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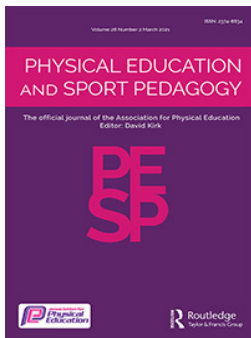
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## Between hope and happening: Problematizing the M and the P in models-based practice

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### ABSTRACT

**Background:** Advocacy through the work of many scholars in physical education and sport pedagogy highlights a significant direction towards which physical education is moving in light of calls for change. Importantly, and despite the ‘newness’ of the terms, ‘pedagogical models’ and ‘Models-based Practice’ (MbP) are beginning to shape the vocabulary of physical education and sport pedagogy.

**Purpose:** To ask what happens if we take some of the ‘good stuff’ associated with models and apply it in a different way while also taking some of the critical points raised towards models into consideration. Put simply, we (as scholars with different views on MbP) want to step off the beaten track to take a road less travelled and engage in a respectful, agonistic debate about the ‘M’ and the ‘P’ in MbP.

**Key arguments:** From a practical perspective, the diversity of the language used in describing models and practices in physical education indicates both a growing excellence and tradition in the field and a degree of confusion. A number of phrases are currently used to identify the same concept with individuals unaware of alternative language use. At the heart of this paper lies the manner in which one interprets the use of the terms ‘model’, ‘practice’ and ‘practise’.

**Discussion:** Given the ‘hope’ inherent in pedagogical model development and implementation, we acknowledge that many of the negative or unintended consequences often arise as a result of the ‘happening’ both in research and in practice. However, by thinking in terms of what it is in students’ actions that teachers and researchers should pay attention to in order for them to see what students learn, and in what direction this learning is developing, we are better able to see the outcomes of using MbP. In this way, the hope embedded in the chosen model, and the happenings teachers or researchers aspire to see, could be better aligned. Modelling and practicing through the focus on adaption and negotiation in various complex contexts has the potential to expand the field more than blueprints that potentially narrow the field.

**Conclusions:** By recognising the dangers inherent in an essentialist notion of models (i.e. by nouning or proper nouning them), and by remembering the roles set aside for teachers in the development of pedagogical models, it is important that the practising of MbP

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always retains a very real sense of becoming. By continuing to problematize the M and the P, and by engaging in respectful and agonistic debate, we are better able to unite the hope and the happening of MbP.

An enduring debate in physical education centres on models. Be they curriculum models (Jewett and Bain 1985; Siedentop and Tannehill 2000), instructional models (Metzler 2000) or pedagogical models (Haerens et al. 2011), they represent a contested field (see e.g. Casey 2014; Landi et al. 2016). This debate does not just ask questions about what models are. It also asks questions about how learning, teaching, subject matter and context (see Quennerstedt and Larsson 2015) apply to, and through, models. A significant obstacle to progress in this debate, however, is the sometimes polarised positions taken by scholars regarding models (instructional, curriculum or pedagogical). The authors of this paper have not so much conveyed polarised positions but rather conveyed nuances in their preferences for studying MBP and, subsequently, the enactment of specific models. Examples of associated work include (1) exploring the ways in which physical education teachers' perceptions and use of MbP informed the ways in which they interpreted such a change in practice (Casey 2014), (2) providing an insight into using an MBP approach involving several models to teach physical education (Casey and MacPhail 2018) and (3) revisiting cooperative learning's Deweyan foundations with the intention of moving away from the use of cooperative learning in physical education exclusively developing students' skills (Casey and Quennerstedt 2020).

