and keen to compete and do well for their teams" (Teacher Journal, Session 15/16).

The students themselves, during the final interview, cited the competition as one of the factors which they enjoyed most about the season, confirming the teacher observations. Comments such as: "It was competitive so we had more time to play the games", and "(I enjoyed) that it was really competitive" (Student Interview 3), confirmed that the students themselves enjoyed being involved in the competition over an extended period of time.

Throughout the season this competitive element was a key factor in maintaining the students' interest and motivation to participate to their full potential. With the same class the previous term, in basketball, I did not experience the same levels of competition,

and the students were less enthusiastic about participating than during the SEPEP season. In fact the competition was so intense that it was not until the second last round that the team that finished on top of the ladder was determined, and in the last round second and third places were decided. This close competition maintained the interest and participation levels, and even for those teams who could not make the top of the ladder, there was a desire to do their best and finish as near to the top as possible. The competitive element was one of the main factors which led to student enthusiasm being maintained at a very high level throughout the season.

A final aspect which developed as a result of the competition, as well as the extended season and the small teams, was the development of the physical skills and the strategy outcomes. While these outcomes were not the focus of the season, it was great to see the development of these outcomes in the students, and made me aware of the potential for SEPEP to develop outcomes other than just the Interpersonal Skills. Toward the end of the competition I noted:

The students have also developed their physical skills. It was great to see some of the students score goals when they had never done this before... It is also interesting to see how they (the teams) approach each game, deciding who goes in goals, who plays in what position, etc. There is some strategy and tactics involved, and the captains seem to have become quite good in that role. (Teacher Journal, Session 15/16).

Future seasons of SEPEP (perhaps Year 9 or 10) could focus on developing these outcomes in other sports. By using SEPEP to teach the sports component of Physical Education, the outcomes detailed in the Curriculum Framework (Curriculum Council, 1998) have the potential to be achieved. This was an exciting realisation for me as teacher.

Another factor which led to students maintaining a high level of enthusiasm throughout the season was the fact that they all had roles to play, both in their own teams

and also voluntary roles. These roles were important in ensuring the competition ran smoothly and that their team stood the best chance in the competition, and so students took them seriously and worked well to develop their skills. An example of this was noted toward the end of the season in Sessions 15/16:

... there was a lot of time to observe students at work (in their roles) - playing, umpiring, scoring, time keeping, solving disputes, coaching, etc. No one gets off-task because there is no time and no motivation. The students are all too busy enjoying themselves too much. (Teacher Journal, Session 15/16).

This whole area of student roles will be developed in detail in the following section.

Giving students responsibility also turned out to be one of the key factors which students enjoyed and as the season continued. their responsibility and control of what happened during the class increased. In the student interviews one of the key findings expressed was that the students believed they really had the opportunity to take on responsibility, and the teacher stepped aside and allowed them to take this on. Essentially the students liked having this responsibility and being able to do (to a degree) what they wanted without the teacher telling them what to do. This was revealed during the final interview at the conclusion of the season. Some of the specific responses from this student interview (relating to questions about what was different about physical education classes this term, and what aspects did they enjoy about the season), were:

the students got more control of the class and what happened;
students were told less what to do;
we got the chance to do things (organise the class) for ourselves (Student interview 3 - end of term).

From the students' point of view the fact that they had responsibility for what happened in the class was significant and was one of the factors leading to them enjoying the season, thus increasing their enthusiasm during class.

Student roles.

The importance of student roles developed into one of the major themes arising from the SEPEP season. While the concept of the students themselves being able to make decisions about the events in the class was initially foreign, they adapted quickly to their new responsibilities and roles. From the start of the season the students were excited about their roles, were serious about their involvement, and demonstrated that they could be responsible when given the opportunity to take on various tasks. As their responsibility developed through the season, it gave me confidence to allow them to continue to assume more control of the class activities, so that by the end of the season the students were organising the majority of the competition. The students enjoyed their roles and this was identified as one of the factors leading to the students' continued enthusiasm throughout the season.

Throughout the season students had opportunities to be a part of three different roles - player, filling a team role (captain, coach, sports board member, publicity officer) and duty team roles such as umpiring and scorekeeping. Each of these three roles developed in their own ways through the season.

1) Player role: as players, the students demonstrated very high levels of participation and effort throughout the season. They appeared to enjoy soccer, and the competitive element added to the games. The students were playing for a purpose and it was important to try to win. Even early on in the competition the students were very focused on their involvement. Early in the competition I noted "the games and competition seems to (be) running well. Participation levels are very high - none of the students are sitting around (not participating)" (Teacher Journal, Session 7/8). The students loved playing and knowing that the results were being recorded and used to place them on a ladder, heightening the competitive element. Once again I noted:

The students are excited about what is happening and about the coming rounds of games that week. In the actual competition they are very

enthusiastic about playing and doing their best for their team. When the results matter the team members seem to work very hard. (Teacher Journal, Session 9/10).

As the season progressed it was good to see the energy involved in the games continue, and the students enjoy their role as players. Even the more reserved class members were involved. "The students' skills and self confidence are growing. It is good to see those students who are quieter and more reserved having a go and enjoying themselves" (Teacher Journal, Session 13/14). Even during the final round of the competition the students fully participated and were keen about their playing roles. "The students are not bored or disinterested. On the contrary they seem excited, motivated and keen to compete and do well for their teams" (Teacher Journal, Session 15/16).

Throughout the season the students participated in their roles as players with energy and enthusiasm. They enjoyed playing as part of a small team and doing their best for their team, and this was evident even for those teams which were not doing very well in the competition. These teams still put in the effort and worked hard to try to improve their position on the ladder.

2) Team roles: A second role that the students were expected to fulfil was a team role. Each team was made up of four people and each person would undertake one of the team roles - Sports Board member, Captain, Coach, and Publicity Officer. These had been preselected during the planning stage of the season, and were important in the operation of the season and of the individual teams.

The first task of the season was to select a Sports Board who would have key responsibilities in organising the season and the competition. The students and I decided that there would be eight people, one person from each team, on the board, and they would select the teams for the season. Originally I had planned to do this by an election process (Alexander et al., 1995), but in asking for nominations after explaining the Sports

Board member role, eight people nominated for the positions, so these people were elected unopposed.

While not all of these students were leaders in normal class situations, they took on the job in a very responsible manner, and in the context of this season of SEPEP became the class leaders. While other students were organising their small teams, the Sports Board members organised the competition. After meeting with the Sports Board to organise the fixtures I noted:

The students seem very capable of making logical, sensible and fair decisions when given the opportunity. They also seem to enjoy the opportunity and jump at the chance (to make decisions for the class)... I would not have guessed that they would carry out these processes quite as well as they do. (Teacher Journal, Sports Board meeting 2).

The students quickly demonstrated the ability to make good decisions for other people and to carry out leadership roles within the class.

Their first job as a Board was to select the teams. This was a very important job as it affected all students in the class, and had to be seen as fair as possible. Each of the members turned up with their ideas about teams, and then as a group discussed the best possible solutions. I had virtually no input as I wanted them to do this job by themselves. While this was frustrating for me, the students worked well and came up with a good set of teams.

While it would have been much quicker and easier to do the team selection and printing myself, it was good watching the students complete this process. A learning process for the students and a sense of ownership ... they were able to come to an agreement on teams... they all felt satisfied that the job had been done well. (Teacher Journal, Sports Board meeting 2).

Once in their teams, the students had to decide who would undertake which role. I spent some time outlining what each role involved and then left each team to decide who took on each role. This was not too difficult, and it was great to see some students who were generally not very confident being willing to take on roles:

Most (students) seemed to find it easy to select the various roles, but there was some discussion in some teams about who would do what. I think the roles will develop as the students gradually gain an understanding of what they need to do... it was good to see various people (and a gender mix) take on the various roles. As some students said, 'they don't know much about soccer, but they will give it (student roles) a go. (Teacher Journal, Session 3/4).

As the season progressed so did the development of the student roles. In the first session when the coaches took their teams for warm-up and skill practise I noted:

The coaches did a reasonable job with their teams. Most seemed to go through an organised warm-up and skill practise. The students seemed to enjoy having a fellow student run the warm up and skill practise. ... It is good being able to get the captains to organise their teams and keep them on task. Most students seem willing to listen to their peers in that role. (Teacher Journal, Session 5/6).

