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CHAPTER 6 LESSON ORGANISATION AND MANAGEMENT

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INTRODUCTION

Pupils need to be actively engaged in the learning experiences, which is evidenced by the amount of time they are deemed to be “on-task”. In a PE context this is reflected by the amount of time they are involved in motor and other activities related to the subject matter in such a way as to produce a high degree of success, with intended learning outcomes (ILOs) of the lesson more likely to be met. Thus the organisation and management of pupils during a lesson is a key factor in ensuring that effective learning takes place. As the “manager” of the learning experience you have control over many factors which are reflected in your planning (see chapter 3), the teaching and learning approaches you adopt (see chapter 13) and how you review the learning that has taken place (see chapter 3). You also need to manage the environment in which you are working and the people who may support you.

The development of organisation and management skills occurs over a period of time (Richardson and Fallon, 2001) and is closely related to the confidence and competence of the individual teacher. With this in mind you need to accept that different contexts and situations may result in different outcomes. Further, effective leadership and management of the learning environment have a significant impact on pupil learning outcomes (Allen, 2013). Thus the development of these aspects of your teaching is likely to be ongoing and worthy of focused reflection throughout your teaching career. However, potentially, they may be one of your main concerns when you first start teaching lessons on school placement. The aim of this chapter is to give you some guidance regarding the development and application and of

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organisation and management skills. Further, it will seek to provide examples of when and where such skills can be applied effectively within the teaching environment to enhance pupil learning.

OBJECTIVES

At the end of the chapter you should be able to:

- organise people, the space, the equipment and time, before, during and after lessons;
- establish effective rules and routines;
- understand how to increase the time pupils spend on-task in lessons.

Check the requirements of your initial teacher education (ITE) to see which relate to this chapter.

ORGANISATION AND MANAGEMENT OF THE LEARNING ENVIRONMENT

Your ability to organise and manage your classroom will reflect your ability to lead the learning of your pupils. Thus, effective planning is essential to the process. In chapter 3 support and guidance was provided regarding the principles and processes associated with planning. In this chapter consideration is given to organisational strategies that allow the implementation and management of the teaching plan. What is important to remember is that how you organise and manage the learning environment impacts on the success of the lesson itself.

Organisation is not only about planning how to achieve ILOs but also about being prepared for the unexpected that can take place before, during and after the lesson. A well-organised teacher is better able to respond to situations during lessons than one who has not

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fully prepared. Your organisation should focus on people (your pupils, others who may be supporting you (for example teaching assistants) and yourself, the space, the equipment and the best use of time.

Whilst you will need to organise and manage throughout the lesson, three key organisational points can be identified. Activities you should undertake before the lesson starts, those that will occur during the lesson and final activities you should consider once the lesson has finished. A summary of some of the key activities / areas can be found in Table 6.1.

Table 6.1 Some organisational tasks that need to be completed before, during and after a lesson

Before the lesson	During the lesson	After the lesson
<ul style="list-style-type: none"> ■ Plan the lesson ■ Mark homework ■ Check the space ■ Check the resources ■ Check equipment ■ Set work for pupils not doing the lesson ■ Establish any specific roles and responsibilities within the lesson 	<ul style="list-style-type: none"> ■ Oversee entry into the lesson – what routines will you implement? ■ Monitor changing, collect valuables, take the register – are there any specific roles and responsibilities? ■ Organise space ■ Organise equipment ■ Establish teaching tasks/activities – include 	<ul style="list-style-type: none"> ■ Evaluate the lesson ■ Plan the next lesson (see Chapter 3)

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success criteria

- Give instructions
- Organise groups
- Progression between activities
- Review of learning opportunities
- Oversee exit from the lesson

Organisation before the lesson

The planning and organisation of a lesson prior to the arrival of a class is very important. You may find it useful to discuss your lesson organisation with your tutor in order to identify potential stress points and receive guidance on how you might prepare for and respond to problems that may arise. If you are looking to receive feedback on any planning, make sure that you provide sufficient time for staff to provide this. What is key is that you are confident you with the material and how you are going to organise and teach the lesson, the more able you are to deal with any situations that may arise during the lesson.

Within your planning you should identify where activities will take place and familiarise yourself with any potential hazards (issues concerned with safety are covered in Chapter 12). It is always worth confirming with other staff the areas you are going to use. Do not assume that just because you have planned to use the field that someone else might not want to use it too. You should also check when examinations or other events, e.g. a school play, are being held and whether this changes the space that is available for use. Finally consideration needs to be given to any provision, while most lessons tend to carry on regardless of the weather, be

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aware that in some cases you may need to double up groups indoors if the weather is very poor. Pupils quickly pick up if you have failed to plan effectively, and this may result in disruptive behaviour. It is always worth planning for both an indoor and outdoor lesson if there is some doubt about the venue, or as a minimum have a series of pre planned indoor lessons based around your scheme of work.

Any space in which you work has a variety of aspects that can be used in your teaching, for example, walls, lines, markings, grids and apparatus. Try and get as much information as you can before your placement starts so that these can be integrated into your planning. (You should have collected such information on your preliminary visits to the school, see Chapter 1.) Some schools have appointed groundskeepers, who may be based on site, who may be able to provide additional markings if given the appropriate amount of notice. You should plan to use the working space as appropriate for a specific lesson – for example, using grids for practices or setting up equipment for a circuit. If you are in a confined space using apparatus/equipment your organisation has to be planned carefully to ensure that:

- the environment is safe at all times;
- the apparatus is not too close to walls;
- you are aware where misplaced balls/shuttles may go;
- it accommodates large groups for activity (e.g. badminton);
- equipment/apparatus is stored and accessible;
- you are using the space most effectively for the activity and the pupils.

