

Keynote

Developing Game Sense teaching across a school

Dr Christina Curry

Western Sydney University, Australia

c.curry@uws.edu.au

This presentation examines the implementation of a Game Sense (GS) teaching approach in a physical education department and the school sport program. The study aimed, over a two and a half year period, to identify the ways in which individual teachers/sport coaches, adopt, embrace or alternatively resist GS as an innovative pedagogy. The duration of the study allowed for a longitudinal assessment of the stages of a complex process of teacher learning in a protracted implementation process that proved to be not without significant challenges. The findings highlight the complexity of the challenges of changing teachers' practice. Important contextual factors include the profound influence of established beliefs about and dispositions toward teaching, the school's profile, history and tradition, and the ways in which the management of the implementation of GS influenced teacher responses and uptake. Despite significant problems this was a reasonably successful implementation that led to significant changes in practice. The powerful influence of the affective dimensions of physical education teaching was a key finding.

Keynote

Fostering young talents: The case for tactical creativity

Professor Daniel Memmert

German Sport University, Germany

D.Memmert@dshs-koeln.de

The following comment by German national coach and World Cup Winner 2014 Jogi Löw substantiates the importance of tactical creativity in soccer: "Creativity and playful class should be the new German virtues". But I would argue that this should be the case not only for soccer but also for team handball, basketball, field hockey, softball, volleyball, tennis, badminton, or squash. Tactical creativity is a key performance variable. During this presentation I will first define and discuss the relevance of tactical creativity in team and racket sports and then analyse sport activities, coaching, and training environments that foster tactical creativity in youth sports. Here, I will introduce the tactical creativity approach (TCA, Memmert, 2015) for team and racket sports which is based on extensive research and can be seen as the basis for the development of tactical creativity. The TCA focuses on seven methodological principles that foster tactical creativity in team sports. All these principles (1-dimension games, diversification, deliberate practice, deliberate play, deliberate coaching, deliberate memory, deliberate motivation) are based on extensive research and underpin the development of tactical creativity.

Keynote

The Purpose of the Game Sense Approach: Making Sense of Games

Associate Professor Shane Pill

Flinders University, Australia

Shane.Pill@flinders.edu.au

Intelligent performance depends upon an ability to read a skill or technique into an appropriate context is the answer to those who would argue that a technical or professional training is largely a matter of picking up a skill in a practice situation (Enrwhistle, 1969, p21)

The Game Sense approach emerged from the field of sport coaching. The purpose of the Game Sense approach is to teach sport for understanding so that the thinking player develops. In the Game Sense approach, the idea of understanding is located within the concept of games as decision-laden, problem solving contexts. Since the initial 'roll-out' of the Game Sense approach by the Australian Sports Commission during 1994-1996, the approach has found its way into physical education as well as sport coaching literature. However, the concept of "understanding" is largely absent from much of the literature. In this presentation, I will propose that the Game Sense approach has provided coaches and teachers with a framework for more meaningful engagement, which is about pedagogy. This pedagogical approach helps players know games. However, understanding is different to knowing. Understanding is about meaning making, which is much 'deeper' knowledge, developed over time, involving reflection and agency. In striving to make sense of games, have practitioners and scholars of the Games Sense approach truly translated the idea of the "thinking player" into practices that actually recognise the need for a better understanding of games.

Keynote

A Constraint-Led Approach to Coaching & Teaching Games

Dr Ian Renshaw

Queensland University of Technology, Australia

i.renshaw@qut.edu.au

Despite the continued popularity of Game Based approaches by tertiary level academics, the take-up by practitioners has been limited. In a recent survey of entry level HPE students undertaken at our university, 95% reported that they had received a predominantly traditional experience in HPE sessions at school. This finding is in line with a common response when we engage with practitioners who strongly advocate the need for games players to learn the basics before they can play a game. In this keynote presentation I will present concepts and practical exemplars demonstrating a Constraint-Led Approach (CLA) to games teaching and coaching. I will show that adopting a CLA has the potential to provide practitioners with the tools to address this significant barrier and potentially enhance the adoption of games-based approaches. I will argue that the technique-tactics dichotomy is a false argument as actions that learners choose are a function of their current action capabilities. However, I will also suggest that games-based practitioners need to develop pedagogical practices that initially develop intra-individual-environment co-ordination before moving onto a more traditional focus on inter-individual-environment co-ordination (i.e, how teams organise to solve games-based problems).