While the captains, coaches and Sports Board members on each team were kept busy with various aspects of their roles and keeping their teams on track, the Publicity Officers did not really complete their jobs fully. Part of this was my fault in not encouraging them and giving them suggestions, rather I gave them an outline at the start of the season and expected them to carry out the role. While they seemed to have good intentions, nothing much was produced. At the end of the first round of competition I noted that "the Publicity Officers have not had too much to do so I need to give them more duties to complete" (Teacher Journal, Session 11/12). Despite recognising that a problem existed

at this stage of the season, I did not pursue the issue, and with the introduction of game report sheets part of the Publicity Officer job was being completed by other students. By the end of the season I recognised that the job had not worked out, and in relation to future seasons noted:

... next time I would not have a group of Publicity Officers. Instead I would allocate the role to one or two Sports Board members and they would be responsible for all the publicity throughout the season... Instead of Publicity Officers I would allow these people to fill other roles such as statistician, photographer, disputes panel, etc or have them acting as assistant coaches. (Teacher Journal, Post season reflection).

The captains did a good job through to the end of the season by organising their teams, making decisions about who would play in the different positions, and deciding on strategies and tactics before each game.

It is good seeing how they (the teams) approach each game, deciding who goes in goals, who plays in what positions etc. There is some strategy and tactics involved and the captains have become quite good at that role. (Teacher Journal, Session 15/16).

However, while the captains were doing a good job, the coaches were not faring as well:

The only negatives (of each session) are that before the games during the warm up/practise sessions, the coaches have become a bit slack in their jobs. It seems some teams do this really well while other teams just mess around. I need to pull the coaches in and ensure that they do their jobs correctly. (Teacher Journal, Session 15/16).

The Sports Board members' primary input was at the start of the season in selecting teams and then determining the fixtures and specific rules for the competition.

As I noted:

These eight students were great, especially at the beginning of the season. They put in a lot of extra time and work and set up the season, and seemed to enjoy the responsibility for deciding on team members, fixtures, rules, etc. As the season got into a routine there was less for them to do. (Teacher Journal, Post season reflection).

After these jobs were completed they met when relevant decisions had to be made, such as deciding to allocate duty teams each round to umpire the games after the attempt at self umpiring games had failed. This happened rarely during the second half of the season.

At the end of the season my assessment was that these roles had worked to varying degrees, with some working very well and some not working at all. The success of each role appeared to have a lot to do with who took on the role, but as the teacher I felt I needed to have more input in ensuring the students carried out the nominated roles.

3) Duty team: Throughout the season there were opportunities for the students to fulfil duties other than their team and player duties. These were the voluntary duties of umpire, scorer/recorder, and timekeeper. These roles were taken on enthusiastically, even by students who were not confident, as they were keen to be involved in some way. Once again, the students' ability in each of these roles developed and improved through the season, with all students taking on the roles when their teams were rostered for duty. The students seemed to really enjoy umpiring:

It is good seeing students step up and volunteer to umpire when it is their turn. They are taking it seriously. The other students seem to (generally) abide by the decisions... it is great to see the umpires doing a very responsible job. The games ran much more smoothly with umpires and the students seemed to enjoy taking on a different role, and

even having a break (from playing). Essentially everyone is active either playing or umpiring. (Teacher Journal, Session 9/10).

The concept of having people recording the scores and producing a game report including details such as who scored the goals, a brief report about the game, and the fairest and best player, was introduced later in the season. Once again the students appeared to really enjoy the opportunity to take on a different role:

There are now three umpires, three recorders and one time keeper. Most students seemed to really enjoy observing and writing down the results and a report... it seem most students want to have a go at both umpiring and writing a report.

The game report sheets worked very well. The students loved filling them out and having the power to select fairest and best. (Teacher Journal, Session13/14).

These duties allocated to the duty team developed into some of the most productive roles in terms of the interpersonal outcomes focus, as in their role as umpire the students had to deal with the other students in various ways, demonstrating the different aspects of the outcome. The roles also became very popular with students racing to take on the various jobs when it was their team's turn. With these roles operating, and all the other students involved in playing, all students were involved in some aspect of soccer at all times. This was the observation of the outside observer (the Head of the P.E. Department) who came to assess the situation. His comment in relation to participation levels was: "Exceptionally good. Every student observed is actively involved in some capacity" (Outside observer report).

The SEPEP characteristic of students performing roles in addition to that of player operated well throughout the season, with each student filling roles as players, official team roles and voluntary duty team roles. The roles worked well with students excited and keen to try the various roles and do their best in those situations. However to

ensure that the maximum benefit of these roles is achieved more teacher input would be required to keep the students focused and on-task, and to encourage them and give them ideas and direction. This would be an aim for future seasons.

Gender Issues.

During the planning phase there was a recognition that there was the potential for gender issues to arise as a result of using soccer as the sport, as it may be perceived as a male dominated sport. It was difficult to plan to remove the potential of gender issues occurring as the students would select their team roles as a team without my intervention. As a result, during the introduction session (Session 1) I emphasised that the roles had no gender connotations in any way, and encouraged both boys and girls to take on each of the positions. After their team meetings the students reported back to inform me who was performing each role within each team. The results (outlined at the commencement of the chapter) were very pleasing as within the team roles there was a relatively equal split, with no one role being dominated by either boys or girls. In this way one of the potential areas of gender domination was limited.

The second gender concern involved the games, with the potential for the boys to attempt to dominate the key playing positions and move the girls into the less important positions. Early in the season I had some reservations about the issue, and during the practise sessions prior to the main competition recorded the following comment: "The girls seem more social and less competitive (during these practise games) than the boys. For the boys the competitive element seems to be very strong, and perhaps even intensifies when they are playing against their friends" (Teacher Journal, Session 5/6). However as the competition progressed, it was interesting to see that though it was very competitive, the boys did not take over or dominate the games. Rather the teams worked as teams allowing all members the opportunity to be fully involved, and many of the boys who had excellent soccer skills helped and encouraged other students who were not as

skilled. The girls demonstrated excellent skills, and there was certainly no domination by the boys. In fact the teams which were successful utilised all of their members fully, and had a strategy in place when they played.

As a result none of the potential gender issues which were identified during the planning phase eventuated. It was beneficial however, to have gone through the process of recognising some of the potential for inequity to occur, and planned for this to be minimised or removed where possible. I had not considered this aspect of my teaching prior to using SEPEP.

Post Season Reflection

Student enthusiasm.

Student enthusiasm proved to be one of the major developments through the season, and one of the most positive aspects from my perspective. It was recognised that the competitive atmosphere, the student roles, and the opportunity for students to take on some of the teacher's responsibility, were key factors in developing students enthusiasm. The aim for future SEPEP seasons should be to plan for these factors (competition, student roles and student responsibility) to occur, and to create a fun, enjoyable and fair environment which will promote similar levels of student enthusiasm.

Student roles.

The post season reflection in this area focused on the possible changes to the roles that could be made in a follow up season of SEPEP. Some of these changes include:

Player role: the post season reflection on this role focused on two major aspects. Firstly, due to the nature of the competition with small teams, many short games and small pitches, it resulted in all students gaining the maximum opportunity to play a significant part in a team. All the students were essential, and due to the small team sizes

each member had many opportunities to develop their skills resulting in high levels of success for each person.

The second major reflection concerning the player roles was the enthusiastic attitude of the students toward the competition and the individual games. This high level of enthusiasm, full participation, and obvious enjoyment created a very positive class dynamic making this physical education class the highlight of the week for me as teacher.

Team roles: while the roles of sports board member, captain and coach all worked well, the position of publicity officer did not function as planned. In my Post Season reflection I made suggestions concerning each of the roles, and identifying some of the possible changes.

Coaches - The coaches "did a very good job, especially early in the season, with very limited input... but I did not spend enough time with them explaining what they needed to do", (Teacher Journal, Post season reflection). As part of planning for successive seasons, one of the key features to include would be a coaching clinic early in the season to train the coaches in their role. Included with this would be a series of warm up and practise exercises for them to use with their teams to develop skills. I would also plan to work more closely with them through the season and ensure they had the necessary skills and information to carry out their role.