Most off-task activity occurs during the transitions between activities within a lesson. When planning be clear how these will be dealt with to ensure maximum learning opportunities. For example, do you need to collect in equipment in order to set up for the next activity or can the working area be used in different ways? Can the next activity be set up while the previous

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task is being carried out? Can you involve pupils in setting up their own practice areas?

Within your planning, consideration should be given to the nature of the class being taught, including the number of pupils in the class, their motivation, their gender and how well they cooperate together. This may influence how you group pupils, or the roles you give them within the lesson. You also need to consider how much equipment/apparatus is available for a particular activity (e.g. rugby, athletics or hockey) as this determines how you can organise tasks/practices/games.

Your planning therefore links numbers of pupils with resources and equipment that are needed and available for the lesson. Thought needs to be given in your planning to the collection of equipment at the start of the lesson and/or getting out equipment during the lesson, its location and use during the lesson, and the methods employed to put it away at the end of the lesson. Further consideration also needs to be given to the placement of equipment and where those not participating are positioned. By organising resources and equipment prior to the lesson, you give your class a sense of readiness and organisation that should filter through to the lesson itself.

The following is a checklist for you, the PE teacher, for organising the lesson *before* it starts. You should have:

- *Planned and prepared the lesson.* It is essential to plan each lesson well before it is taught, in this way you have a clear understanding of what you want to achieve in each lesson you teach (see Chapter 3).
- *Checked the working space.* Is it available and safe for use? At the beginning of the day it is important to check your working space so that you have a smooth start to your lesson. It may, for example, have been used for evening classes and equipment (e.g. badminton posts/nets) may not have been put away.

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- *Checked and counted all equipment.* Is it readily available and in good order? You may delegate this task to pupils, but it is important to ensure the equipment is ready (e.g. basketballs are inflated for your lesson). Consider setting aside time in which this is done every week.
- *Have prepared team lists, bibs, visual aids, work cards and spare whistles.* As part of your preparation it may be advantageous to prepare team lists for when you move to the game section of your lesson, visual aids to give pupils more ideas, work cards to help pupils complete a task and spare whistles so that pupils can take on the role and responsibility of umpiring/refereeing in your lessons. This makes for smooth transitions and little wasted time.
- *Set work for pupils not participating practically in the lesson through injury, illness or for other reasons.* It is useful to check your school policies and procedures regarding these non-participants. Ideally these pupils play a constructive role in the lesson rather than ‘sitting out’. For example, they may be able to give useful feedback to pupils who are active, or umpire or score. On some occasions these pupils may be asked to make notes on aspects of the lesson. Lessons outdoors may be a problem if the weather is very cold and it may be appropriate for pupils who are ‘off practical’ to do some theory work indoors on the specific activity being taught. Tasks set for these pupils can address some of the broader aims of PE.
- *Marked homework.* It is important that you meet deadlines and return homework with appropriate feedback for pupils. This is also very important for pupil motivation (see Chapter 7).

Task 6.1 is designed to alert you to the ways in which teachers prepare for lessons.

Task 6.1 Teacher preparation before a lesson

Shadow an experienced PE teacher in your placement school for a morning and record the way each lesson is prepared for in advance of the pupils arriving. Record these observations in your professional development portfolio (PDP). Check back to the list above as you begin to take more responsibility for lessons.

Organisation and management during the lesson

Organisation and management during a lesson begins when the pupils arrive in the changing room to start the lesson and concludes when they leave the PE area. During this time you are expected to respond to many situations, both planned and unplanned. One way to improve organisation and management during this period is to establish routines with which both you and your pupils are familiar. Primarily pupils need to know what is expected of them in terms of behaviour, effort and task completion. Establishing routines, therefore, plays a vital role in the success of lessons. By providing pupils with terms of reference, in the form of rules and routines, pupils have a framework on which to base behaviour. The use of appropriate sanctions to reinforce inappropriate behaviour must also be identified. If you need to issue sanctions make sure that they are consistent, appropriate and enforceable. In most schools, home-school contracts now exist, providing teachers, parents and pupils with information on what each can expect from the other. Do not be surprised to see codes of conduct displayed in the school environment, again providing terms of reference for both staff and pupils. Further support for the management of pupil behaviour can be found in chapter 8. Tasks 6.2 and 6.3 require you to look at some of the expectations and routines that may be useful for you to employ.

Task 6.2 **Expectations and PE**

Read the school and PE department expectations for your placement school, then discuss these with your tutor. Ask if there are any additional expectations for specific activities you are teaching. Put your findings in your PDP. Add to these notes as you implement these in your lessons.

Task 6.3 **Routines in PE lessons**

Routines in PE are valuable and important. Examples of aspects of PE lessons for which routines are advantageous are: entering the changing rooms, changing, taking the register, entering the working space, giving instructions, collecting equipment, starting work, gaining attention, finishing a task, moving into different groups, moving from one task/activity to another, putting equipment away, leaving the working area/space, leaving the changing rooms.

Can you think of anymore? If so, add them to this list.

Observe two different members of the PE department in your placement school teaching lessons, looking specifically at the way they enforce the rules and what routines they have for those tasks and behaviours which occur frequently. How are the routines different? How are they the same? Can you suggest why this might be? How can you apply these in your lessons? Put your observations in your PDP.

Expectations, routines and procedures are very often specific to particular activity settings,

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for example swimming, athletics and outdoor and adventurous activities (OAA). Table 6.2

sets out some examples of activity-specific rules, routines and procedures and Task 6.4 asks you to add further examples.

