

**Physical Education, teachers and training:  
Understanding the voice of teachers and their  
training needs for engaging in truly nonlinear  
teaching practice**

Charlotte Parrington-Tyler

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This thesis is an original piece of work, which is made available for photocopying and for inter-library loan.

Charlotte Parrington-Tyler

A handwritten signature in cursive script, appearing to read 'Tyler', positioned centrally below the printed name.

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## **Abstract**

### **Background**

The potential gap between the academically considered notion of Physical Education and Physical Education in practice has implications across the entire education spectrum but it is arguably compounded at primary age where teachers are prepared more generally across the whole curriculum for teaching rather than specialising. Non-traditional methods can provide students with a holistic education, encompassing social, physical and cognitive learning outcomes (Dyson *et al.*, 2004) but limitations have been placed on Physical Education through the inability to break away from physical training separated from cognition (Pill, 2014). Pedagogic knowledge and skills are vital for a primary teacher (Smith, 2007) but despite their understood requirement, teachers are often not prepared by the education they receive prior to teaching, leading to the teacher resorting back to traditional approaches.

### **Methodology**

The thesis took an interpretivist, qualitative approach to the research using semi-structured interviews to collect the data. There were 15 participants who had completed their primary education training in the last 10 years, including those currently studying. The transcripts were analysed using inductive content analysis, coded through an unconstrained matrix and categorised into Low and High-order themes from the derived data.

### **Results**

The six High-order themes were Teachers' Philosophy, Apprenticeship, Confidence, Student Experience, Physical Education Context and Bridging the Gap.

### **Conclusion**

There is a requirement for a newly qualified teacher to establish and understand a chosen philosophy to make choices towards developing their teaching style and maintaining their beliefs throughout their teaching journey throughout the challenges faced. Although there is a recognised move toward non-traditional methods and a greater acceptance of Whitehead's (2013a; p26) definition of physical literacy academically, the gap between academic literature and Physical Education in practice is evident. The lack of applicable practical knowledge for teachers demonstrated in academic literature, in addition to the range of terminology and complex approaches has led towards a lack of clarity in both discourse and the application of non-traditional approaches in Physical Education.

**Word Count:** 28, 838

## **Prologue**

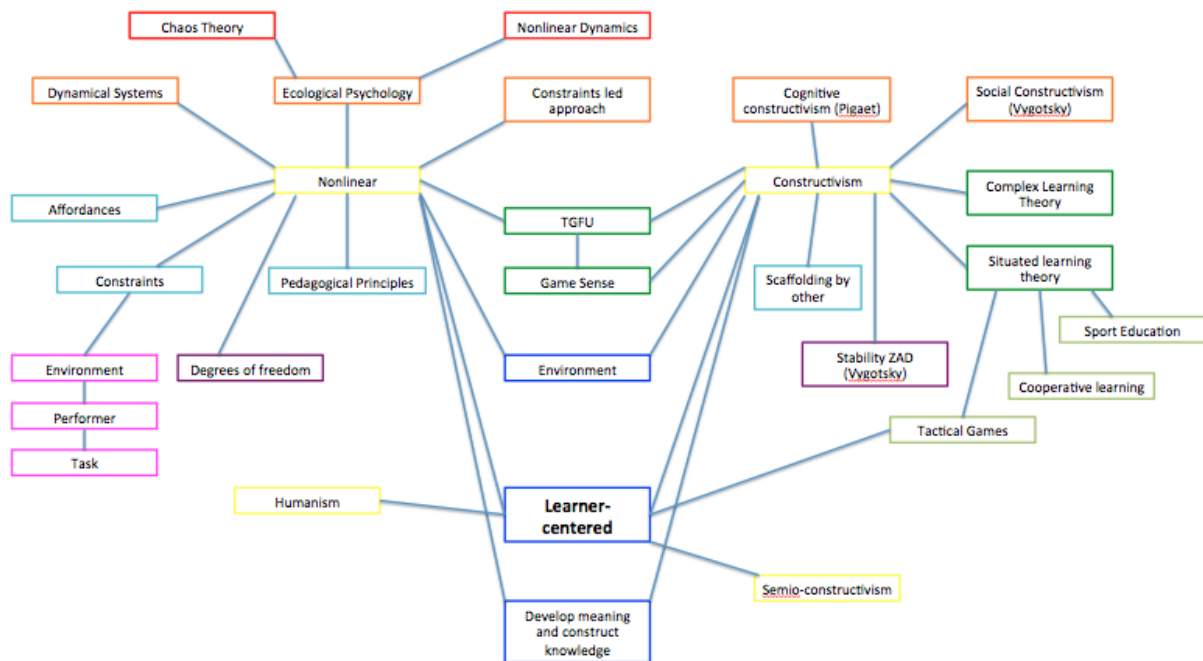
*In order to provide a fuller context to this thesis, the following prologue outlines my personal starting point, and some of my previous experiences which have influenced the thought processes involved in my research:*

*Throughout my own experience of Physical Education even at primary level, the teachers, with the large number of students involved, typically taught 'sports' for the majority of the lesson providing little contribution towards the development of physical literacy. Through the physical literacy journey, individuals develop the ability to identify, understand, interpret through the mind in order to create and respond effectively through movement to a wide range of situations and contexts. Does this matter? In an educational subject seeking to improve physical literacy across all students, participation was not consistent across all abilities. Students who excelled in class sports (demonstrating perceived ability to teachers) were picked first for teams and those who did not demonstrate perceived ability were often benched. To show inclusion of all pupils, even at primary-school level, it was common to be made a referee, lines man/woman, or run cross-country instead; further widening the tactical and skill based gap between pupils and preventing the improvement in physical literacy for all. During secondary school, I may not have demonstrated spatial awareness on the court to the same standard as my peers; but I was a successful at ice-skating, competing in three disciplines, participating in shows and training 8 times a week. In developing the fundamental skills of movement, an outcome objective of PE on the physical literacy journey, I had achieved above and beyond the requirements in some respects. I demonstrated a strong centre of balance, flexibility and endurance with physical fitness above the average child. Despite developing skills that would allow the continuance of an active lifestyle and participation in physical activity, I did not demonstrate the same ability in respect to the school curriculum's traditional age requirements of standard in team-game skills.*

*Although there is possibility for learning to take place in different aspects, I started to explore the question whether Physical Education was achieving its objectives if someone who is highly physically literate in one respect can be deemed a failure in relation to the school Physical Education system. Completing a degree in Sports, Coaching and Physical Education presented the opportunity for me to spend three years studying the complicated literature encompassing pedagogy, particularly in relation to Sport and PE. In my undergraduate dissertation, I explored the application of non-traditional methods into Physical Education practice with inconclusive results and presented a summary that non-traditional methods may not be appropriate to Physical Education, concluding barriers to implementation. I read numerous papers documenting different non-traditional methods as theoretically superior to*

one another, described in complex language without the practical application through understanding and delivery. I sought to understand the overlapping complexity of non-traditional methods and through exploring them in detail; I created a spider-web diagram to demonstrate the overlapping entities of the concepts.

**Figure 1: The overlapping complexity of non-traditional approaches**



The complexities considered in this diagram highlight some of the difficulties faced by teachers in the application of complex concepts who do not necessarily specialise in PE prior to their education training. Therefore, through my Master's thesis, I hope to consider the complexity and practical difficulties faced by teachers in implementing non-traditional approaches into Physical Education, in addition to the alternative factors affecting teachers towards improving primary Physical Education as a whole.