Captain - "It was great having a group responsible for organising a smaller group (delegation). So whenever something needed to be done I could simply ask the captains to organise their teams". (Teacher Journal, Post Season reflection). The role worked well, and the students did a good job organising their teams, but next time I would spend more time with them at the beginning of the season outlining their responsibilities. These would include having their team organised for practise and warm up at the beginning of each session, carrying out their duties without being instructed to do so by the teacher, and organising their team to be on the correct pitch and ready to play at the start of each of the games. I would also go through the setting up of the field with all of them the first

week so that they would understand the requirements, and be able to carry out that task by themselves when their team was rostered on.

Sports Board member - this role also worked well. The only change I would make would be to allocate specific jobs to members of the Board such as statistician, publicity, and organising the end of season event. One of the problems encountered was that once people were placed in teams and the fixtures drawn up the Sports Board did not have many responsibilities. As I commented in the Post Season reflection, "next season I would actually get them (Sports Board members) to be responsible for actually organising each session to ensure the field was set up, people were allocated to umpiring and scoring, etc." (Teacher Journal, Post season reflection). It was only toward the end of the season that I was allowing the students to really take control of the class activities. However, as I indicated, the next time I use SEPEP I will allow the Sports Board to take on the responsibilities for organising the class events and the competition earlier in the season and then continue to coordinate the competition throughout the season. This would allow them to continue to develop their leadership skills throughout the season.

Publicity officer - as mentioned previously, this role was not completed well by the students. Medland, A., Thorpe, S., Alexander, K. and Taggart, A., (1994) in sharing other teacher's experiences of SEPEP, reported that while there were many positive results regarding the role, many teachers "perceived the area (publicity officer) to be either not essential to the Sport Education season or excessive additional work" (p.10). I found this to be true, especially in the first season of SEPEP where the focus was on ensuring that the competition was organised. While the other team roles were essential in ensuring that the competition was operating effectively, the publicity officers role was not essential, and as a result tended to be 'forgotten' as the focus was on keeping the competition running. In future seasons my suggestion is that the role of publicity officer should be taken on by one or two sports board members, meaning a new team role would have to be created.

Duty team: These voluntary roles (umpiring, scorekeeping, timing, reporting) developed very well through the season, and are roles I would include as essential in future seasons. In order to improve the quality of the umpiring, I would include an umpiring clinic early in the season for everyone to develop and practise their skills. This would give the students the required confidence, even those students who have never participated in soccer. The intention would be to train everyone so that these roles of umpire, recorder/scorer and time keeper would be operating from the start of the round robin competition.

Gender issues.

On reflection about gender issues through the season, I found that the boys and girls all became fully involved as players. As I noted:

Rather than there being a gender issue, the issue became who were the 'good' players (boys and girls), and who were the 'poor' players (girls and boys). In fact many of the 'good' female players had the potential to dominate play at times even against the boys. (Teacher Journal, Post season reflection).

The two concerns regarding gender issues which dealt with whether soccer would be perceived as a 'male' sport thus alienating the girls, and the concern that the boys would fill the 'dominant' roles and leave the girls the administrative roles, were unfounded in our season. However, while none of these issues emerged, it is still an important aspect to be aware of when implementing a SEPEP season. Sport is often culturally perceived as a male dominated arena, and female students (and possibly some boys) in an education model using sport as the main component can feel intimidated and discriminated against. This is especially true in co-educational classes where there is a distinct potential for gender discrimination to occur, especially when playing a perceived male sport. While I found that in my co-educational class that soccer was equally accepted by both the boys

and the girls, the need to develop a fair and equitable culture within the class in terms of all potential discrimination is essential. Thus in planning future SEPEP seasons this is one aspect which should be considered in every planning session, and then monitored through the season at all times.

Discussion

Student enthusiasm.

Through the season student enthusiasm and enjoyment developed into one of the most positive aspects of the whole project. The students were enthusiastic in their participation, and were simply having a lot of fun playing the games and taking on various roles. This development of an enthusiastic sports person was identified by Siedentop (1998) as one of the three primary goals of SEPEP. The three specific factors observed through the season which contributed to this enthusiasm were the competition format, the opportunity for students to take on more responsibility for what was occurring in class, and the use of student roles.

The use of competition in SEPEP is a fundamental part of providing a realistic context for sport in physical education similar to how it would possibly be found in the community. Many students are already involved in sports competitions outside school and do not see any connection between what happens in physical education classes and their community sport involvement. The aim of SEPEP therefore, is to attempt to recapture some of the motivational strengths of competitive sport (Alexander et al., 1995). While the use of competition may be regarded by some as promoting negative values, Hastie (1998) and Grant (1992) identify the significance of competition as one of the positive aspects of SEPEP and one of the key factors leading to student enjoyment and enthusiasm. Part of the reason for competition being a positive part of SEPEP is that it aims to be fair and equitable for everyone with all students having opportunities to succeed. The focus of competition within SEPEP is an attempt to find a balance between

competition and participation (Alexander et al., 1995). The aim is that by combining these two factors the students will have an increased ability and desire to participate in a socially responsible way (Alexander et al., 1995). One of the key elements of SEPEP is to combine these factors into a developmentally appropriate competition which is matched to the ability of the students (Siedentop, 1998). This was successfully implemented by using small sided teams, modified rules and smaller spaces. These aspects of SEPEP were implemented through the season, with the students excited about the competition, and participating in all aspects to their full potential in a responsible manner. This led to high levels of enthusiasm, participation and enjoyment for the students, which continued through the season.

A second factor which was identified by the students as one of the best aspects of SEPEP was that students gained responsibility for their actions and some of the organisational aspects of the class that would normally be directed by the teacher. This was a result of the teacher stepping down from an up front director role, assuming a support and resource role, and allowing the students to assume much more responsibility for what happened in class. This is an important aspect of a student-centred approach such as SEPEP where the students are expected to take on various roles, such as umpire and captain. As the students learn these roles and become more responsible for their own sport experiences, it makes these experiences more meaningful, and more enjoyable (Siedentop, 1998). Carlson and Hastie (1997) reported that the students enjoyed taking on the responsibilities normally carried out by the teacher, and that other students often preferred to listen to their peers to their teacher in those roles. As the students assume these responsibilities, and realise that it is important that they do their job well as other people are depending on them, they gain a sense of importance in what they are doing and seem to enjoy the new positions. They are no longer just passively following the teacher's instructions. Instead they now have responsibility for the events that occur in the

class and for organising the competition, and it is through these responsibilities that they gain increased enjoyment and enthusiasm.

It was evident throughout the season that the competition, the diverse roles taken on by the students, and the resulting increase in responsibility for events in the class, led to an increase in their enthusiasm and participation. From a teacher's perspective these were some of the most positive and enjoyable aspects of implementing a SEPEP season, as this increase in enthusiasm and participation resulted in reduced levels of off task behaviour and fewer discipline issues.

Student roles.

Incorporating selected student roles is one of the main characteristics of SEPEP that make it different from other models of teaching physical education. In most other models students simply play the role of participant, or player, with few opportunities to develop and expand their experiences. SEPEP however is a student-centred model with one of the fundamental aspects being to allow students to develop other roles. Everyone is still a player, but they also take on roles within their teams (eg. captain, coach etc), and roles such as umpire, statistician and scorekeeper. Undertaking these various roles through the season allows the students to develop a broader range of outcomes than could be achieved by participating only as a player, and in this particular situation the focus of these outcomes was to develop the students' interpersonal skills. Thus the students gain opportunities to be involved in the competition at different levels, and everyone is always involved. These roles are important in the overall operation of the season, and as the season progressed the students took on many of the management roles of the teacher. Hastie (1996) found that because of the student involvement in their roles, the levels of off task behaviour decreased significantly, that carrying out these roles increased the students' enthusiasm and excitement, and that the students gained a preference for peer coaching rather than teacher directed practises. These findings and the

fact that many students liked the aspect of being affiliated with the same team for the whole season (Hastie, 1996; Grant, 1992), were found to be true in our season. The students reported enjoying their roles and I was not surprised when a student said "this is the way all physical education should be run" (End of term student interview).

Gender issues.

