



Flinders
UNIVERSITY



Kaurna mi

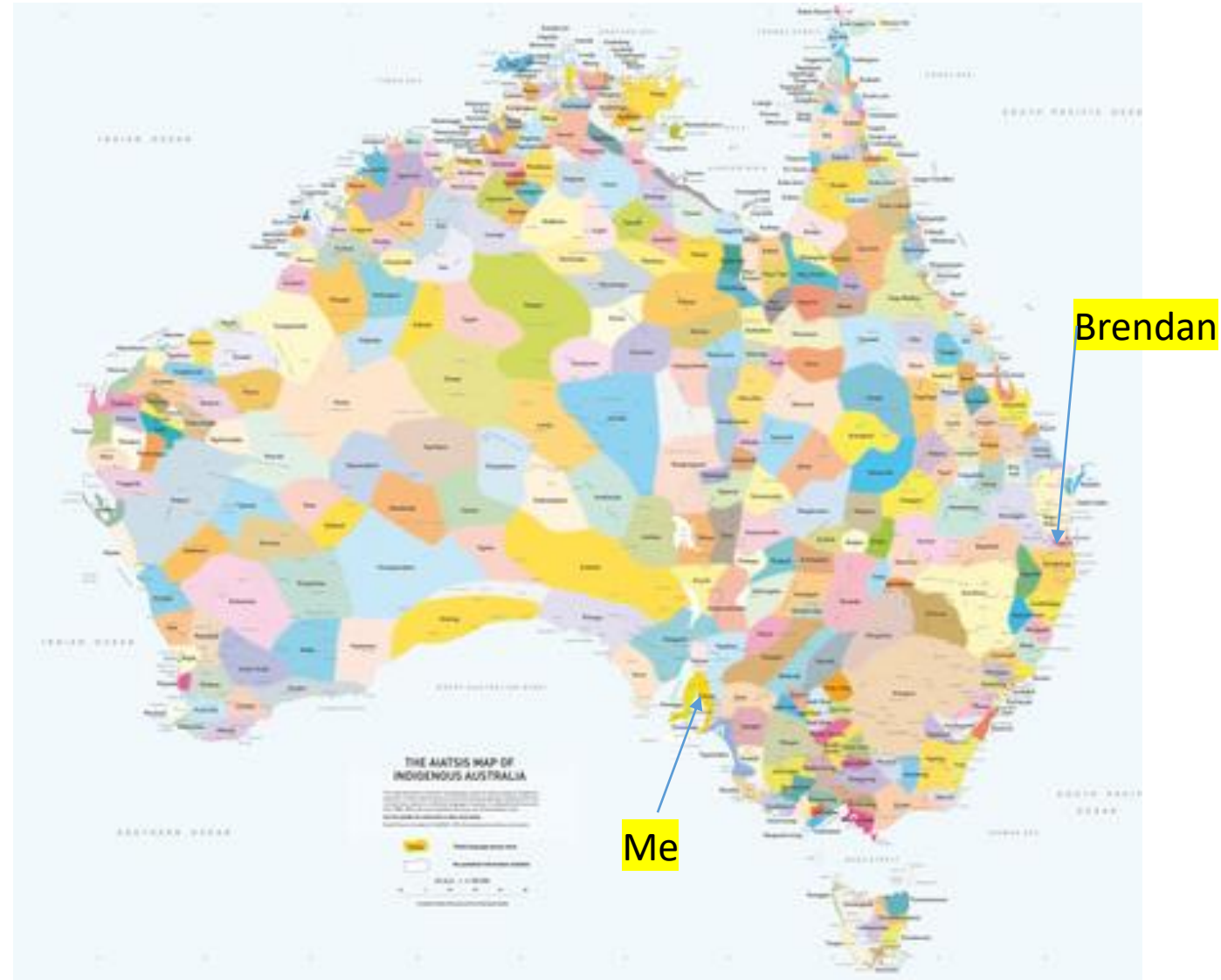
Hello

Health, Physical Education and Outdoor Education Teacher

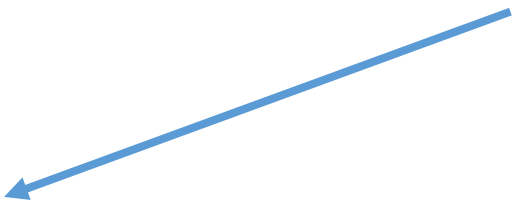
- Secondary Schools in Metro and Regional South Australia
- Secondary Schools in Cambridgeshire England
- Primary and Secondary Schools in Metro South Australia

Lecturer in Health and Physical Education

- University of South Australia – Human Movement and MTeach Programs
- Flinders University – BEd and BSHaPA Programs



The Spectrum and I



My Current work in Physical Education

1st year Bachelor of Education (Secondary Health and Physical Education) students

1st year Physical Education Specialists in Early Childhood and Primary Education degrees

- **Lecture Series**

- Shape, role and responsibility of PE; theoretical frameworks; PE in the curriculum, cultural perspectives of PE.