## 1.0 Introduction

### 1.1 What is the purpose of Physical Education?

Physical Education (PE) is intended to be an opportunity to educate every child through a broad range of activities in order to master the necessary skills, balance and coordination, towards lifelong participation in physical activity (PA; Department for Education, 2013). Progressing from Jewett *et al.*'s (1971) understanding of PE in two concepts, purpose-orientated, encompassing movement and process-orientated, considering movement skills; PE has advanced towards encompassing and truly understanding of what is considered Physical Literacy (PL). Described by Tremblay and Lloyd in (2010) as a relatively new concept, PL sought to become a clear, key outcome of PE curricula if it could be clearly defined. Whitehead (2013a; p26) sought to overcome this challenge, defining PL as:

*'The ability to identify, understand, interpret, create, respond effectively and communicate, using the embodied human dimension, within a wide range of situations and contexts. Physical Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society'.*

Through this understanding, PL, holistic in definition, progresses past the previous motor movement understanding of PE, considering the complete embodiment rather than a separation of the mind and the body (Bailey *et al.*, 2009). The integrated understanding of the mind and body not only contributes towards physical benefits but also understands and positively enhances social and cognitive development in addition to academic achievement in children (Bailey *et al.*, 2009). Although discussed through differing terminology such as the positive youth development perspective, a holistic approach to PE is recognised by Weiss (2011) as the potential to equip children with the necessary skills, competencies and values towards being productive, socially conscious and healthy members of society. Overall, the key understood element is the holistic approach, encompassing the body and mind as one (Bailey *et al.*, 2009) and considering the physical, social and mental importance of PE collaboratively. Therefore, the research does not seek to improve upon the definition provided by Whitehead (2013a; p26) for PL and supported through the referenced literature (Bailey *et al.*, 2009; Weiss, 2011), instead accepting the definition as viable for academic understanding of PL in the purpose of this research.

Furthering against criticisms and to support the understanding of PL, Whitehead (2013b) argued to support not only the current definition of PL, but additionally the use of the words 'Physical' and 'Literacy' as terminology to define the concept. Physical, while without dualist connotations, was selected because PL provides an undisputable physical dimension,

harmonised with all other human capabilities (Whitehead, 2013b). Literacy was concluded in preference to competence, ability or skill, due to its ability to provide a concept perpetuate towards dualistic attitudes and therefore the interactive significance of embodiment (Whitehead, 2013b); embodiment understood as the integration of mind and body in holistic approach rather than the two as separate in nature. However, although the linguistic choice for PL provides an interesting debate, it contributes little towards changing the quality of PE provision. Instead, highlighting the continuance of superiority debates within academic literature towards defining or justifying PE theoretically, rather than practical improvements. The requirement for attention specifically to PE rather than justifying its existence discursively and pedagogically was deemed necessary by Evans (2004) in order to move away from unproblematic assumptions without consideration for the specific improvement of PE for children. It is of importance to understand that one of PE's academically considered purposes is to educate along the journey of PL towards lifelong participation in PA through complete embodiment rather than separation of the mind and body in a dualistic approach. However, despite the academic understanding presented by Whitehead (2013a; p26) and accepted in the literature (Bailey *et al.*, 2009; Weiss, 2011), in situ, the reality of PE in a classroom can be very different to the academically considered model for which, the scope and impact in practice is currently unknown.

## **1.2 Primary Physical Education**

The potential gap between the academically considered notion of PE and PE in practice has implications across the entire education spectrum but it is arguably compounded at primary age where teachers typically do not focus solely on PE as a subject specialism. Instead, Smith (2007) considered primary teachers to be prepared more generally across the whole curriculum for teaching rather than specialising during teacher training. For a primary school teacher who may have specialised in an alternative subject prior to entering teacher training, the gap between their current understanding and required understanding to deliver PE lessons to a high standard is furthered by the lack of clarification in the literature. There has been a recognised move from traditional methods of teaching such as the behaviourist approach through repetitive without context, drill-based methods of teaching towards a non-traditional approach academically (Tan *et al.*, 2012). Practically the implementation of non-traditional methods into PE has had difficulty with continuity and success (Jess *et al.*, 2011) despite the recognition that non-traditional methods have the possibility to be a beneficial underpinning in approach for PE (Atencio *et al.*, 2014). Specifically for primary teachers, Smith (2007) noted the small percentage of specific pedagogic content knowledge applied to practice during teaching despite a range of topics featuring throughout the education-training course.

Non-traditional methods can provide students with a holistic education, encompassing social, physical and cognitive learning outcomes (Dyson *et al.*, 2004) but whether a method is theoretically beneficial or not, if the method cannot be presented in an understandable manner and achieve the results practically, teachers are unlikely to adopt the approach. Smith (2007) highlighted the centrality of pedagogic knowledge and skills for a primary teacher but despite the understood requirement, teachers are often not prepared by the education they receive prior to teaching to deliver the lessons following the approach, leading to the teacher resorting back to traditional approaches to achieve the necessary results. Georgakis and Light (2007) highlighted the necessity for improved teacher training in delivering non-traditional methods, by demonstrating improved teacher confidence through delivering via a non-traditional method and subsequent progression in approach after the pedagogues completed a unit of study in the approach. However, despite the frequent documentation that teachers are not confident in delivering and achieving the necessary outcomes via alternative, non-traditional methods, through failure in implementation (Jess *et al.*, 2011; Pill, 2014), there is a lack of research specifically exploring the disconnect between academic theory and practical application towards providing a holistic approach to PE.

Kirk (2005) among other authors recognised the structural issues with primary PE leading to the ineffective learning of movement in children prior to progression to secondary school over 10 years ago but despite the understanding for improvement, there has been little change to the delivery of PE or the training of teachers to deliver PE. There has however, been a demonstration of neoliberal change within PE through the use of funding to outsource teaching to private companies to improve performance without the necessary equivalent training to teachers. Through sums of Treasury and Lottery money allocated towards school and PE projects, an aim was set of providing two hours of 'high quality' PE for 85% of children in school by 2008 (Houlihan and Green, 2006). Despite positive intentions, the use of outsourcing through funding marks as a response to neoliberalism and potentially the de-professionalisation of PE (Macdonald, 2011), providing only a limited solution to the delivery of PE in the short-term. Neoliberalism is understood by Thorsen (2010) to describe the demands for market deregulation with public sector reforms changing previous government agencies towards private companies through the age of neoliberalism or the shaping of the current world. Through understanding the current neoliberal change toward privatisation, examples can be presented through the current use of funding for employing private deliverable companies within PE. Despite the use of perceived specialist teachers towards improving PE, the consistency of the use of funding and its application towards improving PE leading to the subsequent level of PE delivered differing greatly between schools.

### **1.3 Teaching or Coaching – are they the same?**

The use of external, perceived specialist teachers, often coaches, opens a further debate presented academically through the complexity and use of language throughout literature in relation to PE leading to concepts often used for both teaching and coaching literature without defining a difference. Teaching, although separate from coaching in definition; for the purpose of this research the pair will be viewed interchangeably in relation to the literature. The rationale behind this is supported by Siedentop (1990: pg. 316) who accepted teaching and coaching as alike under the term of sport pedagogy; defining pedagogy as a process for pedagogues aspiring to achieve the outcome objectives within the context of fitness, PE and sport-education. Light and Fawns (2001) and Light and Wallian (2008) further demonstrate the acceptance of teaching and coaching as alike in concept through their approaches in the literature; using teaching and coaching interchangeably throughout their papers. Further to this, Storey and Butler (2013) consider teachers, coaches and researchers together; in addition to Chow (2013) who discussed the manipulation of constraints within nonlinear pedagogy in reference to both a coach and teacher. Although teaching and coaching are fundamentally different due to the different purposes of both PE and Sport, the two are alike in concept when exploring the method of approach from a theoretical perspective of learning. For the purpose of this research teaching and coaching literature, particularly in relation to constructivism, nonlinear pedagogy and alternative non-traditional methods, the research will be adapted to the teaching or pedagogue context to prevent further confusion through the use of terms throughout the research.

