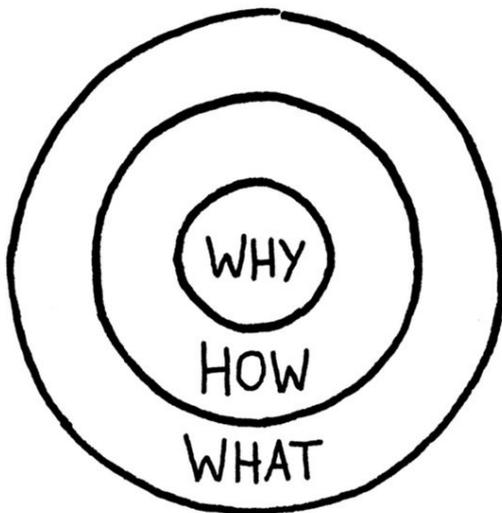


Moving towards sport more focused on Values & Behaviours

Why is sport great? And why is it such a vital part of our education systems?

Aside from the well-established health benefits of sport and physical activity, sport provides a unique way of developing the values and behaviours that we have discussed as being so key in our educational philosophies. Starting with **'Why'**, allows us to see the need to develop a whole process around this central premise (Sinek).



© 2013 Simon Sinek, Inc.

What

Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organization exists.

If we want to promote the values that are schools have identified, we need to create a structure of teaching and coaching that focuses on achieving that. So rather than focusing on results and competition against other schools, it is possible to rethink the process so that while competition remains at the heart of sport, individual and team values and behaviours are promoted above all things.

We must coach in a way that maximises the opportunities for pupils to become resilient, creative and adaptable among other qualities that we value. It is the job of the coach to realise how he or she can adapt to meet this challenge, and this is far harder than you think: "A fish would be the last creature to discover water, so immersed in it is he".

We pay more attention to the measurable stuff than the immeasurable (J. Wright). We must start focusing on the immeasurable – the important stuff! And success will come with sharing the secret of what we are trying to achieve with the learners too. As Hattie (2008) stated, the theory of learning must be transparent to the learner for optimum outcomes.

Below is a very brief overview of a few differences between a very traditional way of teaching and coaching sport and a proposed approach which takes elements from the traditional.

Approaches to teaching / coaching sport

Traditional Approach	Neo-Trad. Approach
Result based	Competency based
Fixtures	Constrained fixtures
Traditional formats in all competition	New formats (9 aside football, 4 quarters of descending times: e.g. 10,8,6,4 mins)
One full length match	Triangular tournaments where you play each side twice so you can learn from the first time
One major sport per term	Multi-sport route with values at the heart of all
Temptation towards coach centred	Moving towards player centred
Weakest players are substitutes	All players have equal game time
A few of the best players dominate	ALL players must feel like they have achieved a certain level of competence
Drill-based model	Constraints-based model
Heavily one-sided results	Game management techniques to challenge all

For more ideas – see the shared google drive file.

Moving forward?

Shared platform of resources and ideas.