Despite contrasting arguments on the extent to which specific models and MbP are effective or not, it is not the aim of this paper to offer another justification for models (see Casey and Kirk (Forthcoming) for such a defence). Similarly, we do not intend to argue for 'models' over 'not models' or vice versa. We take for granted that models are probably here to stay whilst also acknowledging that, while the intention of some models is to improve physical education, others wish to replace it (see e.g. McKenzie et al. 2009). Instead, our aim is to move beyond a 'for' or 'against' models debate, and ask what would happen if we stopped considering models exclusively as a thing, i.e. as a noun, and started to consider them also as an ambition, an aspiration and/or an act, i.e. as a verb'. Specifically, we want to ask what happens if we take some of the good stuff associated with models and apply it in a different way and, at the same time, take some of the critical points raised towards models into consideration. Put simply, we (as scholars with different views on MbP) want to step off the beaten track to take a road less travelled and engage in a respectful, agonistic debate.

Before we do this, however, we wish to acknowledge the hope that has, and continues, to accompany the development of each model. Reading the text that accompanies each model speaks volumes about the protagonist's aspirations, intentions and the model's role in relation to physical education. We are not, therefore, in our critique of models, suggesting that anyone has deliberately set out to negatively impact young people or indeed physical education as a school subject. Instead, we are acknowledging some of the criticisms in the literature around the enactment of models and what, as a consequence, physical education becomes.

In this vein, Lundgren (1983) offers a problematisation of the complex relationship and thus transformation between hope and happening. While practitioners can be critiqued for not applying theory appropriately in practice, the hope associated with models must be moderated by the challenges that practical circumstances pose to any model. These challenges are often difficult to predict in advance. Thus it is always challenging to know whether a model can deliver what is hoped for at the outset. It is our intention, therefore, to explore what Lundgren (1983) acknowledged as the disparity in education between the hope (in this case of a model) and the happening (in this case of a practice).

## The legacy of physical education models

Writing at a time before Thorpe et al. (1986) and Siedentop (1994) published their first formal texts on teaching games for understanding and sport education respectively, Jewett and Bain (1985) published *The Curriculum Process in Physical Education*. In this book, they argued that because curricula in schools lacked uniformity and consistency across context, there had been some conceptual difficulties in producing a curriculum theory for physical education. Jewett and Bain (1985) held that there was a need to theorise, produce theories of physical education, develop conceptual frameworks and finally create curriculum models that allowed numerous variations when implemented in specific curriculum settings. Fundamentally, Jewett and Bain (1985, 14) believed that ‘a physical education curriculum theory is concerned with the planning of educational programs dealing with human movement phenomena’.

In their own monographs – presented here as early examples of curriculum and instructional models in physical education – both Thorpe et al. (1986) and Siedentop (1994) lauded the importance of working with teachers to trial and modify their respective models. The use of such trials closely replicated the need Jewett and Bain (1985, 15) identified for any model to be modified ‘to fit different climates and socioeconomic circumstance’.

At the turn of the twenty-first century, both Metzler (2000) and Siedentop and Tannehill (2000) took up the baton of models in physical education, albeit it in different ways, i.e. instruction and curriculum respectively. Whilst neither directly referred to the work of Jewett and Bain (1985) – or indeed their later work with Ennis (see Jewett et al. 1995) – both play a key role in our understanding of models in physical education.

Developing the language used by Jewett and Bain (1985), Siedentop (1994) and Thorpe et al. (1986), Siedentop and Tannehill (2000, p. 146) coined the term ‘main-theme’ to describe certain curriculum models. They contended that main-theme curricular models had been ‘developed, tested, refined, and further tested in a variety of school settings’ (Siedentop and Tannehill 2000, 146). Developing this work, Tannehill et al. (2015) explain that main-theme curricular programmes developed because the physical educators responsible for them had a vision about what was the primary good to be achieved, considered the context in which they taught, and then developed content to achieve that vision using input and choices from their students. A main theme curriculum model, in this sense, becomes an organizing centre for the programme, the central thrust around which content is developed to meet goals. In other words, it becomes the main theme guiding development of the programme.

