

# “I’m Trusting You, Don’t Let Me Down”: One Faculty Member’s Efforts at Employing the Spectrum Model

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**Purpose:** The spectrum model is a composite pedagogical model seeking to promote human flourishing. The purpose of this study was to provide a first account of the model in one K–12 school. Freddie, a purposefully recruited faculty member with expertise in models-based practice, was provided the model and instructed to read, interpret, and implement the model with three classes during one semester. **Method:** Data were collected with eight techniques and analyzed using traditional methods. **Results:** Findings suggested that Freddie’s organizational structure, method, and content captured the spirit of the model and supported his ability to employ various teaching styles. Factors influencing his reading, interpretation, and implementation of the approach were identified. **Conclusion:** This study provides a description of flourishing pedagogies and reinforces the argument for developing new pedagogical models in school physical education. Future research dedicated to exploring established and emergent models through the lens of human flourishing is warranted.

**Keywords:** models-based practice, hybrid models, human flourishing, character education, teaching styles


The profession of physical education is experiencing a temporal shift (i.e., spiritual change) whereby specific components within the nature of the profession are being examined from many angles and by all kinds of stakeholders, including K–12 teachers, university professors, national governing bodies, and government officials (Brunsdon, 2022, 2024b; Brunsdon & Layne, 2024; Lawson, 2018; MacPhail & Lawson, 2020). At the surface level, the genesis of this shift could be because of the growth of the field over the last century, the widening of its professional literature and community attempting to guide its agency over the past 30 years, and increased levels of contention surrounding those wishing to emphasize the “P” (physical) compared to the “E” (education). Efforts to redesign the field, be they focused on the structural issues or challenges linked to access and social inequity, for example, have occurred in response to the rise of precarity both in public and private life and from a continuous attack and dismantling of its societal relevance (Kirk, 2020). Although the rearranging or dismantling of a profession of any kind and at any level should be approached cautiously, Lawson (2018) and MacPhail and Lawson (2020) indicated that such a shift in physical education, be it temporal or seismic (i.e., structural shift), might not be an inherently bad idea at this time. This is because there is enough evidence to justify the development, expansion, or evolution of the subject in some areas and in ways that help to tailor the experience to the pupils, and which generates a more nuanced and sustained impact within their lives.

Building on prior research (see, e.g., Brunsdon, 2023, 2024a, 2024c; Spectrum Institute for Teaching and Learning, 2022), one area of contention that has the potential to afford such a shift is linked to unpacking the philosophy of human flourishing (Kristjánsson, 2015, 2019) through the lens of the spectrum

of teaching styles (the spectrum; Mosston, 1981; Mosston & Ashworth, 2008) and models-based practice (MbP; Casey & Kirk, 2021; SueSee et al., 2020). Although these terms and concepts are unpacked later, an emphasis on human flourishing in education refers to valuing practices that develop pupils’ character identity as well as their knowledge and wisdom to enable them to live optimally moral lives as human beings (Brunsdon, 2022, 2024b; Berkowitz, 2021; MacAllister, 2013). The spectrum refers to the types of (in)direct decision making made by both the teacher and student that afford particular kinds of teaching and learning occurring (Mosston & Ashworth, 2008). Alternatively, MbP broadly acknowledges that there are both theoretical and structural approaches to teaching physical education that allow for a more tailored educational environment (Casey & Kirk, 2021). From here onward, the terms “model,” “pedagogical model,” and “MbP” are used synonymously and refer to a theoretically informed approach to teaching.

Altogether, the idea is that by increasing teacher intentionality (or decision making) and equipping them with the means to align their classroom structure and teaching style(s) with their moral objectives, pupils’ moral development in terms of their character traits, virtuous habits, and level of practical wisdom is likely to become a more actionable reality (Brunsdon, 2024a). Furthermore, by positioning the subject of physical education as a place for promoting the “greater good,” or better yet, the flourishing society (e.g., a society in which all things are good), and then assisting teachers’ efforts to advance such an ethos through theoretically informed pedagogical models is likely to enhance its role and purpose within the nature of schooling (Brunsdon, 2022, 2024b). Put another way, the rationale for the current pilot study is aligned with the view that if the profession of physical education is to establish trust and relevance in 21st century society, or indeed, survive the various temporal shifts we are experiencing, then we must aspire to stand for something that is truly worth advocating for and to educate young people in ways that are becoming of such an aspiration.

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## Purpose

To date, there is isolated empirical evidence exploring the spectrum, MbP, and human flourishing in the context of physical education. There has yet to be, however, an in-depth study that explores these concepts together and describes the extent to which the relationship between a particular teaching style or styles, when coupled with a specific pedagogical model, influences the flourishing of young people or their teachers. The purpose of this study was to provide a first account of the spectrum model (Brunsdon, 2024a) in an authentic context by investigating how one university professor employed the model within one K–12 physical education setting. A secondary purpose was to unpack whether a flourishing-oriented pedagogy in physical education can be actualized through the spectrum model. Three subquestions guided the study. First, what organizational structure, pedagogy, and content did the faculty member use to employ the model? Second, what teaching styles did the teacher predominantly use when employing the spectrum model? Third, what barriers and facilitators influenced the faculty member's ability to employ the model in one K–12 school? Through this research, we provide a description of what a flourishing-oriented pedagogy in physical education can look like and the extent to which a human-oriented approach such as the spectrum model could find a home within the profession. Given the recent advocacy for and resurgence of human flourishing as an internationally aspired aim of education and general debate surrounding the spectrum and MbP, this study is timely and could also provide insight into the role the profession can have in the flourishing of youth (Brunsdon, 2023, 2024c; MacAllister, 2013).

## The Spectrum Model

The spectrum model (Brunsdon, 2024a) is a composite pedagogical model inspired by two theoretical perspectives, spectrum theory (Mosston, 1981; Mosston & Ashworth, 2008; SueSee et al., 2020) and neo-Aristotelian virtue ethics (Aristotle et al., 2009; Hursthouse, 2002; Kristjánsson, 2015, 2019). Spectrum theorists argue that teaching is a chain of decision making. Meaning that a decision about what or how to teach (and, subsequently, what is to be learned), made by either the teacher or pupil or both the teacher and pupil, is influenced by the previous set of decision(s) that took place prior to the implementation of an activity (preimpact),

informs the decision(s) that succeed and occur during an activity (impact), and then impacts the decision(s) following an activity (postimpact) (Mosston & Ashworth, 2008; SueSee et al., 2020). In addition, a teacher's decision about what or how to teach can range from a direct to an indirect approach (e.g., teacher centered to student centered) and, more specifically, from a (1) teacher-directed approach (Style A [command] and Style B [practice], (2) student assessment approach (Style C [reciprocal], Style D [self-check], and Style E [inclusion]), (3) discovery approach (Style F [guided discovery], Style G [convergent discovery], and Style H [divergent discovery]), and (4) production approach (Style I [learner-designed individual program], Style J [learner initiated], and Style K [self-teaching]) (Syrmpas et al., 2021). Thereafter, and through experiencing a range of teaching styles across the reproductive and productive clusters (e.g., teacher- and student-centered learning), a learner ought to develop a series of human attributes across various developmental channels (Mosston, 1981; Mosston & Ashworth, 2008; SueSee et al., 2021).