Academic Paper

New Zealand teachers' and coaches' dispositions toward games teaching and the influence of GBA

Bianca Couto de Aguiar

University of Canterbury, New Zealand

bianca.aguiar5@gmail.com

This study inquired into Physical Education teachers and coaches' dispositions toward teaching and coaching team sport. The findings were used to place them on a spectrum from a teacher/coach-centred approach dominated by direct instruction at one end to student centred, GBA at the other end. We offer an alternative explanation and one that suggests the influence of GBA is far more widespread than is currently assumed.

Academic Paper

The Grammar of Games; Addressing Content Knowledge in Games and Sports

Greg Forrest

University of Wollongong, Australia

gforrest@uow.edu.au

The paper outlines a conceptual change in how we develop content knowledge in games and sports. Using the Grammar of Games changes sports from a concept to be understood to a context where concepts common to all games and sports interact.

Academic Paper

Informing Game Sense pedagogy with a constraints led perspective for teaching Tennis in Schools

Mitch Hewitt¹, Shane Pill², Rebecca McDonald¹

¹Tennis Australia,

²Flinders University, Australia

Mitch Hewitt¹

mhewitt@tennis.com.au

Shane Pill²

Shane.Pill@flinders.edu.au

Rebecca McDonald¹

RMcDonald@Tennis.com.au

The Game Sense approach assists Physical Education teachers and sport coaches to develop a pedagogical toolkit to manage the complex interplay of collective decision-making that evolves from the dynamics of momentary configurations of play meeting the personal coordination dynamics of learners when playing tennis. This pedagogical toolkit emphasises a game-based instructional practice that teaches players how to perceive the game as “thinking players” capable of functional behaviours that respond to the requirements of these momentary configurations of play. This paper, therefore, builds on recent theoretical debate in the areas of skill acquisition, the complementarity of perception-decision making and personal coordination dynamics (techniques), complex learning theory and coaching pedagogy to connect the constraints-led perspective on skill acquisition and the pedagogy of the Game Sense approach to enable theoretically informed tennis teaching. The practical implications of a game-based instructional practice will be explored using the Tennis for Schools program alignment to the achievement standards outlined in the Australian Curriculum: Health and Physical Education (AC: HPE). The paper will also position the Game Sense approach for teaching tennis as a strengths-based pedagogy which is identified as one of five key ideas underpinning the AC:HPE.

Academic Paper

Developing junior sports competency using playing form activity: Outcomes of a randomised control trial

Andrew Miller

University of Newcastle, Australia

andrew.miller@newcastle.edu.au

Research recommends that athletes spend greater amounts of time in activity that replicates the technical, tactical and physical aspects of match-play to develop competency in a given sport. This study tested this premise using a randomized controlled design, and provides high quality evidence for a shift in coaching practice.

Academic Paper

Game-Sense Coaching as Constraints-Led Game Design

Shane Pill¹, Terry Magias¹, Joss Rankin¹

¹Flinders University, Australia

Shane Pill¹

Shane.Pill@flinders.edu.au

Terry Magias¹

terry.magias@flinders.edu.au

Joss Rankin¹

joss.rankin@flinders.edu.au

The Game Sense coaching approach is founded on expectations of game-based practice as the game (or game form) becomes the focus and starting point of practice (Australian Sports Commission, 1996). The theory of affordances, a conceptual pillar of ecological modelling of perception and action in sport leading to a constraints-led game design perspective, provides a basis for understanding the modifying and adapting games as a learning tool pedagogical emphasis of the Game Sense approach (den Duyn, 1997). We begin with a review of affordance theory and perception-action coupling, leading to a demonstrated application of constraints-led learning in Touch Football. We conclude with the proposition of constraints-led game design as a logical semantics for the game-based practice assumptions of the Game Sense approach.