While gender issues were not a problem in the season, there is the potential for them to occur. Hastie (1998) and Curnow and Macdonald (1995) highlight the fact that it has the potential to be an issue, especially where a sport is chosen that could be identified as a male dominated. Curnow and Macdonald identify two of the possible areas of SEPEP where this could occur both in the role selection, where boys could tend to dominate the perceived power roles (captain and coach), and during the games where the boys could again take on the key playing positions limiting the girls to the less important positions. This would have the effect of limiting the girls' opportunities to participate and therefore to become successful players. Medland et al., (1994) also report that a "pattern emerged where girls appear to do well in administrative roles, but boys seem reluctant to pursue these roles" (p. 83). However, in terms of the allocation of roles, it was found that there was a relatively even split in team roles between girls and boys (see season summary), which did not allow either group the opportunity to dominate any one position. In the umpiring roles, both girls and boys were prepared to take on the role, and players (generally) respected the decisions of the umpires no matter who they were.

The other potential area for gender issues to arise was in the actual games where it was feared that boys may tend to dominate the games. However, like Hastie (1998), there was clear evidence of fun derived from playing in mixed teams, from the competition, and from working in small teams over an extended period of time. No students dominated the play, and the teams discovered that the most success was achieved through using all of their players rather than depending on one or two to do the

work. In an earlier study Hastie (1997) found that the successful teams utilised all their players rather than continually trying to use the better players, and that domination by the boys, which is often observed in coeducational units, was not apparent. The issues simply did not arise in either area, and the students, girls and boys, had equal opportunities to take on roles and play as equal members of the teams.

Medland et al., (1994) reported that teachers' perceptions of equitable arrangements in SEPEP competitions seemed to be overly optimistic, with many girls claiming that they were not able to share equally, especially as players. Perhaps my observations were also 'optimistic' about the gender equality in our season. However, in the second student interview, one of the questions addressed the issue of whether soccer was better for (able to be played equally by) boys or girls. The student responses were mixed with the girls in the interview group claiming "I think both boys and girls can play soccer because girls also enjoy the sport and are good at it. Boys are not the only ones who can play" (Student Interview 2). The boys however felt that "both boys and girls can play soccer but not in a mixed game. It should be boys playing boys, and girls playing girls" (Student Interview 2). More research should be undertaken to allow more conclusive results to be obtained regarding the gender equality of SEPEP.

Student Attitudes and Perceptions in their First Season of SEPEP.

The focus of this section is to determine the attitudes and perceptions of the students in their first season of SEPEP. While the primary aim of the study was to consider the reactions and reflections of the teacher, it was considered to be important to also gain the students' perspectives as these could be used to validate the teacher's perspective and ensure that this was an accurate picture of what actually occurred.

The method used to gather information from the students was by use of three interviews during the season. These took place at the start of the season, half way through and then after the final session. In order to gain consistency, and a sense of how

the students' attitude developed through the season, two teams (eight students) were randomly selected to be the interview group, and participated in all three interviews. The interviews were then examined to determine key comments and the resultant themes which emerged.

Results of Student Interviews

Interview 1.

The purpose of the first interview was to gain a background perspective of the students' experiences in physical education. The students reported that their primary school physical education experiences were very broad, and generally incorporated sport based programs. As a result, all the students interviewed had some experience of soccer at a primary school level, either at school or in community competitions. These experiences ranged from very brief introductions to participation in community soccer programs. For example one student, when asked about her previous soccer experience, claimed "limited experience at school" (Student Interview 1) which contrasted to a second student who stated that he had "played soccer at school and in community sport" (Student Interview 1).

The students claimed to enjoy this sport based physical education, although some students identified individual sports which they had not enjoyed playing at primary school. The students also suggested ways of improving physical education classes. One student stated that "having more input about what we do in Physical Education" (Student Interview 1) would be something that he would like to see in Physical Education, while another student said "to have a ladder competition with a ranking system" (Student Interview 1) would be a way of improving the physical education classes.

Prior to SEPEP, the students considered the teacher's job to be one of organising and coordination of the class events. As explained by one student "the main rôle of the teacher is to organise what happens (in class), and organise the students (activities)",

(Student Interview 1). They also perceived the teacher as the one to deal with discipline issues, tell students what to do and to supervise the class activities. As one girl stated, "the teacher tends to be strict with the main job of telling you what to do", (Student Interview 1). These comments essentially describe an up front, director/teacher whose job is to organise and run the class activities.

When questioned about their role in physical education, the students perceived their role as students was primarily one of participation in class activities. As one girl commented. "(we should) cooperate with the teacher and other students, and try your best", (Student Interview 1). They saw their role was to cooperate with the teacher and other students, and also to encourage other students. The students perceived the teacher as giving them instructions, while their role was to be an obedient participant and to cooperate with the teacher and other students.

As SEPEP is a student-centred model, its implementation requires a change in the traditional roles of the teacher and students allowing the students more control over the events within the class and allowing the teacher to become more of a facilitator. The questions within the interview focused on these changing roles, the students perceptions and attitudes toward this and their enjoyment of physical education under SEPEP. These themes will continue to be explored with the students during the interviews as the season progresses.

Interview 2

This interview took place after session 12, and involved the same two teams that were involved in Interview 1. While the focus of the first interview was to gain a background perspective of the students' involvement in physical education, the second interview was carried out to assess the students' attitudes and perceptions as a result of the SEPEP season to this point.

The first question focused on the student's reactions to being placed in the same team for the duration of the season. The students' were positive about the teams, and they all considered it to be a good idea. Some reasons for students thinking that it was a good idea include "because you will learn to cooperate with your team" (Student Interview 2), and "because otherwise we waste time working out new teams" (Student Interview 2). While there had been some dissatisfaction when the teams were announced, as the season progressed the students came to appreciate the benefits of being involved with the same small group for an extended period. One girl commented "we work well as a team and I think we play to our full potential" (Student Interview 2).

The students also indicated a positive response to their roles within their teams, with the fact that you learn responsibility one of the major positive factors. As one student commented, "I think it (roles students are playing) is good because it gives them some responsibility" (Student Interview 2). It was also seen as important that people were suited to their jobs, and that everyone on the team were allocated their own job. As a result the different roles that were being carried out in the team made physical education more fun. Even at this half way stage the students were enjoying taking on the various roles within their teams and perceiving that it was a positive aspect of the model.

By this stage of the season, the students also perceived differences in the teacher's role. In response to the question about what is different about the teacher role, one student answered "the teacher isn't interfering as much so we can organise it (the competition) ourselves" (Student Interview 2). Other students saw that I was "letting us run it (the competition)" and that now "we have more power in what we do" (Student Interview 2). By the half way stage the students perceived that the role of the teacher had changed significantly from up front to more of a support role, and as a result their roles and responsibilities were also changing to give them more control of the class activities. The students were enjoying this change, and as one student claimed "we get

straight out there and play the game instead of being told what to do" (Student Interview 2).

The students talked about role change, which gave the students more power and responsibility, with enthusiasm and claimed that some of the best aspects of this were "having more freedom and responsibility", and "it's good because we have better ideas and it's fun" (Student Interview 2). Other positive aspects of having more control were that it developed responsibility, it was fun, and it led to more independence rather than having to rely on the teacher at all times. As one student commented "I like making choices and I like the responsibility (of being able to make these choices)" (Student Interview 2). The students appeared to be enjoying this approach.

When asked about some of the negative aspects of being in a system where the students had more power and control to make decisions involving the running of the class, some students said "(there is) less organised training" and "some of the choices we made aren't that good". Most of the negatives identified were simply the result of the students learning and developing their new skills and as the season progressed I observed improvement in the students' skills. However, one of the aspects that the students really disliked was when people misused their power of leadership which ruined the enjoyment of others, and when there was injustice such as when an umpire favoured one team. In talking to students informally, some claimed that a few people were always going to misuse their power of leadership and ruin it for others. "This is bad because we are out to have fun", and "sometimes (the umpires) favour one team. I hate that and it's unfair". The students expressed a real sense of justice and fairness and when events occur that were seen as unfair they particularly disliked these situations.

At this stage the students were adjusting well to this new teaching approach. They appeared to be enjoying their new responsibility and freedom, were able to recognise the change in role for the teacher, and experienced some of the negative aspects, which are primarily the result of their choices or roles. Overall however, there was a positive

attitude toward the new model with the students participating and adopting the new model with enthusiasm.

Interview 3.

The final interview was more extensive than the previous interviews, and was conducted after the final session. The overall attitude of the students was positive, with the students indicating that they enjoyed the season.