Alternatively, virtue ethical theorists view eudaimonia (e.g., human flourishing, well-being) as the ultimate goal of life and education and believe that the cultivation of virtues (e.g., forms of excellence), character traits (e.g., dispositions, traits, habits of excellence), and forms of wisdom (e.g., techne, episteme, and phronesis) is essential to achieving this objective (Aristotle et al., 2009; Hursthouse, 2002; Kristjánsson, 2015, 2019). These virtues, be they moral, civic, intellectual, or performance focused, guide one's character identity and form one's initial and developing understanding(s) of, motivation(s) for, and abilities to pursue a subjectively valuable and objectively meaningful life (e.g., a good and prosperous life; Kristjánsson, 2015; Likona, 2009). According to Aristotle et al. (2009), one's sense of phronesis (or practical wisdom) is a primary meta-virtue acting to inform one's ability to apply virtues and character traits in contextually appropriate ways and with consideration of how their behavior (or lack thereof) enables or hinders individual and societal flourishing (Kristjánsson, 2015, 2019). In the current paper, ethics and morals are used synonymously.

Taken together, these theories form a single framework that seeks to promote the flourishing of human goodness by prioritizing the creation and maintenance of logical and well-thought-out educational experiences (Brunsdon, 2024a; Berkowitz, 2021). As summarized in Table 1, this model acknowledges the foregoing constructs and frames them within two main ideas, three critical

**Table 1** The Main Ideas, Critical Elements, and Learning Aspirations of the Spectrum Model

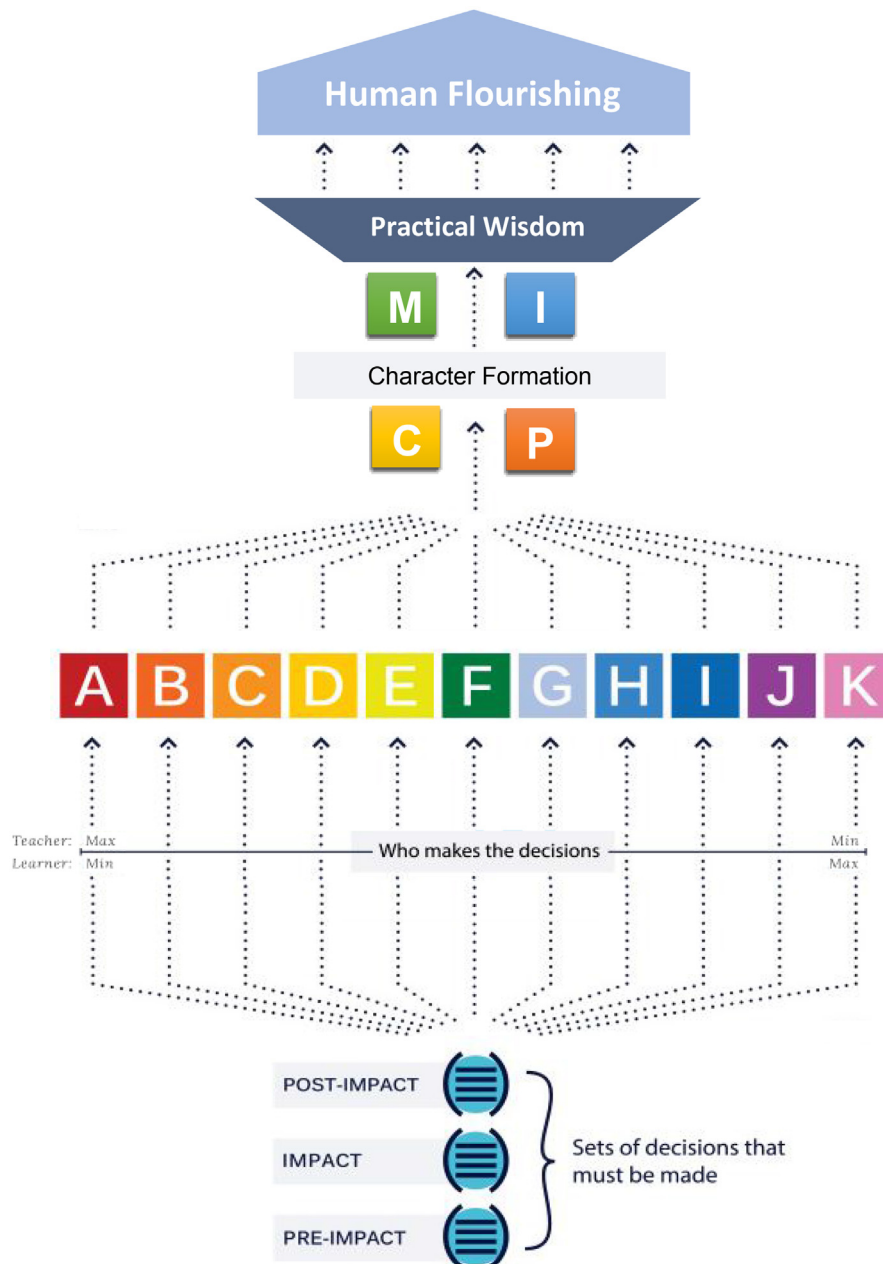
Main ideas	Critical elements	Intended learning aspirations
Eudaimonia (the flourishing student)	Where appropriate, decision making is shared between teachers and pupils across the landmark styles.	People have developed a more sophisticated sense of and commitment to their moral purpose in life.
	Flourishing friendships	People have come to honor, with reliability, a range of educational ideas and human abilities along the cognitive, social, physical, emotional, and ethical developmental channels. Where appropriate, people have meaningfully developed their capacity for creating and maintaining flourishing friendships.
Phronesis (the practically wise student)	Virtue and character	Where appropriate, people have meaningfully developed their personal, virtuous, and phronetic character.
		Where appropriate, pupils have shifted from being reproductive to productive learners.
		Where appropriate, teachers have shifted from using reproductive to productive teaching styles.

elements, and six learning aspirations that are intended to be emphasized in a cyclical manner and throughout the entirety of one's educational experience (Brunsdon, 2024a; Casey & Kirk, 2021). Beginning at the lower end of Figure 1, the model generally (but not always) begins with the teacher planning (preimpact) for and making decisions about what content is to be taught, what teaching style(s) could be coupled with the content to best serve student development and progress, which domain(s) of character development ought to be prioritized based on the nature of the content and style used, and finally, how the totality of the educational experience contributes to the emergence of the flourishing and practically wise pupil. Having acted upon the decision(s) made about the educational process (impact), the educator would then reflect on the previous set of decision(s) and experience(s) provided

and continuously make follow-up decisions (preimpact), actions (impact), and reflections (postimpact) until the end of the educational experience and before passing pupils onto another educator who, essentially, repeats the process in more sophisticated ways but with different subject matter. For further explanation, readers are encouraged to read our previous works (Brunsdon, 2024a; Brunsdon & Walker, 2022).