Table 6.2 Some examples of expectations, routines and procedures

Activity	Expectation/routine/procedure
Gymnastics:	No large apparatus to be used until the teacher has checked it for safety. No running at times when apparatus is being put out or dismantled.
Swimming:	No one to enter the pool without permission. No running on poolside. No screaming in pool.
Hockey:	One short sharp whistle: stand still, face the teacher and listen.
Javelin:	Always walk when carrying a javelin. Have the sharp end pointing down. Never throw unless given permission by the teacher.

Task 6.4 Expectations and routines for specific activities

Table 6.2 identifies some expectations, routines and procedures for specific activities. Add to this list rules, routines and procedures for three activities you are teaching on school placement.

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Activity 1

Activity 2

Activity 3

Discuss these suggestions with your tutor and put these notes in your PDP.

General organisational situations: the changing rooms

As has been indicated previously, the success of a lesson invariably stems from how pupils first arrive at, and prepare for, the lesson. Ensuring pupils are on focused on the learning objectives of the lesson as soon as possible will limit the time pupils are off-task, thereby increasing the time available for learning to occur. Being present when pupils arrive is a good aspiration to have, it will set the tone for the lesson as well as reinforcing expectations around punctuality and arriving prepared. Different schools have different policies regarding what to do on arrival. Task 6.1 has alerted you to the strategies employed within your placement school.

As well as allowing you to set the tone of the lesson, being present in the changing rooms while pupils are changing allows helps to prevent inappropriate behaviour and encourages pupils to change as quickly as possible. In some cases it also provides the opportunity to take the class register, thereby reducing the need to have this as a separate activity, as well as allowing you share the objectives for the lesson. Thereby giving you the opportunity to outline the focus of the lesson, to set up the first task the pupils are to undertake or to organise some of the key aspects of the lesson – for example, what size groups pupils are going to work in during the first part of the lesson or which pupils are responsible for taking out the equipment. It is important, however, to remember that you should not go into the

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opposite sex changing rooms. If you are teaching a mixed class, you have to adopt a different approach. Check with your tutor the procedure adopted in your placement school.

Be aware of when and how notes to be excused from the lesson are dealt with and how such pupils are integrated into the lesson. Consider what happens to those pupils who arrive late or without the appropriate kit. Again your department should have procedures to be undertaken in these situations.

Below is a checklist of procedures that you might wish to use in the changing room:

- Establish pupils' entry into the changing room. This should be orderly and quiet. Schools/teachers have their own routines (see Tasks 6.2 and 6.3 above).
- Establish routines for attending to such tasks as collecting pupils' valuables, excuse notes and giving out kit to pupils who have forgotten theirs. Routines prevent time being wasted at the beginning of a lesson.
- Take the register. This can be done while pupils change without wasting too much time. However, there may be times when it is better to take the register in the working space before the lesson starts, e.g. for a mixed gender class.
- Establish routines for organising taking out equipment. There are many different methods for doing this (see below).
- Set a task from the work in the previous lesson so that pupils start working quickly. For example, in hockey, you can ask pupils to 'remember the practice of beating your opponent that we covered in last week's lesson; practise this when you get to the pitch'. Pupils can therefore start as soon as they are ready.
- Check all pupils are out of the changing room and lock the door. Most changing rooms are locked for security. It is your responsibility to check all pupils are changed and have left the changing room.

ORGANISING AND MANAGING PEOPLE: PUPILS, OTHERS AND YOURSELF

Pupils

As has already been identified, you begin the organisation of pupils in the changing rooms at the start of the lesson. However, during the lesson itself, you organise pupils when setting up and/or to change the activity, to collect or put away equipment or put pupils into groups or teams. There are many reasons for specific groupings of pupils, for example:

- mixed ability: where pupils of a wide range of abilities work together. This type of grouping is a good context for fostering leadership and cooperative skills;
- similar ability: for specific activities such as swimming;
- contrasting ability: here you may consider utilising the strengths of more able pupils to support other pupils' performance, effort or behaviour in positive ways;
- social friendship: this is useful with older pupils as it can promote motivation.

It is your responsibility to devise methods of putting pupils into groups and to check all pupils have a group, as quiet, shy pupils may not tell you if they have not found a group with which to work. Your method of grouping pupils should take as little time as possible. Generally try and avoid the pupils picking groups, which can result in a lot of wasted time and poor self-esteem for some pupils.

Although it is more efficient to maintain grouping throughout a lesson there can be situations, such as needing to differentiate between pupils, in which changing group structure is important. This change constitutes a significant transition and needs to be planned by you before the lesson. If you do change the grouping in a lesson you need to plan how this can be

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carried out swiftly. Where possible, try to build from current groups into the next grouping, for example, develop groups from 1s to 2s or 3s; 2s to 4s or 6s; or 3s to 6s, so that there are smooth transitions and continuity in the lesson. This is particularly important outside on cold days. Some methods you may use for grouping pupils are:

- Calculate the number of pupils participating from the register taken in the changing room, or count heads as the pupils are warming up, so you know the number in the class and can think of any adaptations you may need to make to your planned groups during the lesson.
- In 2s of similar height and build for a warm-up task.
- Pupils jogging, teacher calls a number, for example 2, 3, 5 or 7. Pupils quickly get into groups. Eventually the stated number go into first practice/apparatus/team group.
- If you know the class you may devise appropriate groupings/leaders/team lists before the lesson.
- Into 2s, number yourselves 1 and 2, number 2 get a ball. Have balls in a designated area central to the working area.
- Develop above practice to 4s with one ball. Join with another 2 and put one ball away as quickly as possible (the teacher may number pupils 1 and 4 and state a number, for example, 3, who puts the spare ball away).
- Mixed ability – 28 pupils into teams of 7 – find a partner (into 2s), join with another 2 to make a 4 – in your 4s number off 1 to 4, all 1s together, all 2s together, all 3s together, etc. to form teams of 7.