- **Workshops**

- FMS, game categories, components of playing games and sports, teacher preparation, curriculum application

- **Seminars**

- Spectrum of Teaching Styles to build upon understanding of own practices and application within workshops

Integration of the Spectrum into Teacher Education

- Experience the different ways in which learners may develop understanding in and about the 'game' by applying a spectrum of teaching styles (Mosston and Asworth 2008)
- Developing thinking, purposeful and adaptive teachers. Applying a cluster (production) of teaching styles as a 'pedagogical toolkit' through GBA (SueSee and Pill, 2018).
- Developing thinking players requires game design and pedagogical practices that promote:
 - Relevant technical application
 - Application of tactics
 - Understanding of rules
 - Consciousness of self and others



Stimulus for The Spectrum in Outdoor and Adventure Ed

- Considered Mitch Hewitt's work investigating coach's perceptions of the use of styles in their own practices
- Thought about my experiences and those shared with others in teaching and learning outdoors
- Intrigued by the same questions...perception vs reality
 - Styles used
 - Outcomes authentically targeted

Stimulus for The Spectrum in Outdoor and Adventure Ed

- Already exploring the production cluster with PST in PE
- Guided Discovery, Convergent Discovery, Divergent Production
 -solutions in the outdoors
- PST see and experience the different ways that students can know, arrive at, understand, discover or produce an 'answer' or 'solution' to a 'problem'
 - Connection with this idea of perception of practice
- Explore the use of production cluster in particular when promoting the achievement of a range of learning outcomes for students
 - Consideration for the range of learning outcomes identified within PE and OE

The Spectrum – Answer to ‘How?’

- Outdoor educators are facilitators of learning but can be disconnected from ‘teacher education’ degrees (Thomas, et al., 2019)
- There are a range of factors that require outdoor educators to slide along the continuum of decision making with their students or participants
- Often an excellent repertoire of what to do but my observations so far have been that there is limited knowledge of how this can be achieved.

“Outdoor Education has been described as a place, a subject and a reason for learning (I would add way of)...Outdoor Education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In Outdoor Education the emphasis for the subject of learning is placed on relationships concerning people and natural resources” (Priest in Tinning, McCuaig & lisahunter, 2006).

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Areas of focus (Priest & Gass, 1997)

Interpersonal & Intrapersonal Attributes

- Trust
- Communication
- Cooperation
- Leadership
- Confidence
- Self-awareness
- Spirituality
- Responsibility
- Risk and adventure
- Independence

Environmental Education

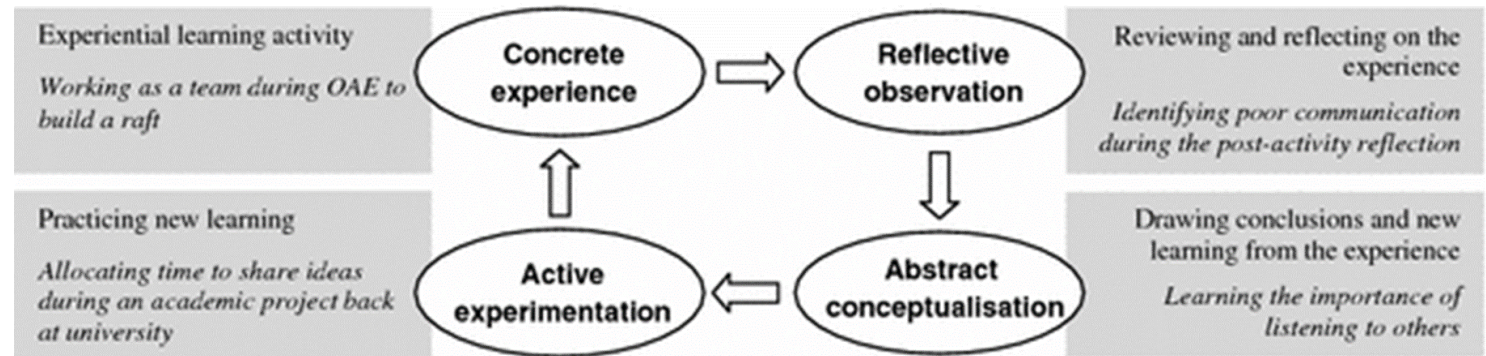
- Environmental awareness
- Ecological awareness
- Developing relationships with and for the environment
- Aboriginal and Torres Strait Islander perspectives

Activity Specific Recreation

- Walking
- Kayaking
- Canoeing
- Snorkelling
- Rockclimbing
- Scuba diving
- Skiing
- Camping
- ...