## Method

This research was guided by a modified version of a teaching experiment design. Drawing from Rovegno et al. (2001, p. 342), teachers and researchers using this methodology attempt to examine “content, curriculum, teaching, and learning simultaneously



**Figure 1** — The spectrum model. *Note.* The symbols A–K located at the center of the figure refer to Mosston and Ashworth’s teaching styles, and the letters M, I, C, and P located in the top refer to the domains of character formation.

and naturalistically in the school context.” A secondary objective of this design has been to develop curricula based on a particular philosophical position or theoretical construct and to study pupils’ responses to the approach used, be that from the perspective of the teacher or learner. Put differently, scholars have used this design to (a) examine teaching, learning, and subject matter of complex systems; (b) describe the types of learning occurring in the classroom as a result of the curriculum; (c) identify and unpack, from a teacher’s perspective, the opportunities and challenges that arise during teaching; and (d) to develop, refine, and provide illustrations of the theory to advance the field and, subsequently, everyday practice (Rovegno et al., 2001). Given the infancy of research linked to the spectrum model (but not spectrum theory), we modified this design to only focus on Points 1, 3, and 4, because (a) this was a pilot study, and (b) we believed that providing a detailed description of the pedagogical model was, at this juncture, more important than making any educational claims about what pupils learned (or not) through experiencing this kind of approach. We should state, however, that data pertaining to student learning were, in fact, collected for the sake of referential adequacy and strengthened our understanding of the approach beyond the data reported. Consequently, this design enabled the authors to conduct a thorough pilot study meant to strengthen the field’s understanding of the model itself and whether it should be recognized as a “true” composite pedagogical model meant for human flourishing.

## Participant

The participant was one university professor with expertise in physical education. At the time, Freddie (a fictitious name) identified as White, male, and able bodied, was between 25 and 35 years old, and had been a full-time, tenure-track faculty member for less than 7 years. Located at one of the two flagship institutions in his state with Carnegie one status ([Indiana University Center for Postsecondary Research, n.d.](#)) and in the mid-south region of the United States, Freddie was purposefully invited to participate in the study, having been identified as a “firm believer” and “expert” in models-based practice. Prior to working in higher education, Freddie served as a high school physical education teacher for 4 years in the same region and had been a successful, state-level soccer and basketball coach for 3 years. Collectively, these experiences affirmed that he possessed an “advanced pedagogical skillset” with which to guide his engagement in the study and gave the researchers confidence that he could complete the project as envisioned. Finally, prior to the study commencing, ethical approval was granted by the author’s institutional review board, the school, and the principal, and then Freddie provided informed consent.

## Setting

This study was conducted at Fort Philia (a fictitious name), a smaller than average-sized K–12 school located in the mid-south of the United States. Home to three full-time physical education teachers and nearly 1,000 students between the ages of 5 and 18, Fort Philia’s student population comprised youth who identified as White (55%), Black (30%), Hispanic (7%), Asian (6%), and other (2%). Roughly 13% of the student population at the school were classified as financially disadvantaged. At Fort Philia, all elementary students (children aged 5–11) received two 60-min physical education lessons per week with no more than 24 learners in each class and experienced a comprehensive skill theme and

multiactivity-oriented curriculum (Metzler & Colquitt, 2022). All secondary students (children aged 11–18) received three 75-min physical education lessons per week with no more than 32 learners in each class and experienced a curriculum grounded in the multiactivity, cooperative learning, games for understanding, sport education, and teaching for personal and social responsibility pedagogical models. In total, elementary and secondary students received an average of 80 and 100 hr of physical education across 40 weeks, respectively. Finally, the facilities and resources available at Fort Philia were recognized as moderate and abundant. For these reasons, the overarching culture and curriculum of the school’s physical education program, as defined by the research team, was described as “rigorous,” “models-based,” and “educationally rich” and was identified as an ideal location to conduct this pilot study.

Freddie implemented the spectrum model with one fifth, seventh, and ninth grade class during one semester. All classes were described as diverse in terms of gender, race, and psychomotor ability. Teaching 28 lessons in total (approximately 33 hr), elementary students received eight lessons (8 hr), and secondary students received 10 lessons (12.5 hr) each. Finally, it should be noted that Freddie had no official role or history of teaching within the school in question, that his official responsibilities linked to university teaching, research, and service were restricted to that of his higher education institution, and that he was not assisted at any point by the researchers or teachers associated with this study. Rather, he was given the spectrum model (Brunsdon, 2024a) at the start of the project and instructed to implement the model as he envisioned it.

## Data Collection

Data were collected with eight techniques, including observations, field notes, formal and informal interviews, teaching film, critical incident reports, journaling, and the use of the (modified) Instrument for Identifying Teaching Styles (IFITS; Curtner-Smith, 1997; Curtner-Smith et al., 2001) systematic observation tool. First, Freddie was observed teaching the spectrum model on all 28 occasions from the corner of the room. During observations, the first author made detailed written field notes using a notepad and pen to capture the organizational structure, methods, and content Freddie used (28 entries). Before and after observations, Freddie was also informally interviewed (56 entries). Informal interviews were led by Freddie, lasted no more than 15 min in duration, were conducted on a researcher–participant basis (e.g., no one else was involved in the conversation) with detailed notes being jotted down using a notepad and pen, and were based on Freddie’s initial thoughts, reactions, questions, and reflections about the model. Throughout this process, Freddie also supplied teaching film for all 28 lessons (recorded via a Sony Camera HDR-CX455 with wireless microphone). The second author reviewed the film for all 28 lessons and secondary field notes (28 entries) in a Word document to compare with the first author’s in-person field notes during the analysis.

Moreover, Freddie completed a critical incident report for each lesson and immediately after he finished teaching (28 entries). These reports sought to capture his reactions to the lesson in terms of (a) what went well, (b) the specific teaching styles he aspired to use, (c) areas for improvement, (d) areas for future consideration, (e) targets for future teaching, and (f) identifying—in his interpretation—whether his pedagogies remained true to the model and styles he intended to use. Furthermore, Freddie was encouraged

(not required) to provide documents/artifacts that were relevant to the lesson and critical incident to strengthen the authenticity of the analysis (41 entries). In addition, Freddie kept a journal that he used to log and reflect upon his experience when employing the approach (five entries). Unlike the critical incident report, the journal was intended to be an informal and open-ended document allowing Freddie to think freely about his experience. Finally, Freddie was formally interviewed using Zoom technology. Lasting 65 min in duration, Freddie was asked about the organizational structure, methods, and content he used to employ the model and the barriers and facilitators he experienced while implementing the model. This interview was audio recorded, transcribed verbatim, and then provided to Freddie to confirm the accuracy of the transcription and its contents.