Wherever possible, organisation between activities should be kept to a minimum (see Figure 6.1, which shows progression in groupings in volleyball as well as use of workspace). The same principles for developing grouping can be used in other activities.

Others

It is possible that during some of your lesson, additional support for some pupils may be provided in the form of teaching assistants. Such additional resources offer opportunities to reflect on what you wish to achieve for the pupils for whom this support is provided, and should encourage you to think creatively about how this can be implemented. The role of support staff may vary according to the experience of the individual, but what is essential is that these assistants are fully aware of what is expected of them within the lesson. Therefore every effort should be made to talk to them prior to the lesson, so that they have a clear understanding of their role and your expectations of their contribution within the learning process. Over time, they might be able to offer specific guidance around planning for the support of a particular pupil or pupils. Key aspects you may therefore wish to consider in relation to others are as follows:

- Planning of the lesson
 - Can you work with the support staff during the planning of the lesson?
 - If you are planning alone, how will you share the plan with the support staff prior to the lesson?
- Supporting the learning of pupils
 - What role will the support staff take during the lesson?
 - Which pupil(s) will support staff work with?
- Assessment of pupils
 - How will support staff work with you to assess pupil progress?
- Evaluation of the lesson
 - How will you use support staff to evaluate the learning achieved?

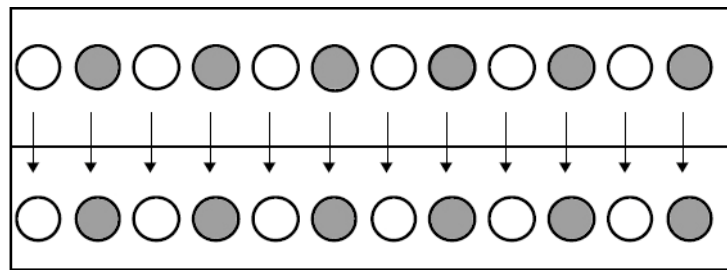
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- Can you use support staff to evaluate your own teaching?
- How will support staff support subsequent planning?

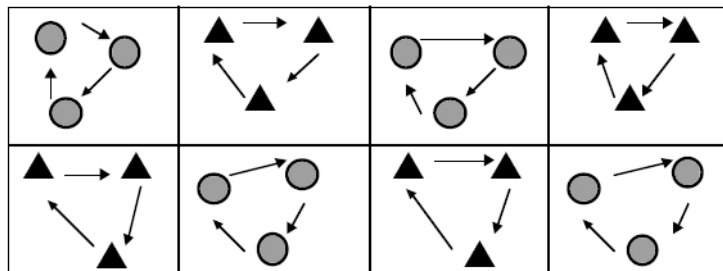
Yourself

Most teachers work in a classroom with seating and the teacher needs to plan the most effective seating for the task in hand. As a PE teacher, however, you more often work in spaces without pupils in set places/seats. Good teacher positioning and movement is vital in establishing and maintaining learning, discipline and safety in your lessons. You need to position yourself so that your voice is audible, with the appropriate volume for the specific environment – for example, a swimming pool, hockey pitch on a windy day or a sports hall with poor acoustics. You must always be aware of the whole class and avoid having your back to the group, standing in the middle of a group of pupils or having pupils behind you. Good positioning enables you to observe effectively so that you can monitor, for example, pupils' progress or behaviour and give them feedback either as individuals, groups or as a whole class (Chapter 4 focuses on observation of pupils in PE). The same principles hold for a classroom setting when you are teaching theoretical aspects of PE. Try not to stay in one place throughout these lessons. Move among the pupils and monitor their work and give feedback as you pass pupils.

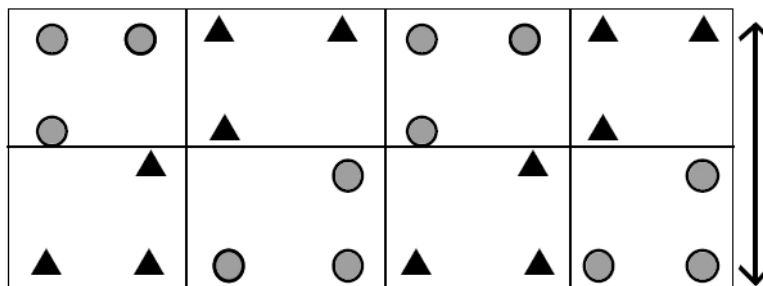
In a practical setting your positioning changes constantly depending on your working space and the purpose of a task (e.g. setting up a practice or demonstrating). You need to be aware of your positioning in relation to the class and also of the class in relation to you, other groups, the sun and any other important factors. For example, if it is sunny, you should be positioned so you are looking into the sun so that the pupils can see you. The following are some examples of the many different situations you experience when teaching PE in which effective positioning is important in your lesson organisation and management:



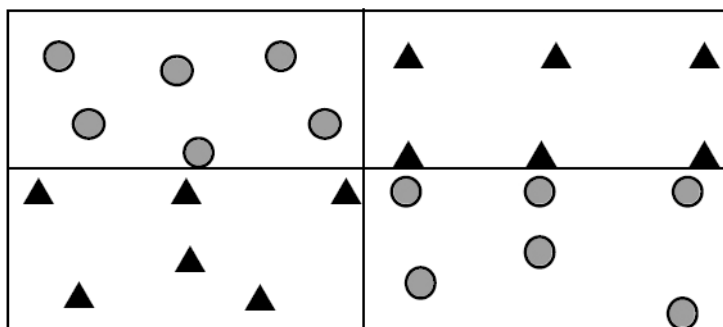
1 v 1 warm up activity – volleying to partner over net down centre of space



Into 3s – divide space equally. Set a practice for continuous volley, dig etc.