### **1.4 The thesis**

Through the thesis, I seek to further explore the literature on PE, policies and teacher training for primary PE, the foundation for movement throughout life. It is well documented that improvements are required in PE to achieve the desired benefits (Kirk, 2005) with strategies to improve PE taking a neoliberal stance (Macdonald, 2011) rather than providing a long-term, sustainable solution. Studies frequently state the errors of implementation in non-traditional methods (Jess *et al.*, 2011), focusing on the exemplified issues of the theory rather than the teachers' requirements for successful delivery with complex and conflicting research presenting further difficulties for research into PE. Through the importance of pedagogic knowledge for teachers (Smith, 2007), instead, the research will take a holistic approach to explore the difficulties in primary PE through understanding the disconnect between academic literature and practice when seeking to encompass all aspects of PE towards effective improvement. Through focusing the research on primary PE, the individual requirements of children in achieving the necessary physical, social and mental skills for

lifelong participation in PA will be considered, in addition to the required support by teachers, schools and families towards achieving this aim. More specifically, the research will explore the understanding of PE and its application through the teacher's perspective of English primary schools towards exploring the necessary improvements of PE in greater depth.

## **2.0 Literature Review**

### **2.1 What research is required for improvement in Physical Education?**

Throughout history, PE has changed in its purpose as defined by the Government, in addition to the academic research surrounding PE. PE was introduced as a foundation subject in the National Curriculum in 1991 (Houlihan and Green, 2006); leading to differing areas highlighted as focal points and necessary reasons for improvement. Despite PE's establishment within the curriculum, (albeit with less curriculum time than subjects traditionally considered 'academic' such as Mathematics, English and Science) and its recognised benefits, PE has previously sparked debate regarding its status as a 'school subject' (Kirk, 2013). However, some teachers, for example those interviewed by Tsangaridou (2008), believe that PE has the same value for children as other curriculum subjects and therefore should have the same status within the school curriculum. Despite differing beliefs in PE's academic status, positive experiences of exercise and PA within PE are essential to the development of healthy lifestyle behaviours continuing in adulthood and the subsequent reduced health risks (Jenkinson and Benson, 2010). Therefore, the understanding of PE's status within the curriculum is imperative towards the comparable importance placed upon it and engagement by teachers and children alike. The quality of the PE provided through the provision of the curriculum, particularly in delivery, is vital towards continued participation in Physical Activity (PA) and towards physically educated individuals (Jenkinson and Benson, 2010), and therefore an area for common critique within academic literature. It is perceived that schools as a learning environment have the ability to equip children with the necessary attributes for a healthy lifestyle, but this is reliant on the quality of the programs within schools to ensure the opportunity is presented to effectively educate towards physically literate individuals (Jenkinson and Benson, 2010).

Evans (2004) stated that physically educating 'the body' had virtually disappeared from the discourse of PE; and academic research studies reduced components of PE (for example, motivation, fitness, talent, performance) in assumptions to such an extent that there was little consideration towards the nature of PE prior to the re-conceptualisation through understanding PL. The teacher has a significant impact on the children they teach, with students' constructions influenced by the teacher's beliefs around teaching, strategies and gender particularly when teaching is understood from a non-traditional perspective of developing constructions (Chen and Rovegno, 2000). These constructions include a sense of difference and inclusion as suggested by Fitzgerald (2005) who highlighted the difficulty of imposing differing beliefs onto children who are less able, creating a perceived limit regarding the children's achievement. These developed attitudes contributing towards the

child's lifelong perception of PA, accentuate the requirement of a positive experience in PE as a vital component towards leading a healthy lifestyle (Stevens *et al.*, 2008). Flintoff and Scraton (2001) explored the views of girls participating in PE, concluding a common belief from the girls that PE was a break from academic work rather than a subject worthwhile in its own right; a concern supported by Kirk (2013) regarding PE's place within the curriculum with the current understanding of PE. The purpose of school PE was determined less clear in comparison to its objectives than the purpose of PA, with PE considered as a chance to participate in a social environment and learn new skills (Flintoff and Scraton, 2001) rather than an essential subject required for physical competency and movement throughout life. Internationally, limitations have been placed on PE through the inability to break away from physical training and competencies in separation of the cognition accompanied (Pill, 2014). Despite recognition that knowledge and understanding is the most valuable aspect within any field of education, PE has continued to struggle to encompass this understanding alongside the physical component (Pill, 2014).

Although Flintoff and Scraton (2001) explored attitudes towards PE at a secondary level, it is evident from the unclear purpose of PE, that children are additionally not aware of the vital importance of PE at a primary level despite a now progressing recognition of importance emerging by some teachers as research advances (Tsangaridou, 2008). Exemplified by this research, focus has turned towards motivation for participation and delivery of PE rather than specifically the content of the curriculum. This change is justified by Tsangaridou (2008) who explored teachers' beliefs to provide opportunities for students to develop their psychomotor, cognitive and affective skills, viewing PE as a subject of correlating importance as core subjects within the curriculum, rather than solely a chance for play. While positive, the research by Tsangaridou (2008) only drew upon two teachers' views, rather than a representative sample. However, the changing discourse and differing use of terminology in relation to PE provides further confusion for both academic research and education pedagogues alike. Through their relating factors, sport and health have displaced talk of education and changed the understanding of ability, educability and educate within PE, conceptually affecting the actions of teachers and the discourse associated with PE in addition to the educational ideals (Evans, 2004).

## **2.2 Defining terminology in relation to Physical Education**

In order to effectively discuss PE, it is necessary to firstly define PA and PE as separate concepts. Caspersen *et al.* (1985) defines PA as 'any bodily movement produced by skeletal muscles that results in energy expenditure'. Through utilising this definition, there are many

activities included within PA in daily life, which can be categorised into occupational, sports, conditioning, household, or other activities. Examples of household activities, including but not limited to, walking with heavy shopping bags, housework and cooking (Wendel-Vos *et al.*, 2003), in comparison to occupational activities in exemplar waiting on tables, grooming farm animals or delivering post. In essence, PA is considered as any physical movement requiring energy. In comparison, the definition of PE is less clearly defined, with the term often misused not only in relation to PA but additionally in describing sport or exercise. Cited in the Cambridge English Dictionary, PE is defined as ‘classes at school in which children do exercise and learn to play sport, or the area of study relating to such classes’. Academically, however, Bailey (2006) defined PE as the ‘*area of the school curriculum concerned with developing students’ physical competence and confidence, and their ability to use these to perform in a range of activities*’. Bailey (2006) offers a robust definition as part of the review of the benefits and outcomes in PE and sport in schools; with Bailey (2006) cited across numerous recent articles included but not limited to Van den Berghe *et al.* (2014) and Kirk (2013). Using the terms in collaboration, Mersh and Fairclough (2010) consider PE to be the formal, structured school context for PA promotion through engagement of appropriate activities, providing separation between the two commonly interlinked terms by the essential factor that while PA can educate an individual, it is primarily a motor-movement action in comparison to PE where the main purpose is to educate children and develop. This differentiation supports research into PE, separating social, mental and physical benefits of PE, apparent in both PE and PA, from the educational purpose of PE. Highlighted through Allender’s (2006)’s study, where despite an aim to explore the participants’ experiences of ‘sport’ and ‘PA’, ‘PE’ was additionally used as one of the search terms to find relevant journals; the nuanced difference between PE and PA is often lost within the educational discourse in addition to academic literature leading to disparity and confusion through the interchange of terms.

