

What does it mean to teach riding? A snapshot of contemporary practices in England and Western Australia.

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Abstract

Equestrian pursuits now largely focus on competitive riding, at some level. As a result teaching riding has changed from an individualised associated language and paradigms being adopted. This study is being implemented by equestrian teachers working within formal accreditation and the four alternative syllabi that were qualifications). Qualitative methodology was used and data collected through interviews, observations of lessons, and the recording of an open-ended interview with each participant. Forty-one participants, all involved in coaching equestrianism, were recruited. The focus of participants' teaching practice was three disciplines (eventing). Participants held the first, second and third levels of accreditation and some were elite riders who coached. It was found that some practice to augment the mainstream accreditations and there were no formal accreditation requirements. Research began by considering the theories that underpin the perspective of equestrianism to reveal that changes are taking place. Teachers adopting a coaching style. Further, participants developed skills and on replication of how they were taught. While the development of a rider does not necessarily make a good teacher the accreditation process does not offer support or information on teaching. The riding teacher is often reliant on their riding skills rather than teaching practice, which can result in an impoverished riding experience.

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