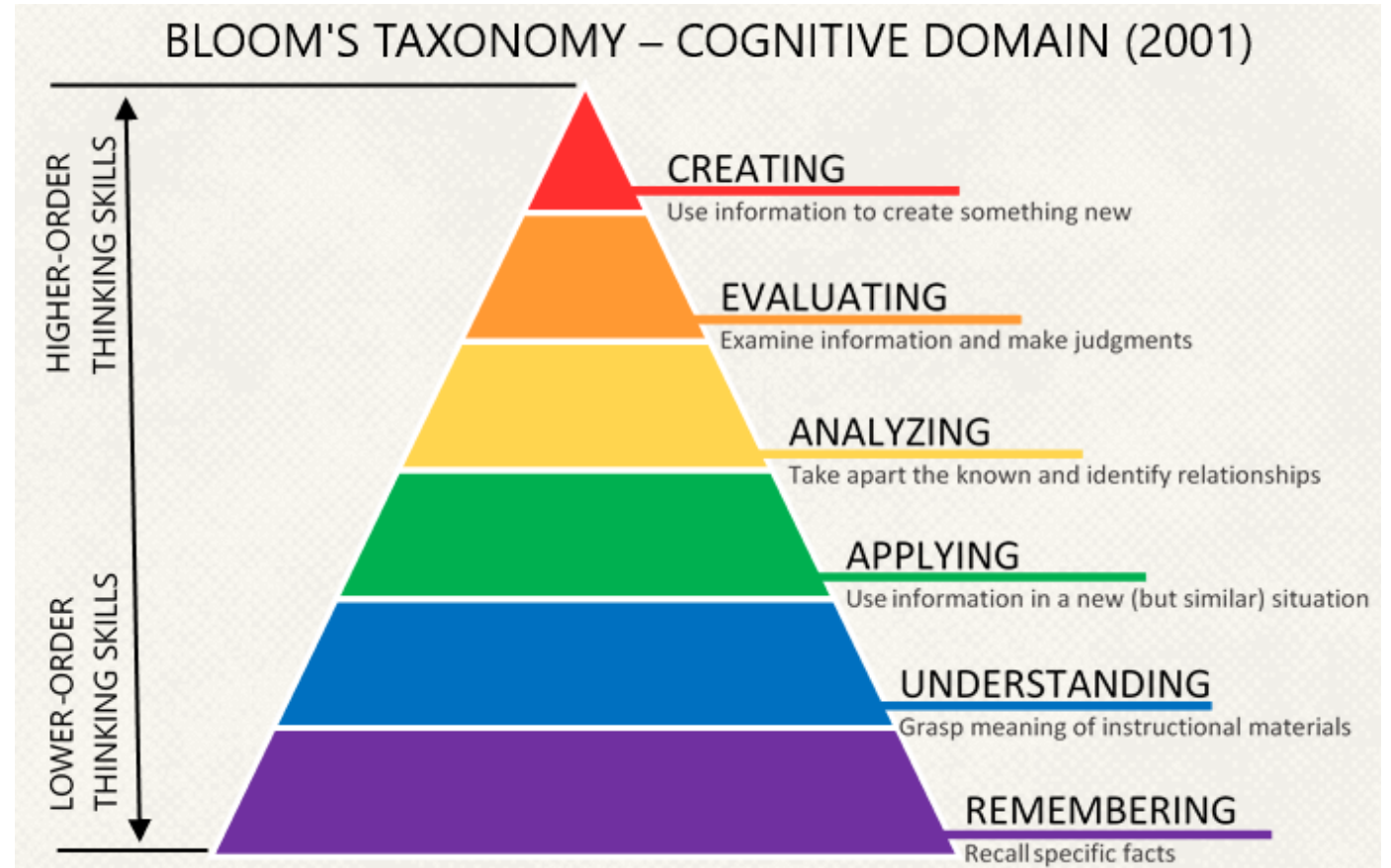
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Learning areas