Academic Paper

Coach experiences in teaching the game of basketball: a look at New Zealand basketball coaches

Ricardo Milheiro Pimenta

University of Canterbury, New Zealand

ricardopimenta4@gmail.com

Game Sense places learning within modified games that replicate aspects of the full game and give it relevance to the game as a whole. This paper draws on data generated as a part of a PhD study on New Zealand basketball coaches and players in schools that focused on the enjoyment of the players but from which the coaches' use of game based approaches (GBA) emerged as a significant factor. Using a combined ethnography and grounded theory approach, the study used participant observation during several practices and interviews with three coaches at different levels over a six-month period. The study identified the use of coaching that reflected the features and general approach of Game Sense (Light, 2013) that contributed to the students' enjoyment but how they did not have a conscious awareness that they were using aspects of Game Sense. Although the coaches didn't know what approach they were using, all of them had some similarities to the popular approaches such as TGfU and Game Sense. The study supports the literature on game-based approaches to coaching sport that consistently shows its positive affect on student/athlete enjoyment and suggest that the influence of Game Sense and other GBA on teaching practice is more widespread than has been suggested (Pill, 2011).

Academic Paper

Undergraduate students' interpretation and application of Athlete-centred coaching

Mohammad Shah Razak¹, Richard Light¹

¹University of Canterbury, New Zealand

Mohammad Shah Razak¹

mohammad.razak@pg.canterbury.ac.nz

Richard Light¹

richard.light@canterbury.ac.nz

The wider uptake of Game Sense and other games based approaches (GBA) remains a challenge for changing traditional coaching beliefs and practice facing researchers and those involved in coach and teacher education. Positive

Pedagogy for individual sports is a recent innovation that possibly faces greater challenges than Game Sense in making a difference in coaching practice and beliefs due to the central role of skill and technique in them. Tertiary level coach and teacher education programs offer one means of initiating change in coaching practice and beliefs with a growing number of university programs and courses focused on coaching. This paper reports on a study conducted on the interpretation and use of athlete-centred coaching for individual sports by six undergraduate sport coaching students after completing the course in New Zealand.

Academic Paper

Game Sense approach (GSA)- An approach not a style

Brendan SueSee¹, Shane Pill²

¹University of Southern Queensland, Australia

²Flinders University, Australia

Brendan SueSee¹

Brendan.SueSee@usq.edu.au

Shane Pill²

Shane.Pill@flinders.edu.au

Paper outlining how a GSA is not one style but usually a collection of styles always aiming to create a learning experience where the student is practicing skills in a game context. A GSA does not limit the styles a teacher can use but actually requires a range of styles to be used.

Academic Paper

Teaching 'Chinese Wall' in PE and Learning About its Authenticity as a Game from Asia

John Williams

University of Canberra, Australia

John.Williams@canberra.edu.au

This paper will demonstrate how 'Chinese Wall' can be taught using Game Sense in primary school physical education while problematizing its status as an authentic Asian game.

Workshops

Teaching Fundamental Movement Skills using a Game Sense approach

Rick Baldock

ACHPER (SA), Australia

rick@achpersa.com.au

During this session you will participate in learning Fundamental Movement Skills (FMS) through games and also be provided with approaches to assess a range of explosive and continuous Fundamental Movement Skills (FMS). This session will be based on the ACHPER (SA) Play with Purpose: FMS resource by Associate Professor Shane Pill.

Workshops

Backyard League – Creating independent players of Rugby League using a Game Sense Approach

Dave Cohen

National Rugby League (NRL), Australia

dcohen@nrl.com.au

This session will demonstrate through practical activities how to introduce Rugby League and other sports that rely on passing the ball backwards to students with little or no knowledge of the game. We will look at the strategic development of the game through invasion game principles, then utilising a Game Sense approach the students will become independent players of the game determining rules, organising their own games and officiating – all within the framework of Rugby League. This program is currently proving extremely successful at schools.