The students claimed that the most significant change as a result of SEPEP was that they gained more responsibility for their own teams and for control of the class activities. In identifying ways that physical education was different than in the previous terms, the students stated "the class got more control of the lesson", "we were able to get more involved with our own teams without being told what to do", and "we had our own responsibilities" (Student Interview 3). Having responsibility and being able to do things for themselves were considered to be significant factors contributing to their enjoyment of the season. Also the idea of being affiliated to a team and being in that team through the competition was important to the students and added to their enjoyment. As one student claimed, "I enjoyed having our own team and winning and doing it the exact way a real team would" (Student Interview 3).

In terms of aspects of SEPEP which they did not enjoy, no single factor emerged as being dominant, although each student could cite some aspect which they did not enjoy. Some of these included the time taken at the beginning of each lesson as the teams sorted themselves out. One boy commented "the first few minutes were wasted because everyone mucked around". Another comment indicated that "some of the jobs people didn't like and some of the jobs took some of our own time. I also didn't really like having no choice in the teams" (Student Interview 3).

When asked how they felt about students taking on different roles, the students generally indicated that they enjoyed this aspect of SEPEP. One student indicated " I

thought it was good how we got to take turns being umpires. And it was fun having the coaches" (Student Interview 3). Another student commented that "I think that it was good (to have students filling various roles) as it gave more confidence, and you have a job for your team" (Student Interview 3), while another indicated that it was good because "we felt how it was to have leadership" (Student Interview 3). It appeared that the students enjoyed performing their various roles as players and their team and duty team roles, and allowing their team mates to also carry out their allocated roles. They felt that it was good taking turns at umpiring and enjoyed it because everyone had a job and participated well. The overall perception from the students was that they enjoyed the student role characteristic of SEPEP, and they felt they had developed the skills to carry out these roles.

When asked about the teacher role, once again the students recognised a dramatic change in that the teacher let the students organise the majority of the class activities. They were left alone more often to organise themselves, and had the freedom to make decisions and choose what they were going to do. The general response to this shift in role was very positive. The students liked the different roles they got to play, they appreciated the opportunity to take on the different aspects of the class, and enjoyed that they were given responsibility. As two students commented, "he really didn't tell us so much what to do because we had our own jobs", and "it was good that he let most of the kids do everything" (Student Interview 3).

The students claimed to have enjoyed the season, and the specific reasons offered were the competition, the different roles people had to undertake, and that it was organised and fair for all. Their suggestions to improve the season included rotating the roles, changing teams and choosing another sport, which would all happen when SEPEP is used next time.

The students responded very positively to the season, participating with enthusiasm. Some of the key factors leading to this participation and enthusiasm were

that the students gained responsibility for the class activities allowing them a certain amount of freedom to make decisions about their role and involvement. This resulted from a change of teacher role, from up front directing activities to more of a support role, which allowed the students to take over some of the management aspect of the class. These three areas (student enjoyment and enthusiasm, student roles and responsibility, and the change in teacher role) emerged as the major themes from the student interviews.

Discussion

Throughout the student interviews the students indicated a very positive response to their first season of SEPEP. They were enthusiastic about taking on responsibilities normally held by the teacher, and having the opportunity to make some decisions about the way the class operated. They also enjoyed their team roles and the fact that they had a specific job and responsibility which was important to the operation of the team. This positive attitude continued into the duty team roles where the students were very keen to take on the responsibilities of umpiring and scorekeeping. These very positive responses concur with the student responses reported by Medland et al., (1994) who claimed that "student attitudes to Sport Education were overwhelmingly positive", (p. 12). It was found that SEPEP was very popular when compared to the traditional (multiactivity) model, and this is due to aspects such as the team bonding and desire to do well, the independence of student learning, the increased learning from extended units of work, and the social aspects of team affiliation. It would appear that students can see the benefits, and increased enjoyment, of implementing a model such as SEPEP suggesting that it is a model which should be included in future sports units.

While the amount of information produced from the student interviews was small when compared to the Teacher Journal, their comments reinforced my perceptions of their attitudes and perceptions to their first season of SEPEP and these findings substantiated and confirmed many of my observations and Journal entries. My

observations were that the students attitudes were very positive toward SEPEP and that the students participated enthusiastically in all aspects of the season. This positive attitude was supported by the student interviews, and both the interviews and the teacher observations reinforced the importance of the different teacher and student roles, increased responsibility, small teams, and an extended season. Overall it would appear that both the students and the teacher enjoyed and benefited from the season, and both parties supported the idea of participating in future seasons of SEPEP.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Through the results section I attempted to discuss and describe all the reflections and reactions for me as a teacher implementing SEPEP for the first time. I also presented the students' attitudes to and perceptions of their first SEPEP experience. In conclusion I will highlight the major findings of my first SEPEP season and present some recommendations.

Teacher Role

The most significant aspect of SEPEP which affected me as a teacher was my change in role from an up front, director to more of an advisor and facilitator. While this was necessary to allow SEPEP to function as intended (Alexander et al., 1995) it proved at times to be a difficult process, and at time I found myself slipping back into the more traditional teacher role. As I noted early in the season:

It is really good giving the Captain the job to keep the class (their teams) on task and to give the coach the instructions and drills. It worked well, but again it is very easy to slip back into the teacher directed role and move to groups that are off task instead of allowing the Captain to do his/her job. (Teacher Journal, Session 3/4)

The students' willingness to take on their various new responsibilities was obvious as they jumped at the opportunity to take on jobs and make decisions. The Sports Board members demonstrated this in their process of organising the season, but it was difficult at times for me to allow the students to take over these jobs. When reflecting about one of the Sports Board meetings I noted "it can be hard to let go and give the students the responsibility, but they did an excellent job" (Teacher Journal, Sports Board meeting 2). Perhaps I felt the students couldn't do as good a job as I could, or maybe I felt threatened

in giving up some of 'my' job to the students. But throughout the season they proved they could take on the responsibilities and do an excellent job.

As the season progressed the task of giving the responsibility to the students became easier, and by the session 13/14 I noted "I am feeling a lot more relaxed about handing over the running of the competition to the students... there is less stress about allowing the students to have control and responsibility." (Teacher Journal, Session 13/14). By the end of the season the students were organising the competition and class activities and I noted "the model feels like it is beginning to work like it should. The students are very involved in all facets of the class." (Teacher Journal, Session 15/16).

One of the specific benefits of my change in role, allowing the students to take on responsibility for running the class activities, was the increase in 'free' class time. Because the students were doing many of the tasks which I would normally do, I was released to be able to do other things during class time. As I noted:

... there was a lot more time to observe students at work - playing, umpiring, scoring, time keeping, solving disputes, coaching, encouraging each other, etc... This makes my job as teacher easier in terms of management - more time to do other things such as one-on-one work, assessment, etc. (Teacher Journal, Session 15/16).

Prior to SEPEP I used to struggle to have the class time to carry out effective assessment as there were always other things to be done and the class to be organised. Once SEPEP was operating effectively however, the management and organisational tasks were accounted for, releasing the me to do other tasks such as assessing students. As a result my assessment methods changed from an end of unit skills test and an "attitudinal impression of how well the students "show-up, dress-up and stand up" (Taggart et al., 1995, p. 12), and I actually began to collect some authentic assessment data on the students.

While the process of role change was difficult at times, from a personal perspective it was worth the effort. It made me aware of a different style of teaching which I had never previously experienced, opened my eyes to what students could accomplish when given the opportunity, and made my other classes seem mundane, boring and hard work. As I noted "I am feeling more relaxed about handing over the running of the competition to the students. I look forward to Thursday mornings (SEPEP) with excitement and enthusiasm." (Teacher Journal, Session 13/14). The following week I commented:

From a management perspective, now that it (SEPEP) is running well there are no management issues...This makes a big difference from my other Year 8 class where a large amount of time is spent on management of students and student behaviour." (Teacher Journal, Session 15/16)

Students

While I experienced a dramatic change in role, and many resulting benefits, the students also experienced a significant change in role. No longer were they simply expected to attend class, practise skills and play games. Instead they were in control of organising and running a competition, managing and coaching their own teams, and carrying out other roles such as umpiring and time keeping. While this was a dramatic change in role, the students appeared to enjoy their new roles and jumped at the opportunity to take on other tasks. This enthusiasm to accept responsibility was evident from the start, and in the first lunchtime meeting with the Sports Board I noted "the students did not seem too concerned about missing lunch - they seemed pretty keen about the task (of selecting teams)" (Teacher Journal, Sports Board meeting 1). This willingness to take on roles continued, and toward the end of the season "the students are

involved in all facets of the class - playing, umpiring, scoring, timekeeping, coaching, etc." (Teacher Journal, Session 15/16).