3 v 3 – set up a conditioned game – serve, receive, set, spike etc.



6 v 6 – join with another 3 and set conditions of play

Figure 6.1 Progressions in groupings and use of working space in volleyball (adapted from National Coaching Foundation, 1994)

- When getting the equipment/apparatus out, establish set routines and give the class clear

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instructions, then make the pupils responsible, stand back where you can see everyone and watch, only helping when and where necessary.

- Setting up a demonstration (see Chapter 5).
- When setting a class task you need to be able to see everyone and to ensure that all the class can see and hear you. This is much easier to do in a smaller indoor space than in an outdoor space. In your outdoor lessons, define the working area for pupils – for example, refer to the use of lines on the court or pitch, so that you do not lose contact with your class.
- Monitoring your class. This is best done from the perimeters – for example, from the corners of an indoor space, from the back of a tennis or badminton court. From your observations you are able to assess whether the whole class understands the task. If most of the pupils are doing one thing incorrectly or the task is too easy or too difficult, you need to stop the whole class and give further guidance or clarify instructions.
- Helping individuals/small groups. Here you may be supporting a pupil in gymnastics or dividing your attention between several small 4 v 4 football games. At all times you must be able to see the rest of your class as you work with a particular pupil(s). This is achieved best by monitoring from the perimeter and looking in towards the class.
- When setting a class competition ensure that you are in a position, before you begin the competition, where your peripheral vision enables you to see all the pupils as well as who wins.
- Be near to a misbehaving pupil(s). It is important to circulate and be close to a potential trouble zone. Knowing your pupils and their names helps you control potential disruption (see Chapter 8). Take steps to learn pupils' names so that you can establish contact from wherever you may be in the working space (see Chapter 8 and particularly Task 8.8 for further information on learning pupils' names).

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- It is important to be aware of any pupils with special educational needs (SEN) and the nature of their specific needs, for example poor hearing or eyesight, so you can position them advantageously in your lessons (see Chapter 10).

In Task 6.5 your tutor or another student teacher observes you and notes down how effective your positioning was in a number of different lessons.

Task 6.5 Teacher positioning

Ask your tutor or another student teacher to observe and record how effectively you position yourself when teaching three different activities – for example, gymnastics, swimming and outdoor games. Keep these records. At the end of these observations you should be able to draw up a list of ways in which teaching position influences pupil learning and behaviour. You also appreciate how different activities in PE require different teaching positions. Try to use this knowledge to improve your positioning in your next lessons. Put the information in your PDP.

ORGANISING AND MANAGING THE SPACE

As a PE teacher you work in a number of spaces (e.g. gymnasium, sports field, swimming pool, classroom). During your ITE you gain knowledge regarding the health and safety requirements of each area and the need to conduct appropriate risk assessment (see Chapter 12) and this aspect of your work must never be forgotten. Much organisation of space occurs before the lesson starts (this has been covered earlier in this chapter) and should be reflected

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in your planning. However, it is also important that you are able to organise and manage the workspace efficiently and effectively to maximise safety, pupil involvement and activity.

There are a number of ways to identify your workspace. Line markings in a sports hall or field/court area are useful, as is the use of cones, although consideration needs to be given here to risk management and safety in respect of the type of cones used. Where possible, cones should be set out prior to the practice to be conducted. This might be while the pupils are involved in a warm-up, or by using those not participating. It is also possible to allow pupils to set up their own work areas once they have received a practical demonstration.

Some examples of how to use the available space are given in Figure 6.2. While focusing on netball, the same principles for using working space can be applied to other activities. Task 6.6 then asks you to focus specifically on space management in a PE class.

Task 6.6 Organisation of your working space

Design an indoor circuit for a class of 30 pupils for an activity and year group of your choosing, the use of which is planned to achieve specified ILOs. In your planning consider safety, activity levels of the pupils and methods of recording pupils' results. After completing this task, teach the lesson. In your evaluation identify how far the space organisation enabled you to achieve the ILOs. Note areas requiring further development and use this information to design further circuits. Put this information in your PDP.

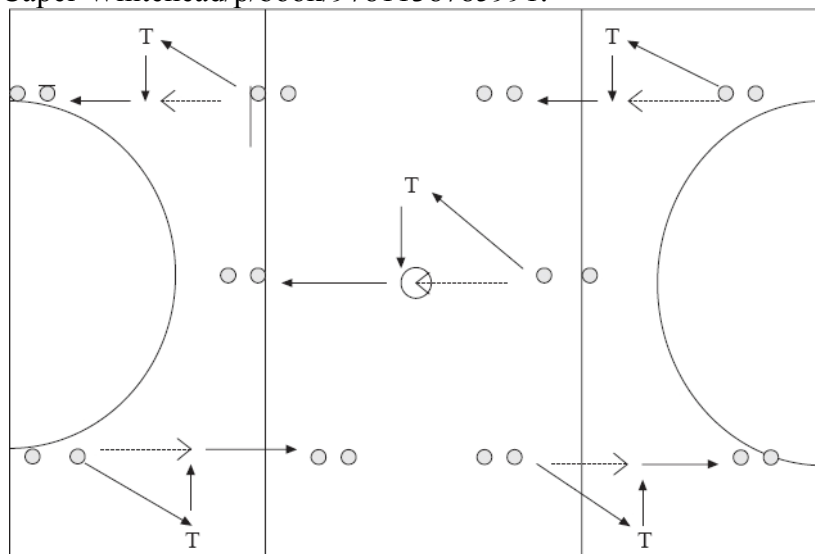
Organisation and management of equipment

Use of equipment is central to most work in PE and is an important area of organisation. You need to decide what equipment is needed for pupils to achieve the ILOs and ensure that

