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| Title | Author | Significant Quote(s) from article | Purpose | Participants | Major Findings/Summary |
| Student leadership in physical education | Phillip Quinn | Students can be provided with the opportunities to develop such skills as communication, organization, and decision making while interacting with others in the physical education environment  Teacher are seen as role models who must be willing to give significant amount of their time and energy to promoting this type of personal development.  Physical education teachers in this study believed hat leadership opportunities contribute to and increase in students confidence and self-esteem, to a development of values, and to self-learning and personal growth (pg.91) | To look into 3 perspectives: To find a clear definition of a “leadership” and how it is manifested within a curriculum of PE, and how within the program is leadership developed. | 8 PE teachers | Two principals of leadership: Making learning in leadership a priority and outlining clear expectations to students.  Key conclusions as to ‘What is student Leadership’:  - Provide s means of personal growth, not to make students into leaders  - Leadership objectives are unclear and difficult to measure  -Learning about leadership is experientially based  - Teacher assumes role of facilitator  Leadership opportunities increases self-learning |
| The Sport Education Model | Daryl Sidentop | Students are increasingly responsible for leadership, instruction, addressing and performing  Teachers shift from teacher centered to student-centered instruction | A PowerPoint presentation looking at what the model is, what it focus’ on, what activities can be done with it and student and teacher roles within the model.  It goes over a sample Unit plan timeline of using the model | No participants | There are many benefits to the Sport Education model. It allows students to be a part of a team, allows both students and captains to develop leadership skills and captains get to experience the role of being a coach. It provides inclusive learning environment, where all levels participate together, and provides a good avenue for monitoring and promoting personal growth among all players |
| Change in affect and needs satisfaction for a-motivated students within the sport education model | Perlman | Combining pedagogically sound practices and proper sporting behaviours within Sport Education would provides each student the opportunity to learn about sport beyond the role of participant (p.434)  SEM was designed by Siedentop to provide students a greater responsibility and control over learning (p.436)  The 6 key features of the SEM are team affiliation, record keeping, seasons, formal competition, festivity and culminating event | To examine the influences of the SEM on a-motivated students affects and needs satisfaction | 78 a-motivated students (pulled from 1,176) students enrolled in one of 32 PE classes. Classes were either assigned traditional teaching methods or taught using the SEM. Pre-test and post-test design analysis used. | Amotivated students in the SEM perceived significantly higher levels of enjoyment and satisfaction of the need for relatedness, than students taught by the traditional approach  Students perceived an increased level of enjoyment when using the SEM.  Positive psychology change was brought out with using the SEM |
| Applied Benefits of the Sport Education Model | Peter Hastie | At the secondary school level, students learn to develop leadership skills, to develop and promote cooperation and teamwork, and to teach other students | It is the purpose of this article to describe some of the benefits for both teachers and students of including seasons of sport education within a yearly plan for physical education. | No participants | During a six-versus-six frisbee unit, for example, there was clear evidence that the players became more skillful in the control of the frisbee, and they were also able to select a wider range of pass options (Hastie, in press).  Students become more ‘sport literate’ using the SEM  Adopt roles and SEM minimizes off task behavior in class.  Equality between boys and girls |
| Will the Real leader Stand up? | Bruce Hammonds | -Leadership is about passion, character, integrity, competence, and conviction - Real leadership needs to concern itself with providing a vision of education that ensures all students succeed - and not just to measure variance in achievement of a narrow range of targets in literacy and numeracy  - Real leadership then is all about purpose  'When the forms of an old culture are dying the new culture is created by a few people who are not afraid to be insecure' | To look at what it takes to be a good leader-principal  To look at what leadership needs to concern its self with within ones school |  | That now if the time for principals to lead more than ever. They need to step outside of comfort and envision. Leadership is not about management; it’s about vision. By being a good principal leader, you then lead others, and a good leader is one with resiliency who is able to confront problems head on |
| Educational leadership and student achievement: The elusive search for an association | Witziers, B., Bosker, R. J., & Krüger, M. L | “What is needed is more insight into the role of school leaders in developing and sustaining these cultures”  In looking at previous research and studies, some of the significant issues with ‘leadership’ were a lack of understanding and definition for what leadership is as well as lack of a systematic plan that can be used in classes | Investigate the possible impact of the principal’s leadership on student achievement- The direct effect and indirect effect. A quantitative meta-analysis examines to what extent principals directly affect student outcomes and whether student leadership matters. | Quantitative meta-analysis conducted between 1986 and 1996. The year 1986 was chosen due to concomitant developments in methodology and statistics, such as multilevel modeling for examining variables across level relationship | These studies demonstrate that educational leadership is related to school organization and culture as well as to teacher behavior and classroom practices and these factors are related in turn to student achievement.  Context and intermediate factors should be taken into account in future research. |
| A self-determination approach to the understanding of motivation in physical education | Nikos Ntoumanis | It is widely acknowledged that Physical Education (PE) can play a potentially important role in enhancing public health by creating positive attitudes toward exercise and by promoting health-related fitness programs. | To test in this context the motivational sequence. (described by Vallerand and Vallerand, 1997, and Losier,1999). - To date, there are no studies, which have tested this motivational sequence despite its intuitive appeal and the strong theoretical and empirical support in other life contexts.  To examine the invariance of the motivational processes in PE across gender. | Participants were 424 British students aged 14± 16 years from Northwest England.  Questionnaires – to measure :cooperative learning, self- referenced improvement, and choice of tasks perceived competence, autonomy, and relatedness intrinsic motivation, identification, introjection, external regulation, amotivation, boredom, effort, and future intention to exercise. ces). | The findings underline the importance of perceived competence and intrinsic motivation in compulsory PE.  Intrinsic motivation was related to positive con- sequences, whereas external regulation and amotivation were predictors of negative consequences.  Invariant results across genders |
| *Fit & active: The West Point physical development program.* | LeBoeuf, M. K., & Butler, L. F. | Sport and Physical Education classes, do not only have the capability of developing physical skills, and healthy well being, they also promotes many avenues for leader development  It is so important to expose students to the opportunity to lead and give them the tools for success. | To discuss the West point physical development program in great detail: | No participants - Book | In the SEM, the mental and emotional aspects of fitness are emphasized while lifelong skills such as teamwork, perseverance, the will to win; sport values and fair play, selflessness and sportsmanship are present.  The SEM in a school setting is a superb and effective way to get al students involved and to teach more than just ‘how’ to play a sport. It challenges students and teachers alike to develop the psychomotor, cognitive and affective domains and to develop positive character traits and to learn about sportsmanship and fair play. |