The students themselves identified the fact that they all had various roles as a significant and positive aspect of SEPEP, and that they had responsibility for their teams and the competition. As one student commented when asked about the aspects he enjoyed about P.E. this term, "everyone has jobs and if they don't do them right the team or the competition stuffs up" (Student Interview 3). Other students commented "I thought it was good how we got to take turns being umpires. And it was fun having the coaches and stuff... I liked it because I liked having the different jobs" (Student Interview 3). Through the student role system, the students were involved at various levels of the competition including playing, undertaking a team role to organise their teams or the competition, and taking on extra roles as the duty team such as umpiring and scorekeeping. As a result, the students were constantly involved throughout the weekly sessions as there was always some role for them to be involved in. This resulted in more 'free' time for me as teacher (as mentioned previously), but also resulted in a reduction in typical management issues that occur in other classes due to inactivity or boredom for the students.

... the students (including non-participants) are all fully involved in what is happening and there is no time, or motivation, to create (management) problems. The students are not becoming bored or disinterested. On the contrary they seem excited, motivated and keen to compete and do well for their teams. (Teacher Journal, Session 15/16).

A second significant aspect of the student involvement was evidence of their continual energy and enthusiasm. This was fantastic to see and remained high throughout the season. In other classes there was the need to motivate students to become involved and enthusiastic each week, but with this class using SEPEP the enthusiasm levels were always high. In the first week, on the way back to the change rooms I recorded: "the

students seem excited about the concept and are talking about it in quite an excited way." (Teacher Journal, Session 1/2). As the season progressed I noted: "It is good to see the students so excited about what is happening (with the competition)... In the actual competition they are very enthusiastic about playing and doing their best for their team." (Teacher Journal, Session 9/10). Toward the end of the season the energy levels remained high: "The students are still very enthusiastic and energetic. In any other model I have used, the students are bored with the game play by this stage in the season." (Teacher Journal, Session 13/14). By week 8 (sessions 15/16) "the students are not becoming bored or disinterested. On the contrary, they seem excited, motivated and keen to do well for their teams." (Teacher Journal, Session 15/16).

It would appear that the on going competition, the small team format and the various student roles played a significant part in promoting this enthusiasm among the students. It was significant that the enthusiasm remained high throughout the season, and it became one of the significant aspects of the SEPEP season. As one student claimed "we should do everything (Physical Education) like this!" (Student Interview 3).

SEPEP

The use of a student-centred model such as SEPEP requires much more responsibility from the students. This increase in responsibility means that the teacher must relinquish some of their normal duties and allow the students to take on some of the aspects of organising and running the SEPEP season. It was found that this, and the implementation of the model on the whole, was a gradual process, rather than a sudden change. This is recommended in the SEPEP manual (Alexander et al., 1995) and is an essential part of achieving success during implementation. In our season the basic SEPEP characteristics were planned and implemented, but as the season progressed the students assumed more responsibility, and various other aspects of SEPEP were included. This

gradual implementation allowed the teacher and students to adapt to their new roles and to a new structure progressively, and resulted in a smooth process of implementation.

This principle of gradual implementation can also be applied over subsequent seasons of SEPEP. As the teacher becomes more familiar with the model and different role, and as the students progress through the various school years, there is the potential to implement new and more complex aspects of SEPEP into subsequent seasons. This concept of implementing more complex characteristics of SEPEP over a series of seasons was suggested and outlined by Thorpe, Taggart, Alexander, Medland and Mitchell (1994) in their evaluation of the Sport Education Project in Western Australia in 1993. The teachers involved varied significantly in the extent of their implementation of the SEPEP characteristics, with some teachers reporting difficulty in attempting to implement all the characteristics in their first season of SEPEP. Thorpe et al., (1994) suggest implementing SEPEP over three seasons labelled Level 1 (basic implementation), Level 2 (intermediate implementation) and Level 3 (advanced implementation). Each of these Levels increase in complexity, building more advanced characteristics as the seasons progress. As I reflected on my first season of SEPEP, this concept of implementing SEPEP characteristics over a series of seasons seemed to be a logical and useful method of developing the model to its potential. I also realised this gradual implementation requires a reflective approach by the teacher in order to fine tune and continue to develop the model in their specific school context. As I noted:

This was my first season of SEPEP and there was a number of things that I did not include for various reasons. One main reason is that there were so many aspects to focus on, not all of them got included. In a sense this is Phase 1 of my development of SEPEP and as I use it over a series of seasons I will reflect and modify the model, and include and remove various characteristics... Hopefully I can continue this reflective

model of teaching: plan - teach - reflect/evaluate. (Teacher Journal, Post season reflection).

Student Outcomes

The use of a student-centred model such as SEPEP, where much more is required from the students, resulted in the development of a broader range of outcomes being achieved than is typically possible from a multiactivity model. In our season the focus was on developing Interpersonal Skills, and through the student roles and responsibilities these outcomes were achieved to a significant level. Skills such as negotiation, assertiveness, conflict resolution, collaboration, cooperation and leadership were developed and practised on a weekly basis in the games as students undertook their various roles. These skills were practised in actual competition situations where students were required to interact with each other as players, captains, umpires, and coaches.

The competition led, at times, to conflict between students, which required negotiation before it was solved. One critical incident occurred early in the competition where there was a dispute over whether a goal was scored. As the competition results were being recorded and they determined each team's place on the ladder, the dispute led to a heated discussion. I noted:

I didn't ever think there would be this much discussion over an issue - I have never really seen it before in this context, and I certainly couldn't say "don't worry - it doesn't really matter. It's only a game", because to the two teams it did matter as points were allocated every time they won. (Teacher Journal, Session 7/8).

These Interpersonal Skills continued to develop throughout the season and toward the end of the season I commented:

... it is great to see students developing these (Interpersonal) skills - working with others to achieve a goal, encouraging and helping each

other, solving problems, resolving conflicts and disputes, respecting each other, listening to each other in different roles, etc. It is quite exciting to see. (Teacher Journal, Session 15/16).

It would be difficult to achieve this level of Interpersonal Skills through a classroom teaching situation, or through a multiactivity model. With the implementation of an outcomes based education system into schools in Western Australia, SEPEP is one model which has the potential to achieve the outcomes.

While the focus for this season was Interpersonal Skills, the students also developed their physical skill and strategy outcomes through SEPEP soccer. By using small sided teams which meant everyone had to be involved, an extended season, and the use of coaches to help develop skills, the students soccer skills developed. Many of the students who struggled with soccer initially were much more confident and capable players by the end of the season, and were involved in all facets of play including scoring goals. The ability of SEPEP to achieve the outcomes became apparent, and future seasons could focus on developing other outcomes such as Skills for Physical Activity including Activity and Game Strategies.

Research Questions

Research question one focused on the reflections and reactions of a teacher implementing a season of SEPEP into a traditional, multiactivity program. The results focused firstly on the macropolitical issues of the Curriculum Framework and the development of outcomes through the SEPEP season. The targeted student outcome for the season was Interpersonal Skills, and it was clear that SEPEP is an effective method of developing these skills in the students. It was also recognised that Skills for Physical Activity outcomes were achieved through the SEPEP season, despite this not being the primary focus.

The second area of results discussed the micropolitical issues concerned with the implementation and development of SEPEP within a multiactivity program. This dealt with the school and Physical Education Department context and how SEPEP can be made to fit within the existing structure.

A third area dealt with the required changes to the teacher role as the season was implemented, and primarily discussed the move from a director role to a facilitator role and the difficulties associated with such a shift. A final section discussed the observations of the students involved in the SEPEP season, and identified student enthusiasm, student roles and gender issues as the primary observations.

What emerged was a detailed account of my reflections and reactions to my first season of SEPEP. While implementing my first season of SEPEP was not always easy, as it required changing my established ways of organising and teaching physical education, I feel that I have grown and developed as a professional. Despite having only taught for six terms prior to the SEPEP season, I felt I was in a 'rut' in my teaching, using the same teacher directed methods and style in all classes. I never gave the students the opportunity to take on and develop some of the responsibility for what occurs in the class. As a result I have observed and experienced a very different model for teaching physical education, and I have seen first hand the benefits of using a student-centred model such as SEPEP. I now need to build on this learning experience and utilise the model in future seasons.

