Creating, Implementing & Evaluating Values-Based Intervention Programme for Sport Coaches & Physical Education Teachers

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Content
- Definition of Value
- Role of Physical Education (PE) & Sport
- Key Findings
- Implications & Future Directions

Role of PE and Sport
- Promote positive effects on the social development and prosocial behaviour of youths (Bailey, 2000)
- Develop core values, social-emotional competencies, 21st Century competencies (MOE, 2014).

Participation in PE and sport programmes does not automatically lead to having good values

What is Value?
The principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable.
(Halstead & Taylor, 2000, p. 169)

Character, Citizenship and Values Education
“Developing the whole child must first begin with instilling the right character and values. We must adopt a Student-Centric, Values-Driven approach.”

- Mr Heng Swee Keat
  Former Minister for Education
  March 8, 2012
21st Century Competencies and Student Outcomes

Confident Person

Self-directed Learner

Concerned Citizen

Active Contributor

Values

Self Awareness

Self Management

Social Awareness

Relationship Management

Emerging 21st Century Competencies

CME Values (R3ICH)

Respect, Responsibility, Resilience, Integrity, Care, Harmony

Social and Emotional Competencies

Earlier Work

Purpose of the Study

Creating, Implementing, and Evaluating a Values-based Training Programme for PE teachers & Sport Coaches in Singapore

International Journal of Sport Science & Coaching (Accepted)

Creation: Needs Assessment

Implementation

Evaluation: Post Programme Interview

• 6 Outstanding PE teachers
• 5 Award winner Coaches (SAA)
• Training Workshops
• Support & Supervision
• 4 months later
• Individual Interview (teachers and coaches)
• Focus Group (students & athletes)

Key Findings

Teaching/Coaching Approach & Strategies

Better structure teaching/coaching:

“This program really impacted me in the sense that it gives me more structure; it kind of opens another dimension. The lessons and sharing with [course leader] gave us different options and opinions. It opened up different ways of how I can bring values in the activities.” (PE4)
Change in coaching approach:

"Before, I didn’t even bother about teaching values. If I saw them doing wrong things, I just scolded them and then moved on. It’s more natural now, every lesson I try to talk about values." (SC3)

Intentionally implementing strategies:

“For the teaching of values, I think it changed...more emphasis and deliberate planning in this aspect. So previously it was the case of seizing teachable moments that just happened to come up. So now we actually plan for it.” (PE2)

Soccer – An Example

Practice 20160418_160113.mp4
2v1 Skills: attack, quick and accurate pass, look before you pass
Values: teamwork, resilience defender

Debrief 20160418_160553.mp4
Reinforce: [draw upon players experience from the planned activities]
Skills: attack, quick and accurate pass, look before you pass
Values: teamwork, resilience defender

Feel more confident:

“Definitely more confident than before the training program...because before that I was never aware of it [teaching values]. Definitely, it’s been a positive effort. It’s something that’s workable.” (PE2)

Transfer in Class & at Home:

“I was able to get feedback from other teachers saying that they [students] are a bit more focused in class; they have shown improvement in their exam results.” (PE3)

“And then we also have feedback from parents...They say that their children are much better, they’re much more focused on doing their homework.” (PE3)

Collaborating closely with parents:

“I call parents to tell them their kids are doing certain things right. And I want their parents to try to reinforce that to their kid.” (SC3)

Values transfer card:

“So we sent it over to the parents, the parents acknowledged. In certain cases, I received notes saying: ‘Oh, thank you for doing this. That’s the first time my child has helped me with housework’. I think my communication with parents is a bit more effective after the training program.” (PE4)

Challenges

Different Cultural Backgrounds

“T have students from different races and religions; their behaviors and beliefs system are different” (PE4)

Ability to Transfer

“It’s the same minority group that keeps kicking the ball everywhere. Why is it that they can’t translate that understanding into action?” (SC3)

Evaluation of Transfer

“I think they’ve definitely learned [values] but whether they actually implement [them] in life is a different thing.” (PE2)
**Positive Teaching/Coaching Philosophy**

**Applications**

- Planning
  - Identify & define values - Expected behaviours
  - Lesson or training plans (SOW/CCA plan)
  - pre-programme check (survey, questionnaire)

- Implementation
  - Carry out lesson/training plans, focus on skills & values development
  - Debrief at the end of each activity/session
  - Highlight transfer of values beyond PES

- Transfer
  - Verify with peers, teachers, and parents (values transfer card)
  - Post programme check (survey, questionnaire)

**Future Directions**

- Intentional planning, teaching, and debriefing
- PE & Sport
- Classroom / School
- Community
- Home

**Thank You**

- Q & A
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