## Systematic Observation Instrument

The teaching film supplied by Freddie was coded by the first and second author using a modified version of IFITS (Curtner-Smith, 1997; Curtner-Smith et al., 2001). IFITS is an interval recording instrument that was originally designed to track the amount of time a teacher allocates to management (M), reproductive teaching styles (e.g., Style A [command], Style B [practice], Style C [reciprocal], Style D [self-check], and Style E [inclusion]), and productive teaching styles (i.e., Style F [guided discovery], Style G [divergent discovery], and Style H [going beyond]; Mosston, 1981). With over two decades worth of research informing spectrum theory since the instrument was first created and used (Curtner-Smith, 1997; Curtner-Smith et al., 2001), the instrument was modified (slightly) to include Style H (divergent discovery) within the coding document and recognized Style F (going beyond) as a style that conceptually includes what is now known as Style I (learner-designed initial program), Style J (learner initiated), and Style K (self-reaching). Finally, the term “O” (other) was included to accommodate for any teaching styles not aligned with Mosston (1981) and Mosston and Ashworth’s (2008) definitions. No other modifications were made, and no other protocols outside of those described by Darst et al. (1989) or used by the creators of the tool that led to the validation and reliability of the instrument were employed.

A coder employing IFITS is required to make a decision about the style being employed during 20-s intervals (e.g., 20-s coding, 20-s observing) from the beginning and end of the lesson while acknowledging the difference between time allocated to physical education compared with the actual time spent in physical education. The teacher’s styles can be coded (circled) as being a part of management, reproductive, and productive categories. Should the teacher perform multiple styles during the observation interval, the least direct style is given priority. Should the teacher employ both management behaviors and one of the teaching styles, the style is recorded. Finally, should the teacher perform a style that is inconsistent with the foregoing definitions, the style that most closely relates to the behavior being demonstrated is recorded.

### Coding, Intra- and Interobserver Reliability

The teaching film for all 28 lessons was coded by the first and second author. Both were trained to use IFITS during their doctoral programs. To accommodate for the modification of the original instrument (e.g., the inclusion of Style H [divergent discovery] as a coding category and the conceptual understanding that Style F [going beyond] was inclusive of Style I [learner-designed initial program], Style J [learner initiated], Style K [self-teaching], and O

[other]), observer (re)training involved the first and second author practicing using the instrument for a prolonged period of time (8 hr across 2 days).

Intra- and interobserver reliability were established through three methods as informed by principles described by Darst et al. (1989). First, to establish intraobserver reliability (reliability within the data—measuring the consistency of responses over time of individual coders), three lessons (one from each group) were randomly selected to be coded and recorded on an individual basis and were used as a reliability lesson. Reliability of the second and third set of coding for all three lessons by the separate authors was then individually compared against the interval percentages of the original reliability lesson. The percentage of reliability following this technique was 93%. Furthermore, for every fifth and 10th lesson (five lessons in total), both authors individually recoded the reliability lesson again to check for observer drift. This consisted of the percentages for reliability from the original lesson being compared against the codes and percentages that came from the subsequent lessons. The percentage of reliability resulting from this individual reliability technique ranged from 91% to 100%. In addition, to ensure interobserver reliability (reliability between the data—measures of agreement on codes and between multiple coders), the codes and percentages generated by the first and second author were compared across all lessons. The percentage of reliability through this technique was 97%. Finally, after checking for initial reliability as well as reviewing inter-/intraobserver reliability, the first and second author discussed the codes and came to a 100% agreement based on the discrepancies that existed.

## Data Analysis

Qualitative data were analyzed using thematic analysis (Patton, 2015). This consisted of (a) the first author organizing the data into the research questions, (b) coding the data and assigning data snippets with a code and a relevant descriptor, (c) searching for initial categories and then grouping the codes into focused themes, (d) reviewing and then refining the features of each theme as it related to the purpose of the study, and (e) naming the themes and then selecting data to illustrate them in the manuscript. Throughout this process, all authors acted as critical friends (Patton, 2015) by providing feedback on initial codes, categories, and themes. Credibility and trustworthiness of the analysis were ensured through collecting a significant amount of data, data triangulation of eight sources, searching for negative and discrepant cases, and multiple follow-up informal interviews with Freddie.

Quantitative data were analyzed by calculating the percentages of intervals for each teaching style as well as the time spent using the “management” and “other” categories for all classes. Secondary analyses included calculating the percentages of the intervals for reproductive, productive, and management categories across all groups. Having calculated the primary and secondary percentages, the first and second author reviewed the results, identified trends within the data, and then organized the data into a single file.

## Findings and Discussion

The findings begin with a description of how Freddie employed the spectrum model. We then discuss the teaching styles Freddie used to inform his approach. Thereafter, we describe the factors influencing his ability to employ the approach in one K–12 school. Unless otherwise specified, the data now reported include a specific

identification name and number (e.g., [source], [number]) unless the data presented have only a single entry (i.e., the formal interview) and are not restricted to a single source and occurrence, in which case only the name of the source(s) will be presented (e.g., [source]).

## Organizational Structure, Pedagogy, and Content

Having studied the spectrum model (see Table 1/Figure 1; Brunson, 2024a), Freddie's reading and interpretation of the approach led him to "[prioritize] three overarching objectives" (formal interview) during the pilot study. These included: (a) "The students will improve their general sport skills and tchoukball-related playing abilities [psychomotor domain]," (b) "The students will improve their knowledge of what it means to be a good friend [affective domain]," and (c) "The students will improve their understanding of what it means to flourish as a sportsperson [cognitive domain]" (observations/film, field notes, informal interviews). His planning and implementation of the approach, thereafter, became oriented around three pedagogies, (a) *physical journeying*, (b) *communities of friendship for flourishing*, and (c) *learning check-ins*, and two content areas, (a) *tchoukball content* and (b) *flourishing content*, which, upon completing the analysis, was indispensable to how he understood the model at the time of the investigation, his "developed beliefs" (informal interview no. 3/51) about the flourishing student, and views regarding integrating moral content knowledge into physical education circles:

This work [e.g., the spectrum model] is absolutely important and necessary for the field . . . learning of [psychomotor and cognitive] content can clearly be inhibited if we've given them [e.g., his students] no lens with which to apply it morally! (journal entry no. 2)

### Physical Journeying

The core of Freddie's approach was grounded in *physical journeying* whereby his students spent most of their time focusing on their physical/kinesthetic learning journey through the sport of tchoukball (approximately 20% over the legal recommendation for teaching moderate to vigorous physical activity in his state; observations/film, IFITS; Society of Health and Physical Educators [SHAPE], 2012). Throughout the unit, Freddie was recorded using multiple task structures (e.g., conditioned games, small-sided drills and activities, whole-class games) that are commonplace in tchoukball in the hope of advancing students' technical and tactical playing abilities (see, e.g., Girardin et al., 2012). These tasks were supported by pedagogies that were aligned with the methods and effective teaching behaviors described by Rink (2019) and Rosenshine (Sherrington & Caviglioli, 2019) and included "differentiated tasks," "skill extensions" and "refinements," "constraints-based [pedagogies]," demonstrations, and watered-down Socratic "questioning," among other strategies (observations/film, field notes, [in] formal interview[s]). Perhaps the best example of Freddie's pedagogical decision making and effectiveness occurred during Lesson 7 of his elementary unit when he sought to raise his students' level of tactical awareness and capabilities linked to how to outwit opponents and score goals. Specifically, Freddie transitioned from a traditional game (playing with one ball and two teams/rebounders) using Style B (practice) to a conditioned game (playing with three/four balls with five/six teams and rebounders) that used various elements of guided discovery (Style F; e.g., logical/

sequential questioning, [watered down] problem-based learning) to inform the kinds of decision making that students sought to use to achieve their psychomotor objectives for that specific lesson (observation/film no. 7, field note no. 7, informal interviews no. 13/14, IFITS [E7]; Mosston & Ashworth, 2008).