In contrast, Metzler (2000) focused on the types of instruction that teachers use in physical education. In his compendium of instructional models, Metzler (2000) differentiated between a ‘method’ of instruction and a ‘model’ of instruction. He argued that ‘method’ was something used once to achieve one or a few short-term outcomes whilst ‘model’, used for an entire unit, considered all aspects of planning, design implementation and assessment. Metzler (2000, 15), declaring that the ‘organizing center for instruction is most often determined by the content’, decried the sameness inherent in physical education programmes and argued that instruction followed a universal tried and tested pathway. In place of this pathway of teaching, he proposed nine factors<sup>1</sup> that, when considered before each unit, could be used to select the most appropriate instructional model.

## Pedagogical models and models-based practice

Numerous scholars have provided physical education with differing frameworks for analysing teaching (e.g. Armour 2006; McCullick et al. 2016). Others have considered the effectiveness of selected teaching and associated learning styles in meeting specific learning intentions in school physical education (e.g. Hay 2006; Oliver and Kirk 2016). Each encourage a level of freedom and flexibility for the teacher to determine the teaching and learning practices most suited to the context and the specific students in their physical education classes. We suggest that the focus on such frameworks is on the teacher and teaching, with a more marginal focus on the learner and learning. However, literature shows that pedagogical models continually go through a development–refinement cycle with an ambition to always

being developed, tested, refined, and further tested in alternative contexts (Casey 2016). Furthermore, most models encourage and promote alignment between their main idea, critical elements, learning aspirations and pedagogical process (Casey and Kirk [Forthcoming](#)) and have been successfully implemented in multiple contexts (Siedentop and Tannehill 2000). However, there can be a distinct difference between what the models set out to do (the hope) and the consequences they have in physical education practice for teachers as well as students (the happening). Tannehill et al. (2015), in this vein, argue that each model should involve the students to varying degrees as active learners, allowing them to be fully involved in their own physical education learning experience.

A certain level of freedom and flexibility for the teacher to determine the teaching and learning practices most suited to the context, and the specific students in their physical education classes, is typically highlighted in discussions about the effectiveness of teaching and learning. However, it should be acknowledged that how well a model, or any theoretical construct, ‘works’ (the happening) is often attributed to how well a teacher can appropriately ‘apply’ the model to a specific context rather than being seen as a consequence of a flawed model (the hope). Both outcomes, in our opinion, are viable explanations.

Elaborating on the development of physical education pedagogy, Kirk (2010, 141) argued that ‘whatever forms school physical education take, they must be as tightly aligned as possible with the major dimensions of physical culture that we value and wish to transmit and renew’. Consequently, simply finding new ways of doing things or creating new ways of doing old things will not lead us to the forms of school physical education we value. This call for new forms of physical education and/or culture was followed by an advocacy for pedagogical models (Haerens et al. 2011) and MbP (Kirk 2013). Critiquing the history of models in physical education, Haerens et al. (2011) suggest that the use of the term ‘instructional’ retains too much of a teacher-focus while the term ‘curriculum’ retains too much of a subject matter-focus. They proposed, instead, the concepts of a pedagogical model and MbP where the:

... use of the term pedagogical highlights the interdependence and irreducibility of learning, teaching, subject matter and context ... [whilst] ... models-based practice does not privilege the instructor or the subject matter in the title and, furthermore, offers an institutionally-neutral term that could be used in sports and exercise, artistic and leisure settings beyond the school, such as sports and dance clubs and outdoor adventure centers. (Haerens et al. 2011, 324)

Haerens et al. (2011) advocacy, alongside the work of many scholars in physical education and sport pedagogy (e.g. Jewett et al. 1995; Metzler 2000; Siedentop and Tannehill 2000), highlights a significant direction towards which physical education is moving in light of calls for change. Importantly, and despite the ‘newness’ of the terms, ‘pedagogical models’ and ‘MbP’ are beginning to shape the vocabulary of physical education and sport pedagogy through increasing prevalence; at least in universities and secondary schools in the English-speaking world.