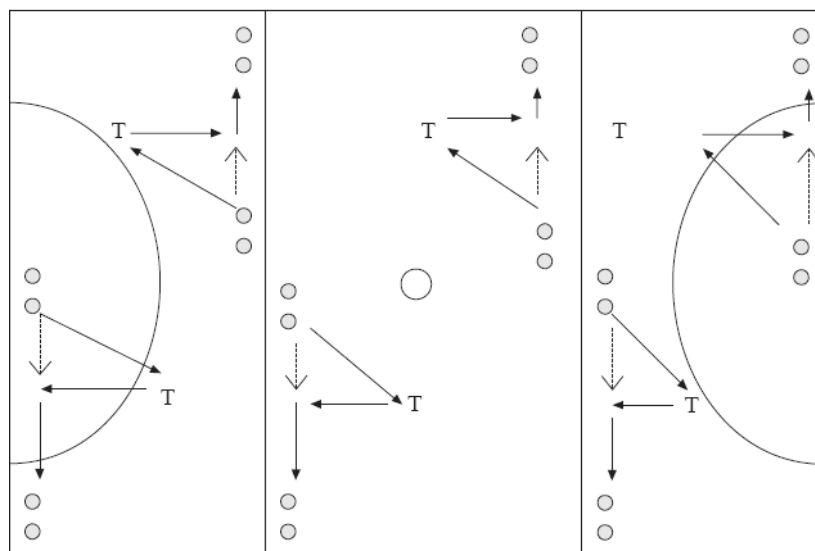
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this is available. As identified in the introduction, pupils learn most effectively when engaged on a task. Therefore to achieve maximum activity and learning, you should, wherever possible and appropriate, provide each pupil with an individual piece of equipment (e.g. when working on individual skills in football or basketball). This increases the number of opportunities for practice and should promote skill development. Also, when pupils are working with others, group sizes should be kept as small as the amount of equipment allows so that they are actively engaged in the activity. The use of small group practices reduces the time spent waiting, thereby increasing the amount of actual activity time per pupil. Equally, the use of small-sided games allows for increased opportunities for pupils to apply the skills they have learnt during practices in larger game situations. All these strategies ensure that pupils are actively involved, increasing the opportunities for learning and reducing the opportunities for inappropriate behaviour.

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Organisation on netball court: five groups of 5 players



Organisation on netball court: six groups of 5 players

Figure 6.2 Organisation of your working space in netball (adapted from Crouch, 1984, p.123)

Your lesson should develop logically so that you are not putting equipment away and getting it out again. Some general aspects to consider are where the equipment is stored and the best or most appropriate methods for getting it out and putting it away. Some methods you may use are:

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- first pupils ready take equipment out – remember that equipment should always be counted;
- pupils line up outside store room individually or in groups and collect equipment when told;
- certain groups always take equipment out, others always bring it in;
- as groupings change, any spare equipment must be put away for safety reasons. Have containers near to the working area. Decide how/who is to put equipment in these containers;
- at the end of a lesson make sure you count the equipment again, organise its collection and/or involving pupils in these tasks.

These are general principles for organising equipment but you should appreciate that you need specific rules and routines for organising equipment for each activity (see Task 6.4). In gymnastics, for example, line up in 2s by the mat trolley, the first mat to go to the furthest part of the gym. Pupils should be made responsible for caring for the equipment and at all times safety procedures must be adhered to.

The same principles apply when you are taking a classroom lesson as there are books and other resources to be managed. Organisation is just as important in this setting and poorly planned management of resources can mar the effectiveness of a lesson. For example, if text books are not available or access to online resources is limited, certain ILOs will not be achieved.

Organisation after the lesson

Once the lesson has finished, you need to evaluate it as soon as possible. This might initially

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be verbally with the member of staff observing you, but should also be written so that you can return to this self-assessment and reflect on what you have learnt. Your evaluation should focus on progress in pupils learning (be sure that you include within your planning what this how this will be assessed, specifically what you might hear, read, see) as well as the specific personal goals you wanted to achieve (for example the teaching standards on which you were focusing/being observed). However, it is also important to reflect on whether your organisation and management could be improved, particularly in order to create more time for learning (you may wish to have this as a focused target). This evaluation informs the planning of your next lesson. Chapter 3 discusses both planning and evaluation in more depth. Activity 12.3 in Capel and Breckon (2014) is a useful exercise to do at this point to review the areas covered in this chapter so far.

MANAGING TIME

Throughout the chapter so far frequent mention has been made about how well-planned and efficient organisation can use time to best effect, promote learning and guard against pupils moving off-task. In fact time management is a key element of teaching. This refers both to managing pupils' time and to managing how you spend your time (see also Unit 1.3 (Green and Leask) in Capel, Leask and Turner, 2013).

Ideally, in PE, pupils are active most of the time, however, because of the nature of the subject there are always parts of the allocated lesson time during which pupils are not active.

For example pupils are not active when:

- they change before and after the lesson;
- the register is taken;

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- they listen to instructions, watch demonstrations and receive teaching points;
- they wait for their turn on a piece of apparatus;
- they observe a partner's work;
- they read task cards or study criteria to guide performance;
- they consider how to solve a problem;
- they plan together in group settings.

There are, of course, times in the lesson when pupils are, quite legitimately, not physically active, but are nevertheless engaged 'on-task'. Examples are identified in the third and last bullet points above. However, care should be taken to ensure that as far as possible pupils are active for most of the time. Indeed the art of effective time management is to ensure only the minimum time is spent on the non-active aspects of the lesson (including organisation). Where overlong periods of time are given to any of the non-active parts pupils' attention is likely to wander, they may become disruptive with resultant behaviour problems. Time taken to deal with these problems is not time well spent! All the guidance given in the chapter so far should help you to use time to best effect.