Further confusion is added to the definition of PE through the interchanging of terms within research, providing difficulty in clarifying whether the research explores the benefits of participating in PA for school children, the benefits of PE or the benefits and characteristics of sport. Galloway and Jokl (2000) state benefits of PA including reduced risk of coronary artery disease, hypertension, diabetes mellitus, premature mortality from stroke and some forms of cancer. While PE can additionally have these benefits, the specific purpose of PE is harder to locate within the literature. The broad spectrum of aspects covered has led to a focus on sport and health rather than educating for the fundamentals of movement, the academically perceived primary purpose of PE. Bailey (2006) determines the outcomes of PE and Sport to be understood in 5 domains of child development, physical, lifestyle, affective, social and



cognitive, reinforced by the understanding published by the National Association of Sport and Physical Education (NASPE) (American Kinesiology Association, 2015). Bailey (2006) additionally demonstrated the common misplacement of the word Sport in relation to educational systems, commonly used as a general descriptor of PE and PA. However, PE can be defined with further clarity through its objectives outlined by the Department for Education (2013). Furthering the differences between PE and PA, the aims for PE outlined by the Department for Education (2013), include developing competence to excel in a broad range of physical activities, to be physically active for sustained periods of time, to engage in competitive sports and activities and to lead healthy, active lives for children. Specifically for Key Stage 1, children are taught to master basic skills in addition to developing balance and coordination both individually and with others (Department for Education, 2013). They are additionally required to participate in team games while developing simple tactics for attacking and defending and perform dances using simple movement patterns (Department for Education, 2013). Through the aims outlined, Pill's (2014) understanding of the concerning separation of cognition from PE offers the clear difference between PE and PA. PE has an educational purpose where children are 'taught' and 'develop' skills accompanied through the development of understanding and knowledge rather simply participating in movement that exerts energy. However, the historical tendency within PE for knowledge separation through singular motor skill development or sport specific rules strays from the educational element of PE, required learning for psychomotor performance (Pill, 2014). The separation of cognition through traditional approaches to teaching in PE leading to a greater relation to PA than the educational purpose of PE, underpins the confusion within discourse between the two definitively different terms.

### **2.3 Primary Physical Education**

Defining the objectives of PE, particularly at primary level, presents further difficulty due to the lack of academic literature defining the objectives necessary to effectively discuss PE. For primary teachers, the limited (3-page) document (Appendix 8.1) by Department for Education (2013), in regard to the PE curriculum for both Key Stage 1 and 2 provides little insight into specific outcomes or objectives; instead, providing a broad overview as to the general areas that should be covered. This broad overview, without definitive terms and explanation allows for ambiguity and differing interpretation by teachers, who may have had limited experience of PE, in the requirements toward physically educating children. The formal objectives of PE differ between countries but reference is commonly made to the development of physical skills, psychological and cognitive abilities, social skills and educating towards the continued ability and understanding to participate in PA outside of curriculum and throughout life

(Mersh and Fairclough, 2010), encompassing the understood definition of the PL journey by Whitehead (2013a; p26). While 'sports' are incorporated within the aims of PE through the English PE curriculum document, the term 'engage in competitive sports' provides little clarity as to what this constitutes, providing no reference linkage to the use of competitive sports, teams games or their frequency within lessons. Academically, scholars such as Bailey *et al.* (2009) and McKenzie *et al.* (1997) discuss the long-term benefits of PE but provide little insight into the necessary outcome objectives of PE to achieve these benefits. There are doubts, accentuated by rising obesity rates, as to whether PE achieves its planned objectives referenced in the literature for the last twenty years, with a continued reducing number of studies exploring PE's objectives instead, there is a greater emphasis on the methods of delivery in PE currently (Kowalski *et al.*, 2005; Flintoff and Scraton, 2001; Jones and Cheetham, 2001; Woodhouse, 1996). Jones and Cheetham in (2001) highlight a continuing debate, whether the objectives are understood and achieved by the pupils the curriculum is designed for, justifying for further research analysing the curriculum, or more specifically, the application of the curriculum through methods of delivery.

While PE is recognised for its benefits (Bailey, 2006; Bailey *et al.*, 2009), there are a limited number of academic papers discussing specifically what these benefits are for PE separate from health, Sport and PA. Development of children's fundamental movement skills and physical competences, leading to a healthy lifestyle and participation in PA later in life (Bailey, 2006) are key outcome benefits of PE. Primary PE has many factors contributing to its importance, including the importance in early years of preventing patterns of inactivity from starting early in life (Galloway and Jokl, 2000). Children learn lifestyle behaviours from an early age, with prevention and intervention of obesity in children perceived as more successful than adult interventions (Steinbeck, 2001). Although lifestyle change is possible in adults, it requires far greater, consistent effort with adult interventions typically having poor outcomes (Steinbeck, 2001). In Georgakis and Light (2007)'s study, the participants reported generally positive experiences of playing games in primary PE, with the majority of negative experiences resultant of the transferal to competitive sport in secondary school. Despite the view that secondary school offers negative experiences of PE (Georgakis and Light, 2007), Kirk (2005) recognised the structural issues with primary PE leading to the ineffective learning of movement outcome prior to the progression to competitive sport in secondary school. It can be concluded that the behaviours developed during childhood, educated through PE and school life are key to children's quality of life in later years, highlighting the requirement for research specifically exploring primary level PE. Despite the recognised benefits of PE, there are growing concerns over disengagement of pupils in PE with exploration required into children's learning recognising the significance of motivation

(Bignold, 2009) towards the potential of achieving the suggested benefits and improved PA levels of children.

#### **2.4 The need for improvement in Physical Education as perceived by the Government**

PE is one of the most commonly separated by sex subjects within the school curriculum, arguably leading to beliefs that PE contributes towards the social construction of homogeneous gendered categories (Kirk *et al.*, 2006, pg. 768), with ‘traditional’ sports played within PE a demonstration of hegemonic masculinity from their initial design and creation for men (Connell and Messerschmidt, 2005). Differentiated in terminology and clarified in distinction in the 1970s, the biological separation of sex and the social construction of gender, has initiated a critical evaluation of PE, particularly in examining the psychological understanding of girls due to the perceived gender differentiation in ability (Kirk *et al.*, 2006, pg. 768). However, research progresses further than examining the difference between sexes, with the presence of gender inequality in PE further supported by Gorely *et al.* (2003) who concluded girls are underserved by the existing provisions in PE, demonstrating the necessity for an urgent reform in the current teaching system. It is evident that young boys are more active than young girls at primary school age with a further widening of the gender gap with age (Slater and Tiggemann, 2011), correlating with the understanding by Gorely *et al.* (2003) that girls are underserved in PE towards developing the skills and attitudes towards lifelong participation in PA. Despite increased participation of young boys in PA, the current need for improvement within PE is not limited to girls, with obesity issues, a lack of participation, and differing PL abilities evident in both sexes in Verloigne *et al.* (2012). Improvements in PE are required across both sexes to ensure the development of healthy lifestyle behaviours in children continue to adulthood and translate into reduced health risks through the PA habits; the requirement for improvement has led to a greater emphasis placed on PE and schools subsequent PA provisions towards improving both PE and participation in PA (Jenkinson and Benson, 2010).