MbP, as the practice of physical education organised around pedagogical models, is a fundamental departure from considering school physical education as being delivered through a range of sport-based physical activities and/or a single main-theme model. Casey and Krik (in press) argue that rather than using the acronym MbP indiscriminately to represent both the use of a single model and multiple models in a curriculum, ‘models-based’ should be viewed as an adjective that describes practice in physical education. We have adopted this view, and the term MbP, in this paper, to help us argue that while pedagogical models and MbP have real potential, they also risk narrowing the physical education field, thus contravening the need for diversity (see Landi et al. 2016).

## Models as frameworks – some critical reflections

Even though Kirk (2013, 7) acknowledged that MbP are understood as ‘design specification [where] each model leaves enough space for local adaption’, negative consequences of some models are raised in the literature (see e.g. Brock et al. 2009; Landi et al. 2016; Parker and Curtner-Smith 2012). Citing the work of Hastie and Casey (2014), Landi et al. (2016, 401) argue that the adoption of the idea of

models as blueprints for teachers describing ‘certain procedures for organizing content, task structures and the sequencing of learning activities’, risks restricting teachers’ professional room to manoeuvre with recipe-like instructions. This is heightened when each model has a specific design specification that prescribes the ‘non-negotiable’ features that make it distinctive’ (Hastie and Casey 2014, 422). In this construct, the teacher’s role (the happening) becomes to enact a specific textbook model (the hope) and teach it in a particular way. As Gurvitch and Metzler (2010, 34, original emphasis) argue:

Each IM [Instructional Model] works like a blueprint to give the teacher a clear picture of his/her task and how to get that task accomplished. This blueprint helps the teacher determine the final outcomes *before the unit starts ...*

While this pre-determination may benefit or interest some teachers it should not be the only approach to MbP. Landi et al. (2016) further argue that pedagogical models need to take wider debates about the purposes of physical education into consideration and that the models should be modelled in close connection to the specific practices and students for which they are employed (not dissimilar to Kirk’s (2013) argument). They also highlight various problems with some health-based models (SPARK-PE and health optimizing physical education), where the purpose of physical education is assumed to be about increased moderate to vigorous physical activity in order to reduce levels of obesity thus reproducing healthism and assuming that all students are at-risk (Landi et al. 2016). Other critical points have been the marginal focus on the ‘what’ of learning, and the enduring need ‘to make more transparent the naturalization of masculine domination with the gender order’ described by Oliver and Kirk (2016, 323). Given Kirk’s sustained advocacy for MbP, his shared call for an activist approach to working with girls in physical education suggests that no other such models exists.

On the other hand, pedagogical models and MbP can offer a fruitful response to a number of features of contemporary physical education practice that have been deemed problematic. First, they respond to a technique focused physical education practice with little regard to diversified teaching (Kirk 2010). Second, MbP has opened the door to the gym in terms of doing physical education differently, where models have been used to tackle various identified limitations in physical education practice. Third, the advantages with some models are clearly discernible, for example, the ambition to stick with something (be it content, activity or pedagogy) for longer periods, or the support they offer teachers to structure physical education practice when aborting a long and enduring tradition of a technique focused or multi-activity focused curriculum (Casey 2014; Casey and Goodyear 2015).

Although MbP has been warmly embraced by many teachers (Casey 2014) and researchers, we would argue that each model, as well as MbP as a whole, should be critically scrutinised in terms of their consequences and whose interests they serve. So while, as Tannehill et al. (2015) showed, curriculum models’ foremost concern is the question of *what* content to teach, and instructional models ask questions about *how* to deliver a certain content, we want to tease out the *why* as well as widening the questions of *what* and *how*.

A Scandinavian didaktik tradition is helpful here in urging us to ask questions in education about: ‘... what, how and why, in terms of what and how teachers teach, what and how students learn and why this content or teaching is taught or learned. Questions such as who is teaching, who is learning, when and with whom are also relevant in this context’ (Quennerstedt and Larsson 2015, 567). Consequently, we argue that there are some important (critical) questions that MbP should be able to answer:

- What is taught in the model and what are the underlying assumptions regarding content and the educational purpose? (e.g. what is ‘health’ in a health-based model?)
- Why do teachers teach this particular content? Whose interests are served and what is and is not negotiable in order for it to be MbP rather than simply teaching?
- What are students supposed to learn and how do students learn this specific content? What happens if students are involved in unintended learning objectives – is this necessarily a bad thing (considering non-negotiables or model fidelity)?