Lessons can vary from 35 minutes to 70 minutes or longer. In some schools transportation to off-site facilities may also have to be accounted for as part of the overall length of the lesson. This time may be used productively to prepare pupils so that they are ready to start the lesson as soon as they arrive at the facility (e.g. you may recap on previous learning and/or cover some new learning which can then be put into practice). The tempo of the lesson should ensure logical, smooth transitions, avoiding over-dwelling on a particular task. When you are inexperienced it is sometimes difficult to judge how much time to spend on a task. This depends ultimately on the pupils' responses to your material and you, as the teacher, must be aware of pupils who work at different rates. It is important that you monitor pupils'

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responses to check if they are working satisfactorily or if they are uncertain what to do, perhaps because the explanation was not clear or the challenge set is too hard. This is sometimes known as 'reading' the class. Having 'read' the pupils' response you need to respond appropriately. This may be to do nothing, to explain the task again, to modify the task or to give specific feedback to all or some pupils. During the lesson you also need to manage pupils' movement, noise levels and behaviour.

The allocation of time in your lesson should allow time for, for example:

- Pupils to complete tasks and receive feedback from the teacher.
- Pupils to use the apparatus and have time to put it away. It is pointless to get apparatus out in a gymnastics lesson if pupils do not then have enough time to put the apparatus away safely, without hurrying.
- Pupils to have a game if they have practised skills/small sided games. Pupils need time to experience how well they can apply their earlier learning to a game situation. This may also inform you of pupils' understanding of tasks set.
- Pupils to complete a circuit and to collect scores.
- You to give feedback about the lesson. It is important to highlight the learning you hoped to achieve (e.g. with a question and answer session) to conclude your lesson.
- You and the pupils to finish the lesson smoothly.
- The pupils to shower and dress after the lesson.
- You to ensure pupils are not late for their next lesson!

Task 6.7 is designed to make you aware of how pupils spent their time in lessons.

Observe a lesson taught by another student teacher and watch one pupil throughout the lesson. Record when this pupil is active or not, and whether this is productive or non-productive activity. After the lesson discuss your observations with the student teacher and debate ways that active time can be increased. Ask the student teacher to conduct the same exercise on one of your lessons. Using the outcomes of the discussion work to improve use of pupil time in future lessons. Put both records in your PDP and use this to increase pupil time engaged in productive activity in future lessons.

ACADEMIC LEARNING TIME IN PE (ALT-PE)

Given the importance of active learning time, it is not surprising that considerable research attention has been directed to this aspect of teaching. One such research initiative is known as Academic Learning Time in PE (ALT-PE, Siedentop *et al.*, 1982). This research divided activity time in lessons into:

- That time in which pupils are engaged in motor and other activities related to the subject matter in such a way as to produce a high degree of success and for ILOs of a lesson to be met. This has been called time ‘on-task’ (or ‘functional’ time) (Metzler, 1989). It is often seen as a determinant of effective teaching in PE.
- Other time in which pupils are engaged in motor tasks but which is not time on-task – for example, the task is too hard or too easy or pupils do not apply themselves to learning (e.g. they may hit a shuttle over the net in a badminton lesson but not work to achieve a specific ILO such as the use of a particular stroke or specific tactic).

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Siedentop and Tannehill (2000) reported results of research which showed that these two account for, on average, 25–30 per cent of total lesson time. However, time on-task may account for only 10–20 per cent of total lesson time (Metzler, 1989). Siedentop also identified differences in the amount of time on-task in lessons in which different activities are being taught. Least time on-task was found in lessons in gymnastics and team games, with time on-task rising in lessons in individual activities to highest time on-task in dance and fitness activities. More recently research conducted in Greece (Derri *et al.*, 2007) highlighted that, whilst focusing on academic learning time in PE improved skill retention, success was dependent upon the effective use of managerial and organisational strategies if learning is to be enhanced.

Task 6.8 is a refinement of Task 6.7 and involves an observer noting specifically what the pupils are doing during one of your lessons.

Task 6.8 Time pupils spend on different tasks

Ask your tutor or another student teacher to observe one of your lessons and record the amount of time in which pupils are:

- 1 Actively engaged in motor tasks (e.g. practising a skill, playing a game).
- 2 Actively engaged in non-motor learning tasks (e.g. choreographing a dance with a partner or watching a video of a particular skill being learned, activities to achieve broader goals of PE).
- 3 Supporting others in learning motor activities (e.g. holding equipment, supporting a partner).

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- 4 Moving from one task to another.
- 5 Waiting.
- 6 Receiving information.
- 7 Engaged in other organisational tasks.
- 8 Engaged in other tasks or activities and not working towards achieving lesson ILOs.

(The ALT-PE observation schedule (Siedentop *et al.*, 1982) is available in Chapter 12 (pp.154-157) in Capel and Breckon (2014) and on the companion website, <http://www.???>).

How much time is spent on each of these eight types of tasks (a) individually and (b) on 1 to 3, and on 4 to 8, respectively? What is the relative percentage of time pupils spend working directly to achieve lesson ILOs (1–3) and on other tasks (4–8) in the lesson? Do you think this is acceptable? Discuss these with the observer. As appropriate, work to change the time allocation in your lessons. Repeat this task later in your ITE to check if the time spent on different tasks has changed. Put these observations and notes in your PDP.

Task 6.8 should have highlighted the interactions between different aspects of a lesson – for example, the more time you spend organising, the less time pupils can spend on-task. Hence, increases in time on-task in your lessons cannot be achieved without effective organisation. Task 6.8 should also alert you to managerial and behavioural issues within your classroom, both of which influence the time pupils spend on-task. Task 6.9 is an exercise to compare time on-task in different lessons.