Kirk in (2006) highlights a rising obesity crisis across Australia and England, with the rising obesity in children deemed to be resultant of the current PE system, while being additionally reliant on PE for the possibility of a solution to the crisis. Obesity, referring to an excess of fat is a greater concern than being overweight, with an overweight classification referring to body weight being in excess of a fixed standard rather than an imminent health issue (Kirk, 2006). Results from Public Health England (2016) revealed that in 2014 61.7% of adults were overweight or obese. Wang *et al.* (2012) predicted obesity cases to rise by a further 11 million adults in the United Kingdom by 2030 with the growing obesity rates in children posing a

threat to the National Health System, not just to the children's health; in 2006, physical inactivity cost £0.9 billion, a small figure in comparison to the £5.1 billion in overweight and obesity costs for the National Health System (Scarborough *et al.*, 2011). Tremblay and Willms (2003) examined the relation of obesity to physical inactivity of children; concluding there not only to be a correlation between lack of PA and obesity, but also, a correlation between the greater benefits of involvement in unorganised sport in comparison to organised sport. Through controlling factors such as gender, family structure and socioeconomic status previously criticised as influential, Tremblay and Willms (2003) determined PA and sedentary behaviour partially accountable for the association of high socioeconomic status and two-parent family structure with the likelihood of being overweight or obese. Despite the situational and socio-economic limitations recognised, it is widely concluded that physical inactivity is contributing towards obesity, and that PA opportunities should be increased while decreasing sedentary behaviour as a means of controlling the childhood obesity (Tremblay and Willms, 2003). Improvements are required to educate and provide opportunities for the development of skills, subsequently improving health and reducing obesity rates through increased participation. In addition to obesity, however, for men, the risk of becoming a regular smoker later in life was substantially reduced if they participated in daily PE at primary level with Trudeau *et al.*, (1999) predicting further health benefits if health education was included in addition to the PE provided. Allender *et al.* (2007) stated that only one third of men and a quarter of women met the UK government targets for PA despite the understanding that a lack of PA increases the risk of a number of diseases. The recognised requirement for increased PA demonstrates the necessity for improvements in PE, educating individuals to enable lifelong participation in physical activities through developing the fundamentals of movement.

However, PA is reliant on further factors for increased participation; Lubans *et al.* (2010) whose research focused on the fundamentals of movement, proposed investigation into the hypothesis that '*children with higher motor skill proficiency will have higher levels of fitness and perceived sports competence, which in turn predicted greater participation in physical activity*'. The study explored the overviews of previous studies but did not generate data supporting the relation between competency and the proposed potential benefits as a correlation. However, Logan *et al.* (2012) determined that the development of fundamental movement skills was associated with positive health-related outcomes in children, perceiving that skills need to be learned, practiced and reinforced as children to not develop the fundamentals of movement naturally through maturational processes. As an outcome objective of PE to develop PL, the fundamentals of movement are essential and key to successful PE during the basic stages of movement and subsequently reducing inactivity in

adults. The marginalisation through the lack of cognition within traditional methods separates PE from its education purpose through the lack of application of understanding and knowledge accompanying the physical components (Pill, 2014). In contrary, this understanding supports research into alternative methods of delivery to improve PE, exploring non-traditional methods, allowing for students to be presented with opportunities with a greater potential for development in PE; learning through engagement in realistic and complex challenges for meaningful problem based solving (Chow *et al.*, 2007). However, changing the methods of teachers can be problematic, particularly when implementing a curriculum, with numerous factors affecting successful implementation including previously learned approaches to the curriculum, the learning culture and teacher's values (McCaughy *et al.*, 2004). Therefore, research is required exploring teachers experiences and understanding in order to successfully improve PE to meet its objectives, rather than broadly improving health as previously understood as the purpose of PE (Gard and Wright. 2001). Through improving PE to achieve its objectives, improved participation in PA may be achieved and subsequently impact the obesity rates in England.

The International Council for Physical Education and Sport Science claims that PE and school sport help *'children to develop respect for the body – their own and others', contributes towards the integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self-confidence and self-esteem, and enhances social and cognitive development and academic achievement'* (Bailey *et al.*, 2009). To progress children within PE to lifelong participation in PA, teachers are expected to not only develop the motor skills in children, but additionally, inspire the continued participation of life-long personal and social responsibility through the joy of movement (Storey and Butler, 2013). The promotion of psychological development adjoining to the requirement for physical development provides children with the abilities, competencies and values to understand and thrive as productive, socially conscious and healthy members of society (Weiss, 2011). Trudeau *et al.* (1999) evidenced the positive correlation between daily PE at a primary school level and exercise habits of women later in life despite having similar perceived barriers and attitudes towards participation. It is evident that PE has the potential to provide significant benefits to both woman and men alike, additionally reliant on the teacher to achieve these objectives at primary level to inspire continued participation in movement and PA. Therefore, the research will explore PE across both genders, justified by the requirement for improved PA levels across both genders.

## **2.5 Policies reflecting the Government's requirement for improvement in PE**

McKenzie *et al.* (1997) referenced the requirement for improvement in PE as a goal for both professional organisations and public health organisations, but despite its recognition in the literature and reflections within policies, there have only been short-term improvements to PE. In the 1980s, the media and political engagement sparked an unusual political interest in PE, contributing towards a public debate around competitive sport and the content of the National Curriculum in relation to young people (Houlihan and Green, 2006). Policies in relation to PE received increased attention, particularly due to their impact in improving PA levels, physical fitness and obesity prevention (Sanchez-Vaznaugh *et al.*, 2012). Although policies seek to achieve change through influencing PE, their success is primarily dependent on mechanisms in place to ensure compliance by schools (Sanchez-Vaznaugh *et al.*, 2012). The decision to include PE as one of the foundation subjects within the school curriculum was greeted with relief according to Houlihan and Green (2006); due to the substantial sums of Treasury and Lottery money allocated to school sport and PE projects in addition to the monitoring by the Prime Minister's Delivery Unit that all schools deliver two hours of high quality PE per week. However, the policies sort to overcome rising health concerns through increasing and unifying the quality of PE children experience within schools to achieve the proposed objectives towards PA and obesity prevention rather than encompassing and developing the holistic approach demonstrated within the literature.

The Physical Education, School Sport and Club Link Strategy (PESSCLS) funding provided an essential investment into PE and youth sport but Kirk (2005) demonstrated the funding would only have limited impact on the long-term outcomes desired rather than inspiring lifelong participation in PA. Kirk (2004) additionally argues that the PESSCLS strategy was unable to address the recognised issues within PE due the absence of a research base and agenda grounding the strategy; demonstrating the requirement for a greater understanding of PE in order to effectively utilise funding. Despite the introduction of policies and initiatives, it is evident that the same concern towards the National Curriculum of PE is highlighted as a focal issue (Griggs, 2007) despite McKenzie *et al.* (1997) stating the requirement for improvement 10 years before. This demonstrates the difficulties PE has faced in improvements despite PESSCLS, including a variety of initiatives aimed at raising the levels of participation in school sports, with the differing nations within the United Kingdom using the funding across a variety of different methods to promote the subject within their own contexts (Bailey *et al.*, 2009).