Furthermore, although the motor development levels and competencies varied significantly between all classes, not a single student had any prior educative experience linked to the sport of tchoukball (observations/film, field notes, formal interview). This meant that Freddie was required to dedicate much of his time to using direct teaching styles with all groups before shifting to indirect styles (e.g., B, C, E, and H; IFITS; Mosston & Ashworth, 2008). For example, to accommodate for different entry levels, a look at his first seventh grade lesson revealed that Freddie designed a small-sided target game with Style E (inclusion) in mind that consisted of groups of students deciding whether to (a) shoot the ball with a focus on hitting the target (accuracy), (b) shoot the ball with the aim of hitting specific areas of the target with power (power), or (c) shoot the ball with the goal of a teammate catching the ball (observations/film no. M1, IFITS). Alternatively, a look at Style B (practice) during his fifth 9th grade lesson consisted of students working in groups of two, selecting their own rebounder, and warming up by making 10 consistent shots/catches without hitting the frame or dropping the ball on the return (observations/film no. H5, IFITS). Another example from seventh grade (Lesson 3) consisted of Freddie using Style C (reciprocal) to confirm whether his students had mastered the "ready position" technique and his students demonstrating and teaching each other the skill cues linked to rebounding "low" and "high shots" and maintaining the ready position (observations/film no. M3, IFITS).

This appeared to make Freddie's teaching easier as it allowed him to "drive student learning" early on and "shift learners [especially elementary students] from being moderately competent beginners" to a group of "fairly able, middle-ability performers" (critical incident report no. 8). As he stated at the end of the term, "they're not professionals by any means but they can show and tell you the skill cues and the rules of the game and play it fairly confidently" (informal interview no. 55). Of course, such an (observed) achievement cannot and should not be solely credited to the efforts of Freddie as the physical education program and experiences that his students experienced on a daily basis prior to the unit had clearly assisted their ability to achieve success during the pilot study. Nevertheless, a concluding journal entry (no. 5) revealed:

I'm really happy with their skill development, and just generally, their knowledge of how to play the game . . . I'm confident that if I gave them [e.g., his students] the equipment and instructions, and then left them to it, each group would have no problem organizing and playing the game by themselves. And isn't that the point with all of this?

### Communities of Friendship for Human Flourishing

To achieve the cognitive and affective aspirations of the spectrum model (Brunson, 2024a; Brunson & Walker, 2022), Freddie relied on a community-oriented and student self-regulatory practice called *communities of friendship for human flourishing*. This aspect of the approach consisted of two distinct phases, including (a) *empowering communities of friendships* and (b) *educating for flourishing through community*. The first was restricted to the first lesson of the unit only, whereas the second was emphasized throughout the entirety of the approach.

**Empowering Communities of Friendships.** To empower communities of friendships, Freddie started all units by introducing students to “the idea” of a good life, discussing “the role the students would have in promoting their classroom’s sense of flourishing,” explaining the importance of student “voice,” “trust,” and “accountability” in becoming their own and each other’s teachers, and then providing students with the time to organize themselves into “flourishing friendship groups” (observations/film, field notes, informal interviews; [Brunsdon, 2024a](#); [Brunsdon & Walker, 2022](#); [Kristjánsson, 2015, 2019](#)). Like forms of affiliation found in the sport education literature ([Casey & Kirk, 2021](#)), except with less emphasis on “sport” (formal interview), each learning community consisted of between three to five students who were required to fill out a “Friendship Contract” document for “ceremonial” purposes (document no. 4), were informed that they would be “[learning] and [working] together during all [psychomotor, cognitive, and affective] activities,” and were told that they could not, for any reason, change the structure of the friendship group at any point in the unit (observations/film, field notes, informal interviews). According to IFITS, Freddie spent between 32% and 46% of his initial lessons in management, having dedicated this to introducing himself, completing planned presentation tasks with follow-up questions, and then organizing groups. When asked about his pedagogical decision making during two informal interviews (no. 4/9), Freddie’s response drew on the theoretical underpinnings of flourishing and cooperative learning ([Brunsdon, 2023](#); [Casey & Kirk, 2021](#)) and voiced that he wanted students to “flourish with, by, from, and for each other” because “one’s relationship with others, be they friends or just everyday people with which they share community, can and oftentimes do flourish or flounder together.” In the same spirit, he voiced his aspirations for this pedagogy (informal interview no. 12):

I’m anticipating the friendship aspect of the model driving all other components. It’s the first thing students talk about, the first goal students identify . . . the idea is for groups to communicate in more genuine ways and to make connections between sporting friendships, non-sporting friendships, qualities of good or bad friendship, etc. I make it a big deal when I say, “I’m trusting you, don’t let me down,” and they haven’t let me down yet! And because they’re in their friendship groups, I hope they’ll feel open to talking about their inner virtues. So overall, I’m feeling optimistic, and I think focusing on [friendship] is a significant way to not only empower skill development, but it’s something that can strengthen their understanding of life.

The second author added, “It’s as if he [valued] them, and that his pedagogy immediately afforded a level of [trust] . . . and they [seemed] ready to pay it forward” (field note no. 3).

**Educating for Flourishing Through Community.** Having formed the groups and outlined his expectations for friendship-based learning, Freddie turned to creating physical and mental routines ([Barhr, 2021](#)) that would create the conditions for student to learn about flourishing and the cognitive and affective features of the model alongside their learning of tchoukball (observations/film, field notes, [in]formal interview[s]; [Girardin et al., 2012](#)). The unit began with a series of isolated but explicit cognitive and affective-oriented tasks and activities for his students to complete in each lesson before shifting to an approach whereby the styles themselves acted as a sort of cognitive/affective learning activity during the

middle and end of the unit. An example of this first approach consisted of Freddie stopping his students on no more than two occasions per lesson, asking a person from each learning community to collect either a “friendship,” “character,” or “flourishing worksheet,” and providing “group learning time” to complete the assigned task (observations/film, critical incident reports). Additional examples used at the elementary level included “word definition games,” “fill in the blank quizzes,” close-ended question tasks, “open-ended discussion activities,” reading and “storytelling” games, “emotions charades,” and more (artifacts, informal interviews). Experiencing similar but generally more complex tasks, secondary activities included “responding to discussion prompts,” engaging with “scenario-based dilemmas,” “ranking traits” based on situations and the most ethical responses to those situations, and “playing in the grey” activities that required learners to search for “multiple truths” within a scenario, among other tasks (critical incident reports, artifacts, informal interviews). An example of this, drawn from Freddie’s use of Style F (guided discovery) during Lesson 3 (ninth grade), consisted of providing students with a list of character traits intended to be taught in the class, requiring them to develop their own definitions for each trait, and then comparing the accuracy of their definitions against the correct definitions at the end of the lesson (observations/film no. H3, IFITS).