The second research question was concerned with presenting the attitudes and perceptions of the students to their first season of SEPEP. This section presented and briefly discussed the results of the three student interviews which were undertaken through the season. The students were more positive in their attitude toward SEPEP than in classes in previous terms, with only a few negative aspects emerging. Many of the students supported the student-centred model and suggested using it in the future. These results were used to validate the teacher observations.

While I listened to the students during the interviews and at different times during the season, I learned so much more by observing them during the SEPEP season. Their energy and enthusiasm in all aspects of the model was obvious and continued throughout the season. This was new for me as I had never before witnessed students remaining so enthusiastic each week throughout the term. The students also demonstrated their willingness and ability to take on responsibilities within the class which was exciting to see. I had never thought they would be so willing to assume responsibility, and if they did that they would need continual guiding and direction. However they demonstrated their ability to take on new responsibilities through the various roles assigned to them within their teams and when it was their turn as duty team. They were enthusiastic about their roles and quickly learned and developed the various components of each role. By the end of the season they were carrying out their responsibilities in a very efficient and effective manner. Finally, through SEPEP, I observed the students demonstrating the Interpersonal Skills outcomes in very effective ways. They had developed skills such as leadership, cooperation, collaboration, conflict resolution, and assertiveness through working in a team to achieve a goal, and by undertaking various roles in the season resulting in the need to interact with other students and develop these skills.

Recommendations

1. SEPEP can support the development of Curriculum Framework outcomes in

HPELA One of the major recommendations emerging from the season is the use of SEPEP as a model which can be used to achieve the outcomes described in the Curriculum Framework (Curriculum Council, 1998). SEPEP has been identified by the Curriculum Council (1999) as a model which can be used to achieve the Health and Physical Education Learning Area (HPELA) outcomes. A case study is described where SEPEP is implemented into a school with the purpose of developing the self-management and interpersonal skills in early adolescents, and "SEPEP became a means of addressing

these needs in a holistic way" (p. 47), and as a way of implementing the Curriculum Framework. In this season, SEPEP effectively allowed the students to develop the Interpersonal Skills outcomes. While this was the focus for this season, I also became aware of elements of the Skills of Physical Activity outcome which were also being achieved through the season. This made me realise the potential of SEPEP in achieving the outcomes, and so I support the recommendation from the case study.

2. SEPEP should be included in Health and Physical Education (HPE) Programs

Alexander et al. (1995) recommend the implementation of SEPEP into the school physical education program to incorporate a series of seasons through Year 8 to 10. From the findings of this season, I would agree with this suggesting a new school physical education program which incorporates a series of SEPEP seasons. From my observations about the achievement of outcomes, SEPEP has a lot to offer in the whole area of outcome based education.

My recommendation would be to plan at least four SEPEP seasons through Year 8 to 10. This would allow for an introduction in Year 8, and then each season could have a different outcomes focus, and incorporate more complex characteristics of SEPEP. For example, in Year 9 I would incorporate a second SEPEP season for the students who have already completed this season but would have a Skills for Physical Activity focus aimed at developing the tactics and strategy aspects of sports. Then in Year 10 a third season could incorporate elements of the Self Management strand and further develop the tactics and strategy components.

3. Implementing SEPEP characteristics over a series of seasons

In this season the basic SEPEP structure and characteristics were developed, but it was recognised that other aspects could be included, and the model refined and developed. By incorporating a series of SEPEP seasons the teacher would become

familiar with the SEPEP model and be able to incorporate more of its characteristics. Therefore I agree with Thorpe et al., (1994) who suggested implementing a series of SEPEP seasons with each one introducing some of the more complex characteristics and building on the previous seasons.

This recommendation also includes the various student roles. Some roles are essential, such as Captain, Coach and Sports Board member and would have to be introduced at the basic level. As subsequent seasons developed, other roles such as Publicity Officer could be used to enhance the students experience of SEPEP. Some of these roles require substantial amounts of time to set up and organise, and in the first SEPEP season this time is not always available. However once the teacher and students were used to the model the basic roles would require less time, which could then be given to developing other roles.

4. SEPEP creates 'free' class time for teachers to spend observing and assessing students

In this season of SEPEP I was surprised at the amount of class time that became available to spend observing and assessing students. In other classes this time would have been absorbed organising activities or managing students. In order to gain the time required to accurately and authentically assess student outcomes, I would recommend the use of a student-centred model such as SEPEP. At first I felt 'lost' with the amount of free time available, but once I realised the time was available I spent more time helping individual students and teams, and time observing and assessing students. This made a significant change to my assessment which had previously occurred at the end of the unit, and was mainly concerned with the students' attitude. The 'free' time available with SEPEP gave me the opportunity to spend extended time observing students in various roles (playing, team roles, duty team) allowing me to more accurately assess the development of outcomes in the students.

Conclusion

The purpose of this study was to implement an innovative curriculum model into a physical education program, and then reflect on what happened through each stage of the planning, implementation and evaluation process. The intention was to grow professionally as a teacher through the experience, and also to provide information to other teachers planning to implement SEPEP for the first time into their programs.

As I reflect, I realise my first season of SEPEP was both exciting and an experience of professional growth. At times I found the process difficult as I felt I was being pushed out of my 'comfort zone' into unknown territory as I allowed the students to assume some of the responsibility for the class. I felt a struggle to let go and allow the students to take on the responsibilities, and sometimes I wanted to take over again when I felt the students were not doing a good job. Despite these struggles and difficulties, by the end of the season I felt that I had grown and developed as a teacher, and was excited about incorporating future SEPEP seasons into the PE program.

I also witnessed a change in the students. While initially I had difficulty believing that they could take on the responsibility for organising and running a sports competition, I was amazed at their willingness to take on responsibility and at their confidence and competence in completing their duties. They became excited at the prospect of having some input into the running of the season and in taking on their roles, and they showed enthusiasm throughout the season in all aspects of the competition.

Despite my struggles and difficulties through the season, I would recommend SEPEP to other physical education teachers. I felt that I have accomplished the intention and purpose of the study by implementing SEPEP, and then reflected on the process to provide information to other teachers also planning to implement the model for the first time. It was an exciting term, revitalising my energy for teaching PE. The Thursday morning SEPEP session became the highlight of my week and "I look forward (to Thursday mornings) with excitement and anticipation" (Teacher Journal, Session 13/14).

There were not too many other classes which shared that sentiment. It has opened my eyes to a different and better way of teaching PE.

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APPENDICES

Appendix A Teacher Journal - Sample Extract

Sample from Session 15/16

Session 15-16. 23/9/99

Outline of session

- Standard set up and warm up/practice session.
- Worked through 4 game rounds - the best we have done. This allows more time next week for the final session to come fun activities!
This meant most people played 36 mins (3 games) - 48 mins (4 games) of soccer. Quite intense but they did well. We have been bringing out a water container so that students don't have to waste time going to drink fountains.
- This week was very similar to last week with smooth running and students taking on more of the running of the games, recording scores etc. The pin-up board worked well against (until it got hit by a ball + smashed). I'll have to invest in something more solid.
- A fellow P.E. teacher filled out an observation sheet of the session 15 when students were into the games.
- Once again, there was a lot of time to observe students at work:
 - playing, umpiring, scoring, time keeping, solving disputes, coaching, encouraging each other, captaining teams etc. No one gets off task because there is no time + no motivation. These students are too busy, enjoying themselves too much, and there is more motivation to play hard than to mess around. Makes my job as a teacher easier in terms of management - more time to do other things - one-on-one work, assessment etc.

Reflections

- Once again, like last week, the ~~big~~ model feels like it is beginning to work like it should. The students are very involved in all facets of the class - playing, umpiring, scoring, time keeping, solving disputes, coaching, encouraging, captaining teams etc.

One of the focuses of this unit is Interpersonal Skills and it is great to see students developing these skills - working & with others to achieve a goal, encouraging & helping each other, solving problems, resolving conflicts & disputes, respecting each other, listening to each other in different roles etc. It is quite exciting to see.

