

ROUTLEDGE FOCUS

PERSPECTIVES ON GAME-  
BASED COACHING

Edited by  
Shane Pill

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The logo for Routledge Focus, featuring a stylized white profile of a person's head and neck on a dark background, with the word "ROUTLEDGE" above it and "Focus" below it.

# Perspectives on Game-Based Coaching

This book offers new perspectives on game-based coaching (GBC), one of the most important practices for session design and instructional delivery in sport coaching.

GBC emphasises the sport coach as educator and the development of ‘thinking players’, and this book demonstrates what that means in practice. It brings together leading and innovative thinkers and practitioners in coaching pedagogy, and aims to stimulate reflection by the reader on their own coaching practice. Reviewing recent theoretical developments and current research in GBC, the book provides in-depth examples on how research can be applied in practice, including the use of digital video games, immersive scenario-based coaching narratives, and the Game Sense approach as ‘play with purpose’.

Representing the most up-to-date and engaging introduction to the theory and practice of GBC, this book is invaluable reading for all students of physical education and sport coaching, as well as practising coaches and coach educators.

**Shane Pill** is an Associate Professor in Physical Education and Sport, at Flinders University, Adelaide, Australia and a Life Member and Fellow of the Australian Council for Health, Physical Education and Recreation.

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**Richard Light** (PhD) is a Professor at The University of Canterbury in New Zealand. He is a leading figure in the development of athlete-centred coaching with a focus on Game Sense and Positive Pedagogy. His coaching includes high performance sport in rugby in Japan and martial art where he coached several Australian national champions in kickboxing and karate. He has also coached children and young people across a range of sports in schools and community-based sport clubs in Australia, coached rugby in a Japanese high school and led tours of Australia by a Japanese university and two high school rugby teams. Richard has published over 200 outputs and 10 research books on sport over two decades as an academic.

**Donna O'Connor** (PhD) is a Professor of Sports Coaching and the course coordinator of the sports coaching program and HPE degree at the University of Sydney. Donna researches the effectiveness of sports coaching practices and the experiences of athletes and coaches in both youth and high performance contexts. A former strength and conditioning coach with the North Queensland Cowboys and Australian Women's basketball team, she consults with various sporting organisations, teams and schools. Donna is currently a member of the NRL research board, the World Congress Science and Football Steering Committee, and the International Council for Coaching Excellence Research Committee. Donna is a recipient of several teaching awards including a Carrick Citation for Outstanding Contributions to Student Learning and the University's Vice Chancellor's award for outstanding teaching.

**David Piggott** (PhD) is Head of Research at the English Football Association and a Senior Lecturer at Leeds Beckett University in the UK. David's research spans coaching, coach education, talent development, performance psychology and research methodology. David began coaching basketball in 1997 and has coached at all levels in the UK, from grassroots to professional. David is also an

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**Shane Pill** (PhD) is an Associate Professor: Physical Education and Sport, at Flinders University, Adelaide, Australia. He is a Life Member and Fellow of the Australian Council for Health, Physical Education and Recreation. Shane researches in physical education, sport coaching, and coach development/education. Shane began coaching in 1988, coaching from U8-to-adult in multiple sports: Australian football (AFL), football (soccer), touch football, rugby union, athletics-sprinting, swimming, triathlon, basketball, cricket, volleyball. Shane was twice nominated for the Australian Football Coaches Association (WA) Coach of the Year award (1993, 1994), and in 2013 he was awarded the SANFL Coach Award for services to coach education. Shane has worked with Tennis Australia, Cricket Australia, the AFL, NRL, Australian Rugby, SANFL, WAFL, SASI, and Australian Lacrosse on coach education, research, or resource development.

**Matthew Pomeroy** has been teaching health and physical education since 2004 in Merton, WI. He has been a contributor to the PHYSEDagogy website since 2013 which includes writing blog posts and organising multiple online conferences. Matt is serving as a chair of the professional development committee for SHAPE America's Midwest District and volunteers on the Board of Directors with Wisconsin Health and Physical Education Organisation. Matt created and produced The SHAPE America Podcast. He strongly believes in the continual development of educators to keep students motivated and engaged in physical education, so students will be fit for life!

**Amy Price** is Women's National Coach Developer for the English Football Association, and a PhD student at University of Edinburgh. Amy's research is in sport coaching, and specifically the role of metacognition for team sport players. Amy began coaching in 2003 and is a UEFA A licensed coach. She has coached soccer in a range of contexts, such as grassroots, talent and professional pathways with male and female teams. Amy was Programme Director for Sport Education (BA, Hons) at St Mary's University (England), and began her journey in coach education and development for the English FA in 2015. Amy has worked with England Rugby Union,

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**Brendan SueSee** (PhD) is a lecturer at the University of Southern QLD. His research interests include pedagogy, teaching styles, Mosston & Ashworth's Spectrum, curriculum and syllabus documents. In the last 4 years since becoming a 'pracademic' he has published over 14 articles and book chapters and presented extensively at conferences. In 2020 he co-edited and co-authored *The Spectrum of Teaching Styles in Physical Education*. Brendan was a high school HPE, PE, Health Education, Geography and History teacher for 20 years. Brendan held positions such as Head of Department, year co-ordinator, acting Deputy Principal, Sports Master and subject co-ordinator. He continues to coach touch football, cricket, netball and baseball at junior club level.

**Adrian P. Turner** (PhD) is an Associate Professor of Sport Pedagogy and Coaching at Bowling Green State University in Ohio, USA. Adrian's scholarship focuses on tactical approaches to teaching games and he has published and presented nationally and internationally on Teaching Games for Understanding, providing empirical support as well as practical application of the model to coaching practices in various sports including: cricket, field hockey, lacrosse (modified), rugby, soccer, and team handball. Adrian has conducted numerous in-service workshops on games teaching for physical educators and coaches and continues to invoke a game-based approach during his soccer coaching at the grass roots level. In 2020 he was invited to serve as the Director of Coaching for the Bowling Green Soccer Club.

# Series editor's introduction

This book offers a fantastic focus on games-based coaching. It packs a series of powerful chapters into a small space and I thoroughly enjoyed reading each of the bite-sized morsels of knowledge and understanding crammed into each of the thirteen chapters. In fact, I enjoyed it so much I read it from cover to cover in an afternoon.

When I first placed my feet on the road towards pedagogical change, I was crying out for practical examples of what I might do to replace my 'skills and drills' 'do as I do' approach to teaching and coaching. Furthermore, and as Rink (2001) indicated, I didn't just 'want to know simply that something works – [I] want[ed] to know why it works' (p. 23). Truth be told Griffin, Mitchell and Oslin (1997) became my guides through games-based approaches (although they never knew it). However, while their book(s) were brimming with practical examples there was little in the way of theory and little in the way of variation. What Shane Pill has achieved in this edited collection is praxis i.e. research-informed practice, and I thank and commend him (and each chapter author) on realising the aspiration I had for this series of books when I first discussed it with Simon Whitmore at Routledge.

Since leaving secondary education and entering university teaching and teacher education I have continually sought to facilitate practitioner understanding of research. Through different avenues I've tried to share and translate research for colleagues in schools and sports clubs who are short on time and separated from research by a paywall. This book carries the baton of that idea forwards and I hope you enjoy reading it (and using it) as much as I did/will.

*Ash Casey, 22 April 2020*