

Book title: Learning to Teach Physical Education in the Secondary School

Author: Susan Capel

Publication date: 2004

1. What is your overall impression of the book?

This book helps guide you to become knowledgeable in basic teaching skills, enabling you to cope in a wide range of teaching situations. It emphasises the development of your own professional judgement, your ability to reflect critically on what you are doing, and on your beliefs about teaching PE. I believe that Learning to Teach Physical Education in the Secondary School is a vital source of support and guidance for all student teachers and NQTs of PE embarking on the challenging journey to becoming an effective, successful teacher.

2. Who do you think would benefit most from reading the book? What will they learn?

I believe that this book is mainly aimed at student teachers and NQTs in the physical education field. It provides examples throughout and the chapters discuss key issues that may arise in PE. I believe that the user-friendliness of the text, and constant references to ways of adapting suggestions to different situations, make this book particularly accessible and suitable for student teachers within the PE setting.

This book encourages you to view PE in a different light. It looks at the different teaching styles that you can adopt, the learning styles, assessment, differentiation, behaviour and helps guide you to plan a successful lesson optimising pupil learning throughout.

This book doesn't suggest that 'this' is the way to teach, rather it encourages you to try and see what works for you in your teaching for example: using the constructivist approach to PE over the behaviourist approach to try and encourage higher order thinking skills throughout your lesson.

I like it because it encourages you to give it a go!!

3. What did you think about the quality of the writing? Please consider the tone, structure and ideas. Does it suit the audience?

This is a very readable book. It is fluently written and is broken into chapters based on a different aspect of teaching. For example: Aims of PE, Planning in PE, Observation of pupils in PE, communication in PE, lesson organisation and management, developing and maintaining an effective environment, assessment for and of learning, designing teaching approaches to achieve intended learning outcomes.

I believe that this makes it easy to follow and find the relevant information that you are wanting to focus on. The ideas and examples help to provide clarity and ideas on how to apply the content spoken about throughout the chapter. The learning tasks throughout encourage you to develop your understanding on the chapter.

4. Please discuss the research used to underpin the ideas. What evidence does the author use? Is it robust and up-to-date?

The book is written by many different authors. Each chapter is written by an expert in that field with many of them providing new ideas based on what they believe physical education is and what needs to be included within the PE setting. The book was written in 2004 so the ideas could be changing and adapting but I believe that this book helps to provide the foundations. The practical guide to teaching physical education helps to enhance this information further with different concepts and ideas that you begin to learn further along in your career.

- Peter Breckon is currently subject leader for PE and course leader for the BSc secondary PE degree at Brunel University
- Susan Capel is Professor and Head of Sport Sciences at Brunel University
- Geoff Edmondson is a teaching fellow in PE at the University of Exeter, a quality manager for Activemark and Sportsmark awards, a trained expert witness in the Royal Courts of Justice and an accredited national tutor in risk management in PE.
- Gill Golder is a teacher/research fellow for the secondary PGCE PE course at the University of Exeter.
- Cathy Gower is a lecturer in PE at Brunel University, with specific responsibility for running the PGCE secondary PE course.
- Nicky Hepworth is a senior lecturer in PE and sport at Liverpool John Moores University
- Tim Hewett is a senior lecturer in outdoor education at De Montfort University Bedford.
- Will Katene is a lecturer in education and course leader for the PGCE PE at the University of Exeter.
- Julia Lawrence is currently a PhD student in the Department of Sport Sciences at Brunel University.
- Andrea Lockwood is Head of Quality for the Faculty of Education and Contemporary Studies at De Montfort University Bedford
- Elizabeth Murdoch is an independent consultant. She has been involved in PE teacher education for the majority of her professional career
- Angela Newton is a principal lecturer and currently PE division leader and course coordinator for the BA PE QTS course at De Montfort University Bedford
- Patricia Shenton is Professor and Director of the School of Physical Education, Sport and Dance at Liverpool John Moores University
- Gary Stidder is a senior lecturer in PE at the University of Brighton's Chelsea School
- Roger Strangwick is now a part time principal lecturer at De Montfort University Bedford
- Philip Vickerman is a senior lecturer and coordinator for PE, sport, disability and special educational needs in the School of Physical Education, Sport and Dance at Liverpool John Moores University
- Margaret Whitehead is a physical education consultant, having recently retired as Associate Head of School of Physical Education, Sport and Leisure at De Montfort University Bedford

- Paula Zwozdiak-Myers is a senior lecturer and head of professional studies for the secondary BA PE degree with QTS at De Montfort University Bedford.

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5. What did you learn from reading the book? What ideas/approaches/practice will you change or adopt as a result of reading this book?

This book has encouraged me to pay particular attention to the way I organise and plan my lessons to maximise learning, designing teaching approaches to achieve intended learning outcomes and ensure that pupils' higher order thinking skills are achieved throughout and the importance of assessment for learning. I have realised that the way I phrase questions needs to be acknowledged and getting the pupils to justify their answers.

6. Could you share a quote from the book that particularly resonated with you?

"Your development into an effective teacher is challenging and not always smooth. At times you may be anxious or concerned about your development or your teaching performance, may lack confidence to try something out or may feel frustrated or despondent at not being able to cope with a situation or not knowing how to respond. Part of the challenge of learning to teach is becoming able to adapt what you do to suit the unique needs of any situation. This enables you to change your focus from yourself to your pupils' learning"