Furthermore, these tasks were intended to be grounded in memetic structures and scientific knowledge (e.g., teacher-centered knowledge and factual information) and gradually shifted toward progressive and transformative structures and interpretive knowledge (e.g., teacher- and student-created knowledge and contextualized learning) as the unit developed ([Brunsdon & Walker, 2022](#); [Mosston & Ashworth, 2008](#)). Put differently, secondary students were given greater levels of “situated learning opportunities” whereby they were required to use “their own rational thoughts and opinions to inform their answers and decision-making,” whereas their primary counterparts were mostly provided with “opportunities to develop a foundational” and “scientific knowledge” of character and friendship (journal entry no. 1). Moreover, although observational/film data indicated that all groups benefited from such a practice, Freddie’s ninth graders noticeably found the most joy and delight from this activity, with most groups creating their own name for this task and/or creating a phrase with which to associate and guide their engagement within this task. Specific names and phrases used included “business hours,” “the foot triangle,” “the coffee shop,” “board meetings,” and “the barber shop” (observation/film, field notes). On one such occasion (Lesson 3), Freddie joined “the foot triangle” and elaborated on this experience during a follow-up informal interview (no. 44):

Buy-in is occurring, and it’s allowing me to be more indirect than I had planned for at this point of the unit. Oh, and did you see? I was invited to join “The Foot Tringle!” [The first author nodded]. And I didn’t do anything, I was like a fly on the wall. Listening to them [e.g., his students] trying to pin down what flourishing actually is . . . that’s the power of student voice right there. The kids are clearly developing routines linked to communication, treating other people, and friendship.

An example of this second approach from the perspective of the affective domain occurred during Lessons 3 (seventh grade) and 4 (ninth grade) wherein Freddie used Style C (reciprocal) to encourage students to define the trait of honesty, describe the kinds of emotions that people might experience when a person close

to them is (dis)honest, and then provide an example of how sport can create opportunities for people to perform both behaviors (observations/film, field notes no. 11/22, informal interviews, artifacts, IFITS). Another situation from a cognitive perspective, during Lesson 6 (seventh grade), consisted of Freddie giving his students a “Team Responsibility Document” (document no. 19), requiring students to self-evaluate (via a five-level rating scale) their engagement and effort for learning throughout the unit and then discuss their motivations for raising their level of responsibility within the subject of physical education (observations/film, IFITS). In the same context (Lesson 7), except with his ninth graders, Freddie then used Style G (convergent discovery) immediately afterward to direct his students toward a creating “unique tactical play” on a “set piece document” (i.e., a document that allows students to create tactical strategies and plays) that was distinct to their team and would afford them opportunities to score (document no. 30, observation/film, IFITS).

Perhaps the most noticeable benefit to this second approach, from the perspective of the researchers and according to IFITS data, is that it assisted Freddie’s ability to use more indirect teaching styles (in general) as well as more direct styles indirectly (Mosston & Ashworth, 2008; SueSee et al., 2020). Moreover, it was after the first and second author discussed the IFITS codes and compared field notes linked to the observational data that we identified this method as the catalyst for increasing variability in Freddie’s teaching styles (especially his increased use of indirect styles with older groups). When presented with this statement during a member check, he elaborated on his rationale for taking this approach. First, to Freddie, it appeared to be the most “logical,” “obvious,” and “consistent” way to teach two of three critical elements espoused by the model. Second, he believed that it could create an “intentionally balanced curriculum” wherein psychomotor, cognitive, and affective content could be given a “fair amount” of time and consideration. Third, he viewed this method as a means to improve “team cohesivity” and “indirectly enhance” his students’ psychomotor development.

### Learning Check-Ins

Providing Freddie with insight into his students’ learning throughout the unit and across his *physical journeying* and *communities of friendship pedagogies* was his use of both teacher- and student-driven *learning check-ins*. Specifically, Freddie began lessons with a short (2–8 min), teacher-driven review of prior learning activities in the hope of “reminding them [e.g., his students] what they had already accomplished” and then “inspiring them to learn some more” (observations/film, field notes). During this time, Freddie used several practice-based (Style B) “task presentations” (field notes, IFITS) wherein students were informed about how to complete a set of lesson activities (Rink, 2019).

Afterward, and at the end of the lesson, Freddie performed a second, student-driven check-in by “freezing the class” and instructing them to “huddle up” with their group in a self-assigned area (observations/film). Ranging from 2 to 4 min for the elementary group and 3 and 7 min for secondary students (IFITS), their daily task was to complete a silent reflection (a timed activity) and discuss their group’s “experience” and “effort for learning” (artifacts, field notes). Moreover, each day consisted of a different “reflection question” that was written on the projector or whiteboard that guided group discussions (observations/film, critical incident reports, informal interview no. 11). Example questions linked to the “trait of responsibility” included (artifacts [lesson plans]):

Fifth grade: Define what it means to be a responsible person and provide example of a time where you demonstrated a responsible action.

Seventh grade: What does it mean to be a responsible or irresponsible friend, and how can this behavior, be it positive or negative, impact your community’s ability to flourish?

Ninth grade: Discuss, using examples, what it means to be a responsible citizen, and highlight (courteously) an example of a time where a friend in your group (not yourself) was not responsible in school.

Regardless of the type of discovery in focus (Styles F, G, and H) when posing questions (observations/film, field notes, informal interviews), and the way the questions were presented (IFITS), all students were required to discuss, “in courteous ways” (journal entry no. 1), their own and each other’s engagement/efforts for learning and, if necessary, to give each other a goal to work toward during the next lesson (formal interview). This is because Freddie believed (and gave his students the impression that; observation/film, field notes) a “good friend is honest, intentional, and holds their friends accountable for both their biggest wins and failures” (journal entry no. 4). Freddie would also work with each group to “write down,” “affirm,” and “fact check” peer feedback (observation/film, field notes, informal interviews). Summarized differently, Freddie’s systematic approach to “checking for understanding,” be it through the practice or self-check styles (Styles B and C), assisted his pedagogical efficiency (e.g., his ability to move from one task to another [preimpact, impact, and postimpact]), ensured that his practices and activities were “developmentally appropriate” (critical incident report no. 4), and informed his understanding about whether his students were “mastering the content, or not” (critical incident report no. 22).