For children in the UK to achieve continued PA in later life, the Association for Physical Education's (2008) statement paper explicitly advocates children's participation in

appropriate amounts of PA during PE classes. The UK Chief Medical Officer's Guidelines (2011) provided further guidance towards leading a healthy, active lifestyle, recommending a minimum of 60 minutes of moderate to vigorous PA per day. Under new policies, schools are required to provide a minimum of 30 minutes of PA per day, separate from PE but allowing PE to contribute towards the daily total. Strong *et al.* (2005) provides further collaborative evidence to the new policy implemented, concluding children 'should participate daily in 60 minutes or more of moderate to vigorous PA that is developmentally appropriate, enjoyable, and involves a variety of activities'. These discrete periods of the day for direct and indirect promotion of PA are key to improving PA among children, in addition to travel to and from school with PE as the facilitator for continued participation in PA (Mersh and Fairclough, 2010). Although it is suggested the required daily PA can be achieved through break times and PE classes in addition to before and after-school programs (Strong *et al.*, 2005; Pate *et al.*, 2006), the requirement for increased PA cannot replace PE due to its differing purpose. Despite the promotion and participation element, PA does not educate towards lifelong participation on the journey of PL to the same degree or purpose as PE but instead, encompasses all activities including energy expenditure, with educational aspects a secondary benefit rather than the primary purpose of PA.

## **2.6 Delivery of Physical Education currently**

As professionals, teachers, by definition, hold a specialised body of knowledge in their subject area (Furlong *et al.*, 2000), although this is a somewhat dated definition not considering the transferal of knowledge or defining the level of specialisation across each subject prior to starting teaching. Postgraduate Certificate in Education (PGCE) students often only receive six to eight hours of PE provision during their training or as referenced by Faulkner *et al.* (2004), there is a tendency for primary teachers to have a specialisation in an alternative subject altogether than PE. This has led some teachers to believe they are insufficiently qualified to teach PE, with the perceived inability in teaching PE resulting in a lack of confidence in the subject (Morgan and Hansen, 2008). The lack of PE training for teachers is supported by Carney and Guthrie (1999) who documented 10 to 20 hours of the Scottish PGCE courses focused on PE in addition to stating training was deemed inadequate by training PE trainees.

Research exploring the training of primary teachers is limited, perhaps because of an increasing normality for external PE service providers to be used or the lack of unified training for teachers. 142 universities in the United Kingdom offer an undergraduate degree containing Sport in the title for 2017 as demonstrated by a UCAS search for 'Sport' courses.

Of these universities, multiple course options are available, differing from university to university. The qualifications required for entry onto PGCE courses are standardised, requiring a C at GCSE in Maths, English and Science for primary level and an Undergraduate degree for entry onto a PGCE (Department for Education, n.d.). However, no previous teaching experience unless stated by the University is required, potentially leading to much of the teacher's experience of teaching gained within their one-year PGCE course. The requirements listed (Department for Education, n.d.) also demonstrated that unless specialised within the Undergraduate Degree, prior to PGCE, the individual may only understand the subject area to GCSE standard. This raises concerns for the ability for PE to achieve its objectives if the classroom teacher has limited knowledge or experience of the subject, particularly through the lack of uniformed standard through the many different routes a teacher can take to achieve the same status.

Thornton *et al.* (2002) considered the reasons students choose to train as teachers with enjoying working with children and a high job satisfaction as major reasons for the decision to continued teaching. However, reservations were also noted in the teachers perceived ability of themselves in achieving the required standard within teaching which subsequently resulted in the reduced confidence of teachers (Thornton *et al.*, 2002). Further to this, Morgan and Hansen (2007) concluded that inadequate training, insufficient equipment and facilities, low levels of expertise and confidence, and time constraints were difficulties perceived by teachers when approaching PE. Primary school teachers have experienced many issues with implementing PE strategies previously provided to assist in delivery, with many deemed insufficient or inadequate in helping with the delivery of quality PE (Morgan and Bourke, 2005). Allender *et al.* (2006) concluded that young children were more likely to participate if the activity is more enjoyable, ranging in activities and they are not being forced to be competitive and win. Progressing into adulthood, negative experiences of school PE lessons in addition to anxiety and lack of confidence were recognised as influential reasons for not continuing with PA (Allender *et al.*, 2006). Negative student experiences in PE lessons was first highlighted as a reason for not participating in PA by children in early secondary school (Allender *et al.*, 2006), demonstrating the importance of a positive experience in primary PE for children for continued participation in PA.

Although it is acknowledged that regular PA habits lead to healthy lifestyle, there has been limited research into the pedagogical approaches best placed to ensure the health benefits are achieved later in life (Singleton, 2009). Motivation is an additional key factor to participation, with Chen (2001) viewing motivation as a major influence on the learning outcomes of students. Previously described aspects within the literature as the outcome objectives of PE



can be recognised through Whitehead's (2013a; p26) description of PL as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities in life, further strengthening the argument that educated children through the PL journey should be accepted as the primary purpose of PE. However, despite this understanding of PL, Moy *et al.* (2015b) particularly recognise how traditional methods fail children in PE on a physiological level through the lack of cognitive development in the repetitive games. The suggestion that the PE curriculum fails to teach the necessary social and psychological skills and abilities (Penney and Chandler, 2000) has led to a growth of research into non-traditional methods of learning in PE (Richard, 2008). Aelterman *et al.* (2013) evidences the well-documented gap between Education material available and its practical application. The theoretical models available to teachers have a lack of practical value in their comparable use in a classroom situation with the differing challenges presented (Aelterman *et al.*, 2013).

## **2.7 Progression in theoretical conceptualisations**

Tan *et al.* (2012) noted a recognised move for teaching and learning in PE in academic literature, progressing from a traditional view where the teacher was placed at the centre of the learning experience to a student-centred approach, encouraging the discovery of knowledge and relevant skills in relation to the construction of knowledge. Traditional methods have previously prevailed above non-traditional methods due to the factual biological evidence of repetitive learning provided in presenting traditional method approaches, despite leading to lack of criticism towards the segregation within classes and the activities marginalising females (Singleton, 2009). Traditional methods, developed from studies exploring the student-teacher relationship, centred almost entirely on how specific behaviours from the teachers would lead to the students acquiring specific-matter knowledge; creating a distinctly behaviourist concept with the teacher at the centre (Fenstermacher, 2001). This assumption of learning as a measurable process previously embedded into Western culture (Light, 2008), led to skills perfected in a drill environment before they were practiced in a game situation (Light, 2004) and continues to be a regular recognised practice in PE.

Traditional methods follow a computerised-approach exemplified by behaviourism, a paradigm where teachers shape students' behaviour (Kirk and Macdonald, 1998) with a notably sudden paradigm shift to cognitive sciences through non-traditional methods (Bargh and Ferguson, 2000). Despite the shift, traditional methods continue to be analysed against constructivist theories by scholars such as Weegar and Pacis (2012) and Singleton (2009), who stated the

dismissal of the behaviourist approach as a viable theory due to it not considering the mind of the learner as part of the learning process. Singleton (2009) drew from numerous sources (Kelly *et al.*, 2000; Macdonald *et al.*, 2002; Richardson, 2003) to determine that despite the significant volume of support around teaching the PE curricula, for the majority, non-traditional, student-centred approaches were not chosen within the PE environment. For PE, in contrary to academic research, behaviourism continues to dominate with structured practices segmenting knowledge towards acquisition of motor skills in their simplest form (Mastrogiannis *et al.*, 2014). However, the traditional approach with a decomposition of practice into sections such as warm, drills and cool down limits the learning opportunities available to the children in addition to only engaging children in practice for roughly a quarter of the time the PE class runs (Chow *et al.*, 2009). The separation of parts in practice of traditional approaches limits learning because only activities that are performed in an environment representative of the performance environment will lead to a transfer and understanding of skills in the creation of knowledge (Chow *et al.*, 2009). However, PE has been affected, although without immersion of the change of paradigm, with research exploring non-traditional methods such as constructivist theories within the field of PE, due to the advocated holistic approach to learning through conscious, cognitive engagement of the student within non-traditional approaches (Mastrogiannis *et al.*, 2014).