General capabilities



Cross-curriculum priorities



Parent information

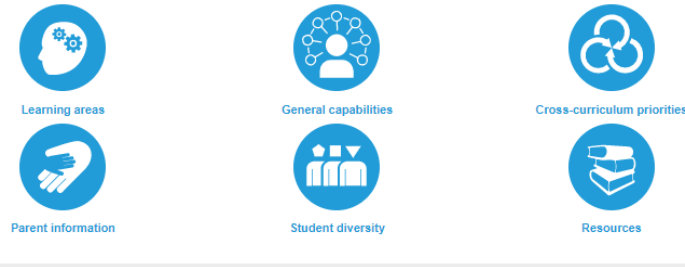


Student diversity



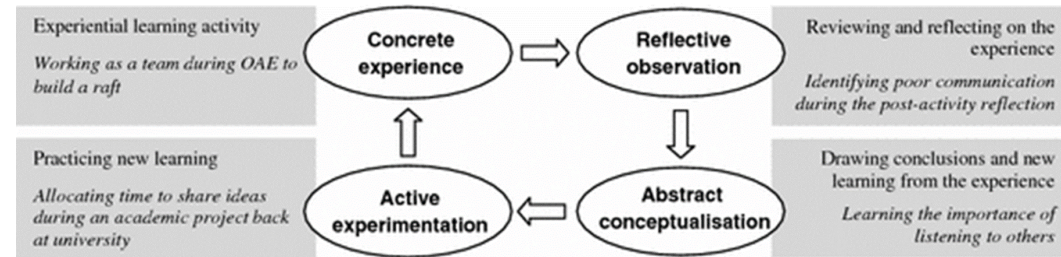
Resources

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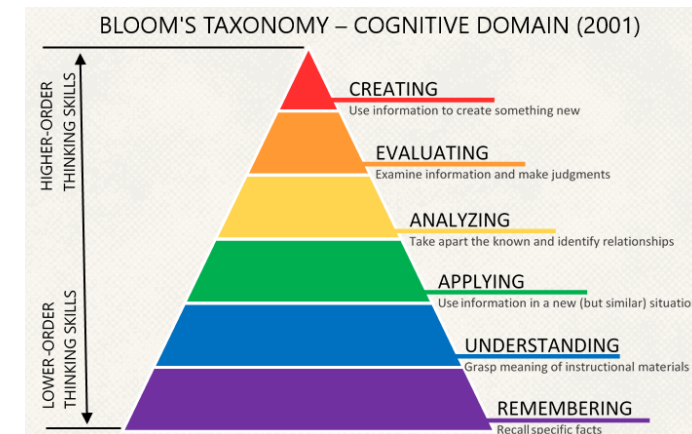


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| Interpersonal & Intrapersonal Attributes | Environmental Education | Activity Specific Recreation |
|---|--|--|
| <ul style="list-style-type: none"> • Trust • Communication • Cooperation • Leadership • Confidence • Self-awareness • Spirituality • Responsibility • Risk and adventure • Independence | <ul style="list-style-type: none"> • Environmental awareness • Ecological awareness • Developing relationships with and for the environment • Aboriginal and Torres Strait Islander perspectives | <ul style="list-style-type: none"> • Walking • Kayaking • Canoeing • Snorkelling • Rockclimbing • Scuba diving • Skiing • Camping • ... |





- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

Cross-curriculum Priorities in the Australian Curriculum



'Hidden' Guide to Learning

Layering the Spectrum

'technical and essential' skills
Threshold Concepts
Styles

Layering the Spectrum

Outdoor Adventures

Participant – Assistant

Build Experience and knowledge – theory into practice

‘technical and essential’ skills

Threshold Concepts

Styles

Layering the Spectrum

Outdoor Adventures

Participant – Assistant

Build Experience and knowledge – theory into practice

Introduction to Education in Outdoor Environments

Assistant

Small peer group mini presentations

‘technical and essential’ skills

Threshold Concepts

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Layering the Spectrum

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Threshold Concepts

Styles

Introduction to Outdoor Activity Leadership and
Industry Placement

Leader Under Supervision

Extended peer group leadership and lab school settings

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Facilitating Learning and Development in Outdoor
Environments and Industry Placement

Leader - Educator / Facilitator

Community of practice and working externally to the
group

Key outcomes for students

- Understand the chain of decision making in learning
- Discuss the relevance of establishing outcomes
- Have clear appreciation for the range of possible learning outcomes
- Apply the solutions to the question of 'how do I design learning to achieve the range of outcomes?'
- Enhanced employability of graduates



Where to next?

- Gather greater evidence of impact
 - Students
 - Industry
- Investigate perception of application of styles in current practitioners
- Professional development for current practitioners



THE SPECTRUM OF SPORT COACHING STYLES

Shane Pill, Brendan SueSee, Joss Rankin, and Mitch Hewitt



Further Information

- Released in 2022
- Each chapter that investigates the application of the spectrum in coaching contexts provides an example in an outdoor and adventure activity
- <https://www.routledge.com/The-Spectrum-of-Sport-Coaching-Styles/Pill-SueSee-Rankin-Hewitt/p/book/9780367485184>

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