Workshops

Teaching Physical Education through Game Sense

Dr Christina Curry

Western Sydney University, Australia

c.curry@uws.edu.au

This workshop will explore the benefits of using Game Sense (GS) pedagogy in physical education, providing participants with practical demonstrations of GS theory in action. A series of GS games in a netball/basketball type context will be used to highlight the possibilities for learning through movement and the use of dialogue to increase student engagement in PE.

Workshops

Exploring the Grammar of Games in Practical Sessions

Greg Forrest

University of Wollongong, Australia

gforrest@uow.edu.au

The workshop explores the relationship between the four concepts of the Grammar of Games (strategy and tactics, decision making, movement skill and communication and concentration) and games and sports. Participants will apply the underlying principles of each concept in a range of activities to develop a deeper understanding of the concepts, demonstrating how the Grammar of Games approach enhances opportunities for learning transfer and enhance one's capacity in games and sports.

Workshops

One size does not necessarily fit all - How the Game Sense approach and The Spectrum of Teaching Styles contribute to differentiated practice for large groups of school students when teaching tennis

Mitch Hewitt, Tennis Australia
mhewitt@tennis.com.au

Delivering tennis to large groups of school students with varying abilities using the Game Sense approach and The Spectrum of Teaching Styles. A practical session to guide participants through a range of effective strategies.

Workshops

Using questioning techniques to focus player thinking and problem solving when teaching tennis

Mitch Hewitt¹, Rick Baldock²

¹*Tennis Australia*

²*ACHPER (SA)*

Mitch Hewitt

mhewitt@tennis.com.au

Rick Baldock

rick@achpersa.com.au

Questions that promote reflective moments, problem solving and a debate of ideas that guide tactical and technical game development and also personal and social development is a key feature of the Game Sense approach. This practical workshop will outline a series of tennis play practices from Tennis Australia's Secondary School resource that highlight this pedagogical practice for large groups of adolescent players in coaching and school settings.

Workshops

Establishing flow in a Game Sense approach to teaching basketball

Richard Light

University of Canterbury, New Zealand

richard.light@canterbury.ac.nz

This session adopts a Game Sense approach to coaching that focuses on establishing and developing a sense of flow over the session. It is highly active and emphasises effective progressions and the ability of the coach to read learning and adjust the level of challenge to produce athlete engagement. It begins with simple activities focused on skill in context and develops in complexity over the session.

Workshops

Compete, Collaborate, Communicate. Refresh your library of small sided games with new and exciting invasion games

Gareth Long

Australian College of Physical Education

glong@acpe.edu.au

Take part in a range of small sided games (SSGs) designed to motivate your students and players. The SSGs will look to not only develop tactical awareness, understanding and creativity but also provide opportunities for players to develop social and psychological attributes.

Workshops

Fostering young talents: The case for tactical creativity

Professor Daniel Memmert

German Sport University, Germany

D.Memmert@dshs-koeln.de

This practical session will demonstrate how coaches and teachers can use the tactical creativity approach (TCA, Memmert, 2015) in team and racket sports. Different small-sided games will be presented which focus on the seven methodological principles that foster tactical creativity in team and racket sports. All these principles (dimension games, diversification, deliberate practice, deliberate play, deliberate coaching, deliberate memory, deliberate motivation) are important for the development of tactical creativity team and racket sports.

Workshops

Exposing students/athletes to playing form activity for the improvement of game competency: Curriculum and pedagogical insights for the professional learning for understanding Games Education research

Andrew Miller

University of Newcastle, Australia

andrew.miller@newcastle.edu.au

This practical session outlines the curriculum and pedagogical practices used in the Professional Learning for Understanding Games Education group of studies for the improvement of game play abilities, fundamental movement skills and in-session physical activity levels in junior athletes and primary school students.