Moy *et al.* (2015a) further supports the progression from traditional teaching methods that have a too great focus on repetition of technical skills reproduced from demonstration of the teacher to a more contextualised approach of repetition. The central theme emerging towards improving practice has an aim of creating developing intelligence in thinking individuals to allow the critical re-creation of interpretive play through allowing individuals to make their own decisions (Moy *et al.*, 2015b). However, the transfer to non-traditional methods has been an on-going process towards acceptance in practice, despite noted by Azzarito and Ennis (2003) as widely accepted in the field of education academically. Over the last twenty years the positive benefits have been acknowledged by various scholars, in example, Azzarito and Ennis (2003) and Cothran and Ennis (1999); who understood the social interactions and community involvement of constructivist approaches to be pedagogical goals used to enhance learning. Through a greater understanding of the non-traditional methods, nonlinear and constructivist methods, Teaching Games for Understanding and Game Sense were designed to provide a more efficient learning environment for students. The cognitive and physical engagement enabled within games such as Teaching Games for Understanding, developed from nonlinear approaches, has associated positive benefits such as the achievement reward through tactical decision making in addition to the social and emotional developments through the team environment created (Moy *et al.*, 2015b). It was developed as a pedagogical

response through a perceived shortfall of approach for sport teaching and PE but despite the theories limitations and issues with practical implementation, it continues to be researched primarily within Australian schools (Pill, 2014). Harvey *et al.* (2010) suggested that despite Teaching Games for Understanding challenging the beliefs of coaches towards progression, the concept was only influential in parts of Teaching Games for Understanding rather than the teachers encompassing the whole concept.

## **2.8 Understanding non-traditional methods**

Nonlinear pedagogy provides a framework (Lee *et al.*, 2014) for teaching, with pedagogical practice following a nonlinear pedagogy philosophy underpinned by the principles of ecological psychology and dynamical systems theory (Renshaw *et al.*, 2009). The performance and learning of an individual are constrained by the organism-environment system, ecological dynamics; a system reliant on the structure and physics of the environment in addition to the mechanics in relation to the individual and the specific task constraints (Chow *et al.*, 2011). The rationale for the identification and manipulation of constraints for the individual provides the basis for the design of learning programs, based on the perspective that educators should guide learners to facilitate learning through pre-determined action goals (Chow *et al.*, 2011). Nonlinear pedagogy has been investigated by scholars throughout the literature including Atencio *et al.* (2014) who explores the concept by practical examples of how complex and nonlinear pedagogies can underpin primary PE lessons through a more beneficial perspective. Nonlinear pedagogy is predicated on the conceptualisation of the learner in sport as a complex neurobiological system, exemplifying a nonlinear dynamical system in nature (Pinder *et al.*, 2011). It is defined as the application of the concepts and tools of nonlinear dynamics to coaching practice through the manipulation of key task constraints on learners to facilitate learning (Renshaw *et al.*, 2009). Reed and Hughes (2006) considered open (complex) systems in relation to sport; primarily 'how patterns are formed in complex systems with small changes to the system prompting large (nonlinear) changes in the system'. Reed and Hughes (2006) explored the many degrees of freedom in a constant interchangeable state within the system and recognised that specific characteristics within dynamical systems were naturally observed within sport. Renshaw *et al.* (2009) further demonstrate how principles of dynamical systems, in addition to ecological psychology can underpin a philosophy of nonlinear pedagogy.

Separated from the nonlinear approach within the literature, the concept of constructivism has developed within the literature, drawing from social constructivism by Vygotsky (1978) and Piaget's concepts to form an overall branch of constructivism with constructed learning

environments around the learner (Powell and Kalina, 2009). Although the two concepts presented by Vygotsky and Piaget are fundamentally different, both theories follow the understanding that ideas are constructed from experience to create resonance for the learner (Powell and Kalina, 2009). Vygotsky (1978)'s approach was criticised for over-positivism in its initial stages (Abraham and Collins, 2011), but the underlying principles of the theory have enabled a highly effective method of teaching to evolve through the incorporation of collaboration between the learners and the resultant social interaction (Powell and Kalina, 2009). Chen *et al.* (2007) further supports the acceptance of the constructivist theory by acknowledging the extensive research into cognitive processes to prove that learning and behaviour change are a holistic process, resultant from the learner actively engaging with the environment to construct knowledge, guided by the cognitive, physical and social constraints.

Despite disparity between the exact definition of constructivism, it is commonly understood as the active involvement of learning, making meaning of abstract concepts by concrete experiences, in comparison to traditional methods where learning is passive through the direct transmission of knowledge (Cushion *et al.*, 2010). Constructivism provides a framework for progression in PE but requires detailed research applied to PE in order to progress the concept. The basic definition of constructivism has led to notable advances in practice within the field leading to an increase in more student-centred approaches rather than teacher dominated (Cushion *et al.*, 2010). The purpose of teaching from a constructivist perspective is to allow for students to problem solve to develop a deeper understanding of content and cooperative skills in relation to the task through correlating information they already understand with the new material (Chen, 2002). However, concepts such as Teaching Games for Understanding developed in relation or following the underpinning of nonlinear pedagogy and constructivism spark further debate. Despite recognising similarities between the concepts, Renshaw *et al.* (2015) define Constraints-Led Approach and Teaching Games for Understanding through their differences.

Constraints, defined by Chow (2013) as providing the boundaries for exploration in the learner's search for movement solutions afforded to the individual by the environmental workspace, although normally discussed within nonlinear pedagogy, overlap into constructivism as highlighted by Chen *et al.* (2007). Chow *et al.* (2007) discussed 'The role of nonlinear pedagogy in physical education' referencing both nonlinear pedagogy and constructivist approaches within the article. Both the concepts within the literature have overlapping defining qualities; the most prominent being the notion of athlete-centred coaching as essential to coaching practice accepted by both nonlinear pedagogy (Chow *et al.*, 2009; Renshaw *et al.*, 2012) and constructivism (Roberts, 2011; Light, 2013) as a key

component for teaching philosophy. The expression of terms progresses further than just the original concepts, with teaching methods designed based on both constructivism and nonlinear pedagogy, the line becomes blurred for the underpinning theoretical concepts of methods, opening the possibility for nonlinear pedagogy and constructivism to be discussed as highly alike in concept. The clearest example is displayed through Teaching Games for Understanding, referenced as underpinned by nonlinear pedagogy (Tan et al., 2012) and constructivism (Light and Dixon, 2007).

Aligning with the view from constructivism theories, the learner draws upon previous experience and knowledge to create resonance and understanding in learning experiences, Game Sense is also consistent with constructivism (Georgakis and Light, 2007). Stolz and Pill (2014) reference Game Sense as a further refinement of Teaching Games for Understanding in teaching, drawing upon Thorpe's theory that the Game Sense incorporates more than the original version of Teaching Games for Understanding. The emergence of Teaching Games for Understanding prior to the development of substantial theoretical framework in comparison to Constraints-Led Approach, derived from Nonlinear Pedagogy based on theoretical verified concepts of ecological psychology and dynamical systems theory (Renshaw *et al.*, 2015). The harmonious component of the theories however is the holistic approach, the role of a teacher with a powerful focus on learning activities in relation to each individual learner, leading to a prediction of a catalyst of research for pedagogical approaches to learning design due to these complementary approaches (Renshaw *et al.*, 2015). The overriding theme demonstrated (Chow *et al.*, 2009; Renshaw *et al.*, 2012; Renshaw *et al.*, 2015) is that the differing concepts all maintain the key component of the learner at the centre of the learning experience, individually within a group setting guided by an 'other'. Abraham and Collins (2011), drawing upon Vygotsky (1978), defines scaffolding as the guidance required to the elements of the problem that need attending to, strategies to achieve the outcome and the assurance that the learner has the knowledge and ability to seek out the knowledge and skills they currently don't possess. Although there is a recognised move towards non-traditional methods and subsequently an assumed understanding of the beneficial qualities of non-traditional approaches, understanding the similarities of the approaches provides clarification to the difficulties and complexities faced by teachers towards utilising the most beneficial approach in PE, elements of which are evident in a number of approaches.