Task 6.9 Gathering information about time on-task in different lessons

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Ask your tutor or another student teacher to complete the ALT-PE observation schedule (Siedentop *et al.*, 1982; available in Chapter 12 (pp.154-157) in Capel and Breckon (2014) and on the companion website, <http://www.???>) while observing two lessons you are teaching in different activities, to see if there are any differences in time on-task between lessons in different activities.

After each lesson reflect on the results and discuss these with the observer, to inform your evaluation of the lesson(s) and to identify what you can do to increase time on-task. Ask the observer to undertake the same observations after you have had time to try and increase pupils' time on-task in the lesson. After all the observations compare the time on-task in lessons in different activities. Put this information in your PDP.

The importance of time management in PE is paramount as without effective use of time ILOs are unlikely to be achieved. Now complete task 6.10.



Task 6.10 **Application of ALT-PE principles**

Derri *et al.* (2007) conducted a small-scale study looking at the relationship between academic learning time and motor skill development. Their findings indicated that whilst an improvement in skill performance and retention was evident, of greater significance was the limited amount of academic learning time within the lessons observed. Conclusions around the effective use of organisation and management skills were identified as potential reasons for this. Such findings highlight the need for teachers to reflect upon the strategies they employ when teaching.

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Having read this article, conduct a small-scale study on your own teaching, focusing upon the enhancement of academic learning time. Identify the strategies you employ and reflect upon any changes you make to your own practice. When reviewing your findings spend some time reflecting upon how your changes in practice impacted upon the pupil experience. Put these notes in your PDP as evidence of Master's level work and use your findings to improve pupil time on-task.

SUMMARY AND KEY POINTS

Your management approach will reflect you as an individual, but also the school / setting in which you work. Although all teachers have to organise and manage their lessons, organisation and management in PE lessons need specific consideration as pupils are working in large spaces, using a variety of equipment, with limited time. Taking a step back and thinking about what management is, is an important activity, which if done early, applied and reviewed makes for an easier life. It builds confidence and competence and ultimately will allow you to relax and deliver your best.

It will allow you to clearly identify roles and responsibilities within the lesson and as a result increase opportunities for pupils to take a greater responsibility for their own learning, identifying clear tasks and ensuring that learning objectives are achieved. Although all teachers need to be able to give clear, precise instructions and explanations, PE teachers need to consider how they can give these to pupils who are not sitting in neat rows, behind desks, but moving around in a large space, often at considerable distances from the teacher. As a PE teacher, organising and managing lessons effectively is especially important because of the safety implications of activities and the large space in which you work.

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How you organise and manage your class will vary – factors such as age, experience and activity will all play a part. In an effective lesson as little time as possible should be spent on organisation and management. Although effective lesson organisation and management are clearly important and may even be key to the success of a lesson, they are not everything and alone they are not enough. They can create time for learning to take place and an environment suitable for effective learning, but you need to use that time effectively for learning to occur. Effective lessons are those in which the time pupils are on-task is maximised. The teacher has planned thoroughly what and how they are going to teach and how they are going to organise and manage the lessons (anticipating, and having planned especially carefully to prevent problems which may occur in the lesson, but having thought through how to respond to problems should they occur). You must be careful not to focus too much on effective organisation and management (especially in the early stages of your school experiences), but to see these as providing time and opportunity for effective teaching and learning to occur.

The way you organise and manage your class is an individual preference. Such skills are based around the establishment of clear expectations and routines, of both yourself and those you teach.

The aim of this chapter has been to provide an overview of ways in which you can develop your organisation and management skills. For many student teachers, the development of such skills is seen as a high priority. However, such skills develop over time and with experience. Even the most experienced teacher is still learning new ways of dealing with the ever-changing face of the classroom. Take time to reflect on your teaching and identify situations when a different approach may have been more appropriate. Be consistent in both your preparation and planning. Enter each lesson confident about your material. Most of all be clear about your expectations. Once pupils are aware of these, positive relationships

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can be established leading to enhancement of learning.

Check which requirements of your ITE you have addressed through this chapter.

FURTHER READING

Lawrence, J. (2014) Creating an effective learning environment, in S. Capel and P. Breckon (eds) *A Practical Guide to Teaching Physical Education in the Secondary School*, 2nd edn, Abingdon, Oxon: Routledge.

This practical guide provides supporting observation-tasks which encourage reflection on personal practice. Chapter 12 in this practical book provides further development of some of the concepts explored in this chapter and in chapter 8. Of particular interest may be the section which focuses on the management of the classroom climate, as well as activities which encourage you to reflect on other more experienced teachers' practice.

Mawer, M. (1995) *The Effective Teaching of Physical Education*, Harlow: Pearson Education Ltd (Longman Group Limited).

Chapters 6 and 7 in this book focus on aspects of organisation and management. Chapter 6 focuses specifically on how effective learning environments can be created, particularly focusing on interaction with new classes. Chapter 7 focuses more on the maintenance of learning environments, looking at behaviour management strategies.

Siedentop, D. and Tannehill, D. (2000) *Developing Teaching Skills in Physical Education*, 4th edn, New York: McGraw Hill Higher Education.

Chapters 4 and 5 focus on preventive classroom management, discipline techniques and strategies in PE lessons.

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The Education Endowment Foundation (2014) Sutton Trust – EEF Teaching and

Learning Toolkit (available on line at:

<http://educationendowmentfoundation.org.uk/toolkit/>)

This resource provides summaries of existing research across education and summaries the impact of strategies on the attainment of pupils.

Additional resources for this chapter are available on the companion website: <http://www.??>