Moreover, it appears that many who have used (and written about) pedagogical models privilege the *what* of teaching and the *how* of learning, rather than the *how* of teaching and the *what* of learning. This observation is not intended as a criticism. After all, models are frameworks in which teachers make choices on how best to deliver a model within their context using the teaching skills they feel are most appropriate. Nonetheless, there is need to consider the priorities afforded to teaching and learning respectively in multiple model MbP so the risk of an essentialist notion of models, where models exists as something specific *per se*, can be challenged.

Fundamentally, we argue that teaching first and foremost should be approached as a reflective practice (Westbury et al. 2000). That is, where the basic questions, before any selection of a model, are about what specific students are to learn, and how a teacher can judge whether these students are about to learn this (i.e. what it means for someone to learn and know something). Indeed, in suggesting this we align with the premise of MbP, i.e. choose the model(s) that best align with what we want students to learn, or conversely do not choose models if they are not aligning with what we want students to learn. We would also argue that the purpose of education – the question of why – needs to be thoroughly considered when adopting models in physical education. In this vein, Quennerstedt (2019) argues that teaching is about making professional judgements about what to bring, how to bring it and, importantly, why to bring it to the educational situation. In this endeavour, teachers should always start in reflecting on the question of why – the purpose of physical education – before deciding on the what and how. In the remainder of the paper, we move beyond a ‘for’ or ‘against’ models debate, and ask what would happen in physical education if we stopped considering models exclusively as a thing, i.e. as a noun, and started to also consider them as an ambition or an aspiration or an act, i.e. as a verb. We believe this would encourage readers to challenge and move beyond an essentialist notion of models.

### Interrogating the M in MbP

Terminology matters. From a practical perspective, the diversity of the language used in describing models in physical education indicates both growing excellence and tradition in the field and a degree of confusion; with a number of phrases used to identify the same concept with individuals unaware of alternative language use. Fundamentally, and as lies at the heart of this paper, the manner in which one interprets the use of the term ‘model’ – the M in MbP – impacts on the way in which the term is seen and used. ‘Model’ can imply, for example, that there is an intention to model practice or provide a ‘blueprint’ for use (Metzler 2000). Equally, it can be used to argue that each model has a specific design specification that prescribes the ‘non-negotiable’ features that make it distinctive (Hastie and Casey 2014, 422). Conversely, it could represent a framework in which teachers and students are encouraged to explore the enactment of the specific elements most relevant to their local teaching and learning context (Jewett and Bain 1985; Kirk 2013; Siedentop and Tannehill 2000). Either way, models can be considered as an attempt at capturing effective pedagogy with the intent of focusing on specific, relevant, and challenging outcomes that allocate more time for learners to be engaged with learning and that strive toward relevant and challenging outcomes.

Moving forwards, we contend that the field of physical education sometimes has too fixed a notion of both pedagogical models and MbP and, in particular, their component parts i.e. models and practice. We believe that, to some extent, physical education research and practice has come to see both models and practice predominantly as nouns (words that describe people, places, or things) or, in capitalising these words, proper nouns (words that describe a particular person, place or thing). In this way, models (such as Sport Education, Teaching Games for Understanding, Teaching Personal and Social Responsibility and Cooperative Learning) become specific things. Concomitantly, the practice and the pedagogy of ‘doing’ a model becomes somewhat fixed and there is little or no room to manoeuvre or for negotiating for teachers as well as students. As such, Sport Education becomes a specific approach to teaching that turns students into ‘competent, literate and enthusiastic sportspeople’ (Siedentop 1994, 4) regardless of context, rather than being a



pedagogical action or undertaking aimed at inviting students to become various things, one potentially, but not even necessarily, being competent, literate and enthusiastic sportspeople.