### Tchoukball Content

Guiding Freddie’s efforts was the content of tchoukball. Tchoukball is a developmental sport originally designed to develop handball, volleyball, and squash-related technical skills and abilities (Girardin et al., 2012). Freddie’s decision to use tchoukball (generally) and to employ the same content with all age groups was because (a) he claimed to possess a firm content knowledge of the sport, (b) he was aware that students at Fort Philia had no prior knowledge of or technical abilities linked to the rules of the sport, and (c) he believed that this activity aligned with the curriculum and skill development pathways espoused by the teachers. Having completed a combined 66-hr worth of observations and field notes, the first and second author solidified this claim.

Freddie’s fifth grade content included teaching about the general rules and regulations of the sport (e.g., the three rules of three; no tackling, blocking, or interceptions; forbidden zones; how to score; and playing positions), technical cues and skills (e.g., hand/foot placement [dominant hand/nondominant foot], types of passes [bounce pass, overarm pass, underarm pass], shooting [power, targeting, distance], and rebounding [physical and special positioning, shot anticipation]), and tactics and strategies (e.g., moving with/without the ball, reading/reacting to defenders to select an attacking goal/frame, and outwitting opponents to score/defend a goal/frame). In addition to the foregoing content, Freddie’s older students were exposed to more complex rules (e.g., position constraints and player penalties) and strategies and tactics (e.g., individual/zonal positioning, passing/shooting set plays). Finally, based on IFITS data alone (see the following), most of this content was taught through Style B (practice).



### Flourishing Content

Unlike his psychomotor content, which was focused on kinesthetic development, Freddie made sense of the spectrum model's critical elements by merging affective and cognitive content together under the phrase *flourishing content* (see earlier). That is not to say that Freddie's psychomotor content did not, in some sense, support his students' knowledge and sense of flourishing; rather, it meant that his content was not focused on developing one's cognition of and feelings about human flourishing. In this way, Freddie promoted cognitive learning by emphasizing "knowledge of what it means to be a moral friend," whereas his affective teaching was concerned with helping "learners to value an active lifestyle." Given the connections between one's sense and knowledge of friendship to one's state of flourishing (Aristotle et al., 2009; Hursthouse, 2002; Kristjánsson, 2015, 2019), and the obvious differences in meta-cognitive skills between his students, Freddie "introduce[d] virtues that were conducive for friendship building" during the *communities of friendship for flourishing* component of the unit and sought to reinforce these during their *physical journeying* (Brunsdon & Walker, 2022; Likona, 2009).

Consequently, secondary students were introduced to six traits, including three moral virtues (honesty, gratitude, and responsibility), two civic virtues (volunteering and civility), and one intellectual virtue (curiosity) (Kristjánsson, 2015), whereas elementary students were introduced to five traits, including two performance virtues (teamwork and courage), two moral virtues (gratitude and responsibility), and one intellectual virtue (curiosity) (Kristjánsson, 2015). The most pertinent (virtuous) teaching and learning example across all units, based on the reactions of his students (observations/film, field notes, formal interview, artifact no. 40), was linked to Freddie's use of Style F (guided discovery) when teaching them about the trait of intellectual curiosity. Specifically, Freddie created a task that juxtaposed his students as either looking forward (fifth and seventh graders) or looking backward (ninth graders) and required them to identify the five to 10 (physical education) things they would like to learn before they graduated high school (seventh grade and below) or what knowledge and skills they would be seeking to use in their life after school (ninth grade). Moreover, it was not the activity or style (itself) that the students valued; rather, it was the alignment and synergy between the nature and purpose of the style and the activity chosen that afforded students to engage with the task in tangible ways and acted to demist the foginess of flourishing (critical incident report no. 15, journal entry no. 4). He elaborated further:

The curriculum plan was generally the same and it was taught as if it was a long-term unit. So, it was how I implemented the model that was different. For example, I'm okay with asking difficult questions. It's okay if the kids don't have the answers. It's okay if I'm teaching beyond the competencies of the student, or that I focus on a particular virtue with a particular age group. It's okay to give control to the students, and afford them opportunities to define flourishing for themselves because the kids will find a way to make it [i.e., learning] happen. It may be messy, but with our support and guidance, anything's possible. (formal interview)

### Teaching Styles

As shown in Table 2, systematic observation data revealed that Freddie used four and seven teaching styles at the elementary and secondary levels, respectively (Mosston & Ashworth, 2008).

Under closer examination, descriptive data revealed that Freddie relied on the management (27.87%) and practice style (39.61%) heavily throughout all lessons and became less reliant on them (generally) as the units developed, as evidenced by increased variance of styles recorded after having built "student trust" and "buy-in" (formal interview). This was especially salient with Freddie's seventh and ninth graders, who, when compared with his elementary group, experienced an additional two and three teaching styles (Styles C, D, and G) and increased opportunities to engage with "more indirect" productive styles (Styles C and D verses B) earlier on in the unit. This, in part, was because Freddie perceived his students as having the "appropriate experience" and "background" to engage with (re)productive styles more comfortably and being "cognitively capable" of working independently (informal interview no. 19). In addition, across all units, he dedicated 54% of time in reproductive styles, 18% in productive styles, and 27% in management, which supports the assertion that the model enthused his motivation for employing multiple teaching styles. Finally, no other behavior was recorded.

### Influencing Factors

#### Supportive Factors

Two factors, including Fort Philia's culture of models-based practice and Freddie's use of "friendship-based learning" as an "educative tool," supported his efforts as a spectrum pedagogue and successes across this pilot study (journal entry no. 5). Indeed, Freddie viewed the concept of friendship as the "glue that kept [his] students together" and that "steered them" toward a "positive conception of flourishing" (critical incident report no. 28). In line with previous research (Brunsdon, 2023, 2024c; Brunsdon & Layne, 2024), Fort Philia's physical education department, at least in terms of its ethos, curriculum, and program, made Freddie's transition from university professor to K-12 teacher a relatively smooth process in that "[he] was able to go in, teach something different, introduce some weird and wacky concepts, and to their credit, work beyond [his] expectations" (formal interview).