The students have also developed their physical skills. It was great to see some of the students score goals, when they had never done this before. It was also great to see some of the better students helping & encouraging other students before & during the games.

- It is also interesting to see how they approach each game, deciding who goes in goals, who plays in what positions etc. There is some strategy & tactics involved, & the captains seem to have become quite good at that role.

- The only negatives are that before the games, during the warm-up / practice sessions, the coaches have become a bit slack in their jobs. It seems some teams do this really well while other teams just mess around. I need to pull the coaches in and ensure they do their jobs correctly.

- From a management perspective, now that it is running well, there are no management issues. The students (including non-participants) are all actively involved in what is happening and there is no time, or motivation to create problems. The students are not becoming bored or dis-interested - On the contrary, they seem excited, motivated & keen to compete & do well for their teams. This makes a big difference from my other Year 8 class where a large amount of time is spent on management of students & student behaviour.

Appendix B Emerging Themes - Sample Extract

Sample from Session 15/16

Emerging Themes

Student enthusiasm (energy / attitude / motivation / enjoyment)

Student roles - within teams as players in diff. positions
- individual roles eg captain / coach etc.

- Teacher role - changing due to
 - less management issues as students are more actively engaged in games
 - ∴ more time is created to do other things eg assess & observe.

Development of student skills

- interpersonal - working with others, encouraging others, solving problems, resolving conflicts
- physical skills - students who were not so good at the start are now scoring goals.

SEPEP model - working life it should

- all students are actively involved & not having the time or opportunity to create problems.

SPORT EDUCATION MODEL

Outside teacher observation of events.

Introduction

As part of my Honours project (which involves implementing a season of Sport Education into a school P.E. program), I require an outside teacher to observe a class session and report their observations. This information will allow me to check and validate my observations.

As a guide, I have included a number of distinct areas to be commented upon. If there are no comments about these areas please indicate 'no comment', and if there are other relevant observations about student behaviour and interaction, or about me as the teacher, please include these observations.

The key areas for comment are:

1) Student enjoyment (perceived/observed)

- VERY ENTHUSIASTIC WITH ALL ASPECTS OF THE LESSON
- POSITIVE INTERPERSONAL DYNAMICS
- ACTIVE ENGAGEMENT OF ROLLS eg. RECOGNIS, UNPLEAS, PATTERS ETC.

2) Student participation (students involved, off task, etc)

- EXCEPTIONALY GOOD
- EVERY STUDENT OBSERVED ACTIVE INVOLVED IN SOME CAPACITY

3) Student roles

- STUDENTS DEMONSTRATE FAMILIARITY WITH SYSTEM / POSITIVE APPROACH
- MINOR DISPUTES HANDLED WELL BY STUDENTS

4) Class structure/organisation

- WARM-UP
- MAXIMUM USE OF EQUIPMENT
 - STUDENTS COME UP ENJOYING THE FORMER
 - PRESENT OF DELEGATED RESPONSIBILITIES / ORGANISATION POSITIVELY ENGAGED.
 - SUFFICIENT PROMOTION MAX. PARTICIPATION.

5) Teacher role/behaviour

- KEY ORGANIZATION BRIEF AT START ⇒
DRAW AND FITZG ALLOCATION OUTLINED.
- MAIN ROLE WAS OVERALL SUPERVISION/MONITORING OF SYSTEM.
- MINOR INCIDENTS HANDLED BY ASSISTANTS REMAIN TO SERVICE!

6) Gender issues (are the girls/guys getting a fair go?)

VERY EQUITABLE AND FAIR

BOTH SEXES INCLUDED ON EQUAL STATUS.

7) Suitability of game modifications (pitch size/team size etc)

- ALL MODIFICATIONS OBSERVED PROVIDED A HIGH STANDARD OF FAIR AND POSITIVE PARTICIPATION.
eg. GOOD SIZE PITCHES, APPROPRIATE BASIC RULE STRUCTURE,
STUDENT ENGAGEMENT OF TEAM SELECTION PATTERNS.

8) Overall perceptions of class

- IN PERFECT WEATHER, WITH AN EXCELLENT ENVIRONMENT,
THE ORGANIZATION AND POSITIVE PARTICIPATION OF
STUDENTS WOULD SATISFY THE HIGHEST IDEALS
THAT THE PHYSICAL EDUCATIONIST WOULD HAVE!

8) Other comments.

WELL DONE

— THE ONLY PROBLEM FOR ME (IF I
WERE THE TEACHER) IS THAT I DIDN'T
GET A KICK!

REINHARD MAHN

Appendix D Student Interview Transcript - Sample Extract

Interview Two

Q. How do you feel about being placed in the same team for the whole season?

A. Fine otherwise we waste time working out new teams each week.

Q. What do you think about the different jobs/roles people are doing in the teams?

A. It's good because you learn responsibility.

Q. What is different about what the teacher is doing now compared to term one?

A. You are letting us run it (the class). We have more power to do what we want to.

Q. What are some of the good things about this new way of running the class (where the students are allowed to make more choices)?

A. It's quicker because if the teacher tells us what to do we have to sit down and listen to what we have to do. We also have more freedom and learn to be more responsible.

Q. What are some of the bad things?

A. Less organised training.

Q. What do you think about playing soccer?

A. It's good because I used to play soccer. I prefer indoor soccer.

Q. Do you think soccer is better for boys or girls? Why?

A. Both, but boys play boys and girls play girls.

SOCCER CARNIVAL 8C

game 9

GAME REPORT

Team 3 girls, a guy and a soccer ball's.

Score 0

Best Players Nathan L has had
a background on
soccer so he was
very good but he also
was a ball hog!

Scorers

There was none but they
tried very hard all the
same!

Players showing good sporting behaviour

- Name Nathan encouraged his
team but he yelled a lot
- Jacke tried as hard as
she could and had a good
behaviour in the 2nd half
- Simon B was always
had the ball and he was
going for the goals a lot.
- Sophie D is naturally

Farouk + best would be Sophie D + SIMON

Team Balls of steal

Score 1

Best Players Sophie D was always
where the ball was and
she tried very hard. Simon
Bin was very good as
well!

Scorers

Simon had a great
great goal against the
other team

What did they do? very good at
soccer so it was easy
for her

CCP was not a good
sport at all!!

It was a bit sad when
Christain CP stuck his
finger up when they did nothing

SOCCER CARNIVAL 8C

<u>GAME 9</u>	<u>GAME 10</u>	<u>GAME 11</u>	<u>GAME 12</u>
1 v 5(U)	2 v 1	3 v 2(U)	4 v 3
2 v 6	3 v 8(U)	4 v 1	5 v 2
3 v 7	4 v 7	5 v 8	6 v 1(U)
4 v 8	5 v 6	6 v 7	7 v 8
<u>GAME 13</u>	<u>GAME 14</u>	<u>GAME 15</u>	<u>GAME 18</u>
5 v 4(U)	1 v 3	1 v 7 (u)	2 v 1
6 v 3	2 v 4	2 v 8	3 v 8
7 v 2	5 v 7	3 v 5	4 v 7 (u)
8 v 1	6 v 8 (u)	4 v 6	5 v 6

- 1): HAPPY CHAPPIES
- 2): 3 GIRLS A GUY AND A SOCCERBALL
- 3): CRAPPY JACKS
- 4): BB'S
- 5): RED DEVILS
- 6): BALLS OF STEAL
- 7): NO HOPERS
- 8): THE SCREAMERS

DUTY TEAMS

19/8	1: SETUP 2: PACKUP	9/9	7: SETUP 8: PACKUP
26/8	3: SETUP 4: PACKUP	16/9	1: SETUP 2: PACKUP
2/9	5: SETUP 6: PACKUP	23/9	3: SETUP 4: PACKUP

8C SOCCER CARNIVAL

OFFICIAL RESULTS TABLE

(Up to and including round 11)

Team	Played	Won	Loss	Draw	Points	For	Against	Goal Division
BB's	8	5	0	3	18	18	8	10
Balls of Steel	8	4	3	1	13	14	19	-5
3 GaGaaSB	6	3	1	2	11	12	3	9
Red Devils	7	3	3	1	10	18	8	10
No Hopers	8	2	2	4	10	10	9	1
Screamers	6	2	2	2	8	8	10	-2
Crappy Jacks	5	1	2	2	5	10	11	-1
Happy Chappies	7	0	6	1	1	6	23	-17