By favouring the nouning (i.e. normalising) of models, the field has been able to claim to do a model (i.e. Sport Education), and to do the ‘full version’ as opposed to interpreting and delivering Sport Education in either a ‘watered down version [or] cafeteria style’ (Curtner-Smith et al. 2008, 102). Hastie and Casey (2014) argued that it has been acceptable practice to simply state the use of Sport Education and expect the reader to accept that as a *fait accompli*. Instead of exclusively nouning/normalizing pedagogical models and MbP and their component parts, we argue for the possible need to also engage in a process of verbing or denormalizing them. In this way, the potential to move beyond the one way of ‘doing it’ [i.e. Teaching Games for Understanding] may emerge, and researchers, as well as teachers, can hopefully become more open to the vagaries, complexities and messiness of the local context including the diverse needs and experiences of students. In doing this we acknowledge the ‘spaces for manoeuvre’ that exist when we allow for the ‘differing approaches of different teachers to similar teaching contexts’ (Priestly et al. 2012, 210).

The noun (i.e. as a way to name something) *Model* is defined by the Oxford English Dictionary (2020) as

1. A three-dimensional copy of the person or thing typically smaller scale
2. Something used as an example
3. The simplified mathematical description of a system or process
4. An excellent example of quality
5. A particular version of a product.

In the case of MbP, we believe that the term model in many practices has come to mean, at best ‘something used as an example’ and at worse ‘a particular version of a product.’ In referring to Cooperative Learning, for example, as a Model it becomes a pedagogical tool that you can pick up and use as an example of cooperation or as a product with pre-given results related to cooperation. If, instead, we consider model as a verb (i.e. as an action) then it is differently defined by the Oxford English Dictionary (2020) as

1. Make or shape (a figure) in clay, wax, etc.
2. (in drawing, painting, etc.) cause to appear three-dimensional
3. Make a mathematical model of
4. (model on) use as an example for something else.

In taking this approach, model changes to be more about modelling or shaping (see definition 1 above) or exemplifying (see definition 4) and less about exactness, precision, blueprints and model fidelity. Such a reconstruction of the M in MbP may give us greater scope to adapt to the local context without fear of losing the curriculum theory so carefully wrought into the intentions of a model. Lower casing and verbing ‘teaching personal and social responsibility’ as a MbP, for example, provides more space, as Landi and colleagues (2016, 407) argue for models that are ‘adaptable to meet the needs of a variety of contexts and [...] act as a space where teachers and students can experiment with its organization.’ This potentially leads to new possibilities and new knowledge.

### ... and the P in MbP: practice(s), practise(s) or practising

If we now turn to the P in MbP, the Oxford English Dictionary (2020) defines practice as

1. The action of doing something rather than the theories about it
2. The usual way of doing something
3. The work, business, or place of work all the doctor, dentist, all lawyer
4. The doing of something repeatedly to improve one’s skill.

Viewing practice as a noun allows us to postulate that practicing models has, to date, been about doing pedagogical models one way i.e. the full version. The short, stand-alone units (Casey and MacPhail 2018) common in single model MbP (see Casey and Goodyear 2015; Harvey and Jarrett 2014; Hastie and Wallhead 2016) and the difficulty in using new pedagogical models (Stran and Curtner-Smith 2009), especially beyond the honeymoon period (Goodyear and Casey 2015), suggest that MbP research has looked at doing it correctly. Using models then equals using the full version and using it in the usual way. While, as Hastie and Casey (2014) have argued, this is reasonable when considering what peer-reviewed research says about MbP, it runs the risk of normalising practice so that it is potentially unresponsive to local context or the diversity of students. In short, it becomes the *how* and not the *what* of practice.

By verbing practice (or indeed practise), we are, parallel to Aggerholm and colleagues' (2018) thoughtful development of a practicing model, presented (through the Oxford English Dictionary, 2020) with alternative considerations of practice:

1. Do (something) repeatedly as part of one's normal behaviour
2. Do (something) really as part of one's normal behaviour
3. Been working in (a particular profession)
4. (practised) expert of the result of much experience.