#### Inhibiting Factors

Unlike past research (Brunsdon, 2023, 2024c), two new factors, including pedagogical (in)flexibility and lack of time, hindered Freddie's efforts. In congruence with film-based field notes across all 28 lessons, Freddie demonstrated mastery of the sport of tchoukball, and his students had little to no background in the sport prior to this unit. Although this did afford him several advantages, an "unexpected disadvantage" or "side effect" (journal entry no. 3) of this decision was that by focusing on a new content area, Freddie's pedagogical flexibility was hindered because he was required to spend more time developing psychomotor competencies compared with cognitive and affective competencies (critical incident reports, informal interviews, observations/film, field notes), thus inhibiting his aspirations about the amount of time and intensity he could dedicate to cognitive and affective teaching opportunities. Finally, although Freddie supplied a significant amount of evidence suggesting that he achieved the model's first and second intended learning aspirations (observations/film, IFITS, documents/artifacts), there was not enough time to measure or make any educational claims about the impact of the model linked to aspirations three through six within this 28-lesson pilot study. A challenge he anticipated facing early in the project but later vocalized at the end of the study (formal interview) was,

**Table 2 Percentages of IFITS Intervals for All Groups and Categories**

Lesson number	Teaching styles and management							
	B	C	D	E	F	G	H	M
Elementary								
E1	40.7%	—	—	6.48%	—	—	5.55%	46.27%
E2	42.22%	—	—	13.33%	10.00%	—	10.00%	24.40%
E3	35.41%	—	—	10.41%	8.33%	—	—	45.83%
E4	59.55%	—	—	8.89%	5.61%	—	—	55.84%
E5	40.65%	—	—	6.59%	5.49%	—	10.98%	36.26%
E6	58.97%	—	—	—	11.53%	—	—	29.48%
E7	52.38%	—	—	—	16.66%	—	—	30.95%
E8	48.33%	—	—	—	3.52%	—	—	48.23%
Total	46.74%	0.0%	0.0%	5.96%	7.35%	0.0%	3.46%	36.47%
Middle								
M1	31.32%	3.61%	—	12.04%	9.63%	—	10.54%	32.53%
M2	26.04%	—	14.58%	—	13.54%	—	19.79%	26.04%
M3	30.18%	6.60%	4.71%	6.60%	17.92%	—	11.32%	22.64%
M4	39.60%	—	17.82%	—	14.85%	—	14.85%	12.87%
M5	48.27%	—	—	—	19.54%	—	8.04%	24.13%
M6	31.42%	—	16.19%	11.42%	11.42%	—	7.61%	21.90%
M7	33.65%	—	—	16.34%	13.46%	—	14.42%	22.11%
M8	37.86%	11.65%	—	—	11.65%	—	—	29.12%
M9	38.49%	3.84%	7.69%	10.57%	13.46%	—	—	25.96%
M10	53.33%	—	—	—	15.55%	—	—	31.11%
Total	33.66%	2.65%	6.33%	5.82%	13.99%	0.0%	9.85%	24.61%
High								
H1	17.44%	5.81%	—	15.11%	—	13.95%	12.79%	34.88%
H2	27.02%	6.30%	1.80%	12.61%	14.41%	5.40%	10.81%	21.62%
H3	39.62%	2.83%	3.77%	16.03%	—	14.15%	2.83%	20.75%
H4	32.25%	7.52%	4.30%	8.60%	16.12%	7.52%	6.45%	17.20%
H5	27.18%	9.70%	12.62%	1.94%	14.50%	6.79%	2.91%	24.27%
H6	36.58%	—	—	7.31%	14.63%	8.53%	10.97%	21.95%
H7	37.00%	—	—	12.00%	13.00%	14.00%	2.00%	22.00%
H8	50.00%	—	—	19.32%	—	—	—	30.76%
H9	55.88%	—	—	14.70%	—	—	—	29.41%
H10	56.81%	—	—	15.90%	—	—	—	27.27%
Total	37.04%	3.49%	2.51%	13.13%	7.75%	7.43%	5.02%	29.99%
Total (All)	39.61%	2.21%	3.25%	8.06%	9.98%	2.60%	6.38%	27.87%
Total time spent in reproductive teaching styles (E-M-H)						52.70%	51.58%	58.46%
Total time spent in productive teaching styles (E-M-H)							54.30%	
						10.81%	23.79%	20.21%
							18.96%	

Note. Data pertaining to Styles A, I, J, and K as well as O (Other) were not recorded. IFITS = Instrument for Identifying Teaching Styles.

[The spectrum model is] like a big pedagogical model, or a small curriculum . . . It's not necessarily difficult to teach children about character in physical education if you're following a framework, or to explain why it's in students' best interests for teachers to use flourishing-oriented pedagogies, but carving out a plan to teach the right sorts of content at the right time can be a logistical challenge. It's also difficult to measure this stuff in the short term. I've known these kids for a semester, for eight to ten lessons. I'll need another twelve years with them to at least see if it's made any difference to their lives.

## Conclusions

Guided by a teaching experiment design (Rovegno et al., 2001), this study provided a first account of the spectrum model in one K–12 school (Brunsdon, 2024a). Its primary finding was that Freddie's reading and interpretation of the approach led him to prioritize three pedagogies (*physical journeying*, *communities of friendship for flourishing*, and *learning check-ins*) and two content areas (*tchoukball content* and *flourishing content*). Data indicated that Freddie's efforts generally captured the spirit of the spectrum model in that its

main ideas, critical elements, and intended learning aspirations were at the heart of his planning and guided his enthusiasm for using a range of teaching styles (Brunsdon, 2024a; Mosston & Ashworth, 2008). A second finding was that Freddie's efforts to implement the model were supported by the culture of models-based practice at Fort Philia and the nature of friendship-based learning, whereas his teaching was hindered by a lack of time and a level of self-induced pedagogical (in)flexibility, thus yielding new insights into the literature (Brunsdon, 2022, 2024b).

This contributes to the theory and practice of physical education in three ways. First, although we are hesitant to suggest that models have “use by” or “sell by” dates, we cannot deny the need for and importance of creating new pedagogical models meant for a modern age, informed by modern objectives, and meant to improve the lives of modern children (Lawson, 2018). This research provides an example of such an effort and should encourage others to incorporate new theories and pedagogies into the profession. Second, the idea of moral content knowledge in physical education being grounded in virtue ethical subject matter (e.g., human flourishing, virtue and character, and phronesis; Aristotle et al., 2009; Hursthouse, 2002; Kristjánsson, 2015, 2019) has yet to be explored or appreciated thoroughly. With careful consideration, eudaimonia frameworks could be an ideal pathway for teaching psychomotor, cognitive, and affective content. Third, although pedagogical models can be inspired by cognitive and affective goals (verses psychomotor development), this only acts to reinforce the nature of physical education subject matter, appears to enhance the program's physical culture, assists in the importance of becoming physically literate before focusing on “alternative” objectives, and is something critics should become cognizant of.

This study is limited in that it was a 28-lesson pilot study, used only a single systematic observation instrument to identify and unpack the teaching styles used by Freddie, and relied heavily on his perspectives to guide our initial judgments about the approach. Given that Freddie was both an early career teacher (less than 5 years) and faculty member (less than 7 years), his limited amount of practical experience in both sectors could also have acted as a limitation and is something that needs to be explored more thoroughly when compared with mid- and late-career teachers and faculty members. Future research providing secondary interpretations and accounts of the spectrum model is needed if we are to consider it as a true composite pedagogical model meant for human flourishing. Research illuminating the types of learning and progress occurring during a more elongated unit, especially from a physical and virtue literacy perspective, would also be helpful. Given recent advocacy for and resurgence of human flourishing as an internationally aspired aim of education, additional in-depth descriptions of flourishing-oriented pedagogies are warranted if the field is to support this endeavor. To that end, we still have much to learn about the profession, both from a “P” (physical) and “E” (education) perspective, in terms of its ability to contribute toward the flourishing of young people.

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