Workshops

Game Sense and TPSR: Valuing the technical, tactical and interpersonal

Kylie Newbold¹, Scott Hughes²

¹*Parkside Primary School, Australia*, ² *Catherine McAuley School, Australia*

Kylie Newbold

kylie.newbold750@schools.sa.edu.au

Scott Hughes

shughes@cms.catholic.edu.au

This multi-faceted basketball workshop focuses on using the Game Sense Approach, in combination with Hellison's Teaching Personal and Social Responsibility Model (TPSR), to enhance student-centred learning and explicitly focus on players social skills as well as tactics and movement skills in Physical Education. This workshop seeks to build on teachers' understanding of how to play the game and develop 'thinking players' through the use of modified games and activities.

Workshops

Fundamental Motor skills extravaganza: Using a Game Sense approach

Andres Olascoaga

Sportandi (Commercial)

andi@sportandi.com.au

The teaching of Fundamental Movement Skills (FMS) is an essential component of students learning in HPE. It is important to remember that students do not 'pick up' fundamental movement skills naturally as part of their normal growth and development. It takes between 240 and 600 minutes to become proficient in one fundamental movement skill with the best time for developing FMS being the early years of schooling. In this session you'll learn how to use a Game Sense approach to engage students in learning to improve their FMS.

Workshops

The Game Sense approach to teaching/coaching Touch Football

Shane Pill, Terry Magias

Flinders University, Australia

Shane Pill

Shane.Pill@flinders.edu.au

Terry Magias

terry.magias@flinders.edu.au

This workshop will look at the two distinctive tenets of the Australian Sports Commission's (1996) Game Sense approach - inquiry teaching strategies and modified games for deliberately focused play with purpose, for the sport of Touch football.

Workshops

The Focus on the Team: Developing Inter-individual-Environment Coordination

Dr Ian Renshaw

Queensland University of Technology, Australia

i.renshaw@qut.edu.au

In this practical workshop I will use the task vehicle of invasion games to provide practical exemplars of how we can develop a team's ability to solve game based problems by using Constraint-Led Games. Specifically, I will show how practitioners can systematically manipulate key individual, task or environmental constraints to facilitate the emergence of functional inter-individual co-ordination patterns based on the principles of play. Through opportunities to explore the task demands, teams will learn to attune to and ultimately exploit the key affordances available in the game to achieve success.

Workshops

Developing Game Sense Invasion Games using AFL

Dave Reynolds

South Australian National Football League (SANFL)

dave.reynolds@sanfl.com.au

Explore the different types of Game Sense activities and how to modify game constraints to achieve any teaching purpose. Attendees will walk away with new game sense activities as well as an understanding of how to develop their own.

Workshops

Korfball. The greatest sport you think you might have heard of.....but you're not too sure

Luke Rosie

Korfball Australia

lukerosie3@gmail.com

Name sounds familiar? You think you might have played it in high school? Come and play to see how it's evolved and how much fun it really is.

Workshops

The Spectrum of Teaching Styles and a Game Sense approach (GSA) - Creating Opportunities for Discovery Learning Episodes

Brendan SueSee¹, Associate Professor Shane Pill²,

¹University of Southern Queensland, Australia, ²Flinders University, Australia

Brendan SueSee

Brendan.SueSee@usq.edu.au

Shane Pill

Shane.Pill@flinders.edu.au

A Game Sense approach is not a teaching style but a swag or toolkit of teaching styles. This session will provide opportunities for participants to implement ways to use multiple teaching styles to create learning experiences which require different types of creativity.

Workshops

The traditional Aboriginal game of Buroinjin - a strengths based approach using more fundamental skills than any other game

John Williams

University of Canberra, Australia

John.Williams@canberra.edu.au

This workshop will introduce delegates to the traditional Aboriginal game of Buroinjin as it is played in the Australian Capital Territory.

Workshops

More than PE

Tracy Zilm

Australian Curriculum, Assessment and Reporting Authority (ACARA)
tracy.zilm@acara.edu.au

A workshop to understand how the Games Sense approach maps to both strands of the Australian Curriculum: HPE, General Capabilities and HPE Achievement Standards.