And practise:

1. Perform (an activity) or exercise (a skill) repeatedly or regularly in order to acquire, improve or maintain proficiency in it.
2. Carry out or perform (a particular activity, method, or custom) habitually or regularly.
3. Actively pursue or be engaged in (a particular profession or occupation).

In both examples, the verb carries with it a sense of becoming, similar to what Quennerstedt (2019) talks about as teaching as the invitation and fostering of new beginnings. There is a feeling of movement and development, of adaptation and enhancement rather than simply one of fact. The idea becomes temporal rather than fixed (for an example of practise as a verb [practising] in physical education, see Aggerholm et al. 2018; Barker et al. 2018). Finally, if we pluralise practice and practise (i.e. practices and practises), we are able to see a spectrum of approaches to the irreducible four-way relationships of pedagogy that can be melded to the local context. If we now consider the cooperative learning model as an example, then practicing does not become about absolute fidelity to the five critical elements. Instead, and as Casey and Quennerstedt (2020, 12) recently argued, 'cooperative learning should set out with the intention to link the experiences of learners and teachers through the ends-in-view prioritised for the lesson or unit of work.'

Two of the issues that emerge from the arguments above are (a) an over-reliance on the simplification and instrumentalisation of models and (b) the notion that models can exist *per se*. In the discussion that follows, we challenge this essentialist notion of models and argue for a need to consider the hope of models and their 'fit' with the happenings teachers or researchers aspire to see.

## Discussion

Given the 'hope' inherent in pedagogical model development and implementation, we acknowledge that many of the negative or unintended consequences often arise as a result of the 'happening' both in research and in practice. Questions still to be resolved are: Is it due to a lack of knowledge in research and/or practice about models generally and the chosen model specifically? Is it because of a lack of knowledge in research and/or practice about the intentions behind the suggested model? Is it a lack of knowledge in research and/or practice about the basic assumptions embedded in the model?

As we have argued, there is always a moment of transformation between hope and happening, and we need to acknowledge that this is a complex transformation where either blaming teachers for not applying models correctly, or indeed blaming the intentions of a model with arguments that it is a flawed model does not move the field forward. For us both outcomes are viable explanations. Instead we perceive the ‘happening’ as a reciprocal relationship between research and practice, where a critical conversation around the use of models and these questions are necessary. There is arguably a clear difference in the consequences of how models are used if researchers and teachers consider them as negotiable parts of a toolbox for teaching or more static recipes for teaching. We see a distinct risk that, if the M and P are considered as nouns, teachers are not required to consider *why* and, in many cases, *what* to teach. They potentially only have to consider *how* to teach. Indeed, given that pedagogical models are theme-based, sometimes they are chosen to deliver something for which they probably are unsuited.

However, as verbs – *modelling* and *practicing* – constant judgements have to be made about the *why(s)*, *what(s)* and *how(s)* of teaching and learning in physical education. Hence, in relation to a reunderstanding of models and MbP in terms of modelling and practicing, and our ambition to reconsider an essentialist notion of models, it is important to note that models become the models they are when teachers and students are practicing them in physical education. In this endeavour a constant adaption, negotiation and renegotiation in relation to local context and the diversity of students is crucial. Another avenue exploring adaption, negotiation and renegotiation is model hybridization. While this is an emerging field, and we share concerns with Gordon (2009) and Casey and Kirk (Forthcoming) regarding the nature of the hybrid that emerges, this is a possible avenue forward for MbP that potentially can provide space for both modelling and practicing. By reconsidering an essentialist notion of models including hybridization, modelling and practicing is in line with Jewett and Bain’s (1985) initial statements about allowing for numerous variations when implemented in specific settings. Modelling and practicing is accordingly an explicit invitation (or prompt) to teachers to modify which involves more open ended educational purposes with spaces to manoeuvre for both teachers and students. How does this modelling and practicing of models come about from a teacher’s perspective?

Teaching should begin with a decision regarding the educational purpose of a lesson, unit or curriculum. This purpose (i.e. the question of *why*) provides the direction for the practicing of physical education (Quennerstedt 2019). After that, reasonable questions regarding the use of models in teaching could be:

- What do my students already know about the chosen issue?
- What should students then learn in order for them to move towards the educational purpose or the pedagogical ambition?
- Are any of the available models (with its assumptions and intentions) suitable for this learning trajectory or should I choose a different content or activity?
- How should I model this model for it to suit the diversity of students I teach in relation to the educational purpose?
- How should the model be practiced in this practice so students can learn this specific content?
- How do the students learn this specific content?

Rather than teachers exclusively following specifications of a certain model, these questions could be built into the models for, and by, the teacher. Subsequently, the teacher can think in terms of what it is in students’ actions teachers should pay attention to in order for them to see what students learn and in what direction this learning is developing. In this way, the hope embedded in the chosen model and the happenings teachers or researchers aspire to see could be better aligned. Modelling and practicing through the focus on adaption and negotiation in various complex contexts in this sense also has the potential to expand the field rather than with blueprints potentially narrowing the field.

It would be remiss not to prompt the reader to consider how best they might prepare physical education pre-service teachers and teachers to engage with the disparity between the hope (in the case of a model) and the happening (in this case of a practice). The challenge is to consider the ways in which the spaces of hope (usually the stronger discourse with respect to MbP in PETE programmes) and happening (in many instances confined to the experience of teaching MbP in the school context) can complement one another, acknowledging the potential for reciprocal learning and practice between physical education pre-service teachers and teachers. One way of pursuing this is to afford physical education pre-service teachers the opportunity to work with teachers (perhaps through school placements) in firstly identifying the educational purpose for a group of specific students before determining the need (if at all) for MbP to inform and develop aligned learning experiences with the educational purpose. Without an opportunity to work with teachers, pre-service teachers remain in a space where they may learn about MbP without the reality of what should be the beginning point of considering MbP, i.e. the educational purpose and, in turn, what students need to know. Teachers tend to work in a context where the reality of their daily survival as a teacher does not afford time to consider and upskill on the numerous assumptions and intentions of models. Subsequently, an opportunity to work with pre-service teachers would allow teachers to avail themselves of this knowledge and, in partnership with pre-service teachers, increase their repertoire of learning experiences that allow students to achieve the determined education purpose.

In acknowledging the distance between the hope of the model (and the model makers) and the happening of the practice of MbP we also recognise the need for practices to inform models. The relation between hope and happening should accordingly not be one directional. Instead a movement from happening to hope is crucial. While Jewett and Bain (1985) advocated the need to theorise, produce theories of physical education, develop conceptual frameworks and finally create curriculum models they failed to recognise the role of the teacher in their top down model. In revisiting their work, Casey (2016) recognised the need for local curricula to inform models, for models to inform conceptual frameworks and for conceptual frameworks to inform theories. Significantly, he argued that 'they [models] should still not be considered as the finished article. In this way they are seen as evolving and developing entities that continue to move, albeit slowly, through processes of reconceptualization in both research and in local contexts' (Casey, 2016, p. 60). By recognising the dangers inherent in an essentialist notion of models (i.e. by nouning or proper nouning them), and by remembering the roles that Thorpe et al. (1986) and Siedentop (1994) set aside for teachers in the development of their models, it is important that the practising of MbP always retains a very real sense of becoming. By continuing to problematize the M and the P, and by engaging in respectful and agonistic debate, we are better able to align the hope and the happening of MbP.

## Note

1. Intended learning outcomes, content and teaching environment, student developmental stage in readiness, student learning preferences, domain priorities, task structure and organisational patterns, sequencing of learning tasks, assessment of learning outcomes, and assessment of instructional practices (Metzler 2000, 16).

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