## **2.9 Applying non-traditional approaches to Physical Education theoretically**

Chen (2002) stated the importance of cognitive disassociation of traditional methods before effective learning of the constructivist approach can take place. Chen (2002) referenced from

a study where teachers were trained across a variety of methods, with those trained in a traditional approach finding the transition to nonlinear methods the most difficult than those who had trained in alternative methods. The previous prominent value of skill mastery in PE is being overcome by a significant value orientation for PE curriculum to consider the learning process approach in addition to the ecological integration of learning in specific learning contexts (Chow *et al.*, 2007). The non-traditional approach seeks to incorporate learning within realistic context of the game in PE for engagement of the students through modified games depending upon their engagement level (Mastrogiannis *et al.*, 2014). However, despite the clear requirement for improvement, in addition to the large volume of initiatives in PE including but not limited to Teaching Games for Understanding, sport education and cooperative learning, it is recognised that there has been limited change to the teaching of PE in practice (Capel and Blair, 2007). The curriculum has contributed towards the necessity for acquisition of skill and judged performance, leading to predominance in lessons for team games utilising a limited range of methods for delivery (Capel and Blair, 2007) rather than providing a holistic education.

The complexity of conceptualisations, although providing difficulty in understanding, progresses pedagogy through practice and increases the quality of teaching delivered (Gearity and Murray, 2011). However, the complexity and variety of approaches provides further complications for those in delivery of the detailed academic theory of learning and teaching. There have been previous attempts to implement constructivist theories in PE lessons but these have faced barriers and failed (Pill, 2011). These barriers are recognised in the literature, for example through Morgan and Hansen's (2008) study, which explored the general barriers PE teachers face, concluding that teacher confidence was a major issue. This issue transfers into the non-traditional, learner-centred methods of teaching because in comparison, the traditional behaviourist approach provides a highly structured approach for teachers, a considered easier option for classroom management and control of perceived dangerous activities (Jess *et al.*, 2011). The chaotic environment presented by constructivist methods of teaching requires a greater depth of pedagogic content knowledge and understanding for subsequent successful teaching to occur (Roberts, 2011).

However, despite the recognised benefits, there are still issues of contextual contestation and negotiation (Jones *et al.*, 2014) with a considerable number of studies attempting to conclude a singular teaching approach as superior to alternatives rather than exploring the pedagogical process involved (Roberts, 2011) rather than demonstrate the practical application. The superiority debate, although contributing towards the discourse, does not contribute towards the process or the training and prior knowledge required in coaching and teaching (Roberts,

2011) and subsequently provides little support towards teachers seeking to consider or implement PE academic theory. PE research has primarily consisted of methods and assumptions following a positivist paradigm, which despite improving the conceptual development of the process, has not provided the detailed understanding of the pedagogic process required (Cushion, 2007). This has led to the outcome methods being too simplistic to fully encompass the pedagogic practice process without limiting it (Cushion, 2007), further presenting difficulty in the application of theoretical framework to practical settings within PE and the subsequent decision of the research to not contribute further to the superiority debate. The terminology within the literature presents an issue in itself, with nonlinear pedagogy and constructivism used in such close proximity it opens the question whether they are definitively completely separate or overlapping in nonlinear approach. Through considering nonlinear pedagogy and constructivism as alike in underpinning concept, there is potential for the literature to progress towards the issues presented for teachers practically as opposed to continuing to contribute towards the continuing debate of concepts.

### **2.10 Transferring theoretical conceptualisations to practice for Physical Education**

Georgakis and Light (2007) concluded primarily that teachers' inclinations towards teaching were based on their own previous experiences of PE in school. Therefore, a difficulty is presented not just in proving the appropriateness of a new method of delivering PE, but additionally, in influencing the teachers to change their beliefs and personal curricular preference as it has a significant impact on the type and quality of PE they deliver (Zhu *et al.*, 2011). Rovegno and Bandhauer (1997) further supported the necessity for value and belief in teachers in the constructivist approach for implementation, demonstrating the possibility for success in a disadvantaged context curriculum if the value and belief of constructivism was present. Rovegno and Bandhauer (1997) stated that for successful implementation of an innovation in PE a strong administrative mandate was required or a strong commitment by the teachers to the concept in addition to administrative support. For teachers to accept the values and ideas involved in alternative methods, the concepts must be presented to the teachers in a manner that has resonance with them, inspiring a change of perception. Difficulties in implementing these changes are recognised not only in PE, but also in science where Yerrick *et al.*, (1997) struggled to demonstrate lasting change due to the deeply rooted beliefs of teachers in traditional teaching; issues additionally recognised by Jess *et al.* (2011) in PE interventions.

Previous attempts of a new approach of delivery in PE typically face barriers through the gap between Education material available and its practical application in comparison (Aelterman

*et al.*, 2013). Practically, in a classroom environment the teachers are faced with increased decisions and challenges in comparison to the theoretical models providing little practical value without being proven in context (Aelterman *et al.*, 2013). The environment required by alternative methods, such as nonlinear methods, can additionally be difficult to acquire, criticised if 'too fun' resultant from a lack of structure in comparison to traditional methods, but requiring fun for successful learning. For students and teachers alike, fun is considered a primary goal for PE; with fun considered a primary reason for involvement or subsequently lack of involvement in PA when the activities are no longer fun (Garn and Cothran, 2006). There is uncertainty throughout the literature as to what constitutes fun with Garn and Cothran (2006) stating confusion between whether teachers viewed fun as a process goal leading to greater student engagement or a product goal with fun as a valued outcome. However, positive experiences of playing games in primary PE are key to continued participation, with negative association typically developed through the progression from games to sport (Georgakis and Light, 2007). Ineffective learning of movement during primary PE through the recognised structural issues leads to difficulty in the transferal of skills in competitive sport in secondary school and subsequently a negative experience (Kirk, 2005).

Despite the recognised benefits, alternative, nonlinear methods can present an environment that is difficult to balance and master the potential for chaos, leading to an element of danger and concern for the teacher. As the constructivist learning theory began to overtake behaviourism, curriculum designs have also begun to adapt to develop curricula based on constructivist learning theories (Zhu *et al.*, 2011). It is essential for the success of a curriculum for the teachers to implement it with the high fidelity to ensure the students achieve the designed learning goals (Zhu *et al.*, 2011). Therefore, teachers are required to understand the learning process, delivering the lessons with confidence, highlighted by Georgakis and Light (2007) as essential for the highest student-learning outcome. Georgakis and Light (2007) explored teacher confidence in relation to Game Sense, concluding an increase of confidence by the teachers in delivering Game Sense after they had completed a unit of study. The increase in confidence demonstrates the requirement for further training of current PE to assist in delivery of novel methods. O'Leary *et al.* (2014) further demonstrated the requirement for assistance through identifying that typically English PE training teachers have difficulty understanding the relationship between university taught content, pedagogical knowledge and their relevant underpinning in practical school-based placements.

Success in alternative subject interventions to PE is demonstrated by Mant *et al.* (2007) who carried out research into 'The effect of increasing conceptual challenge in primary science lessons on pupil' achievement and engagement', focusing on 10 to 11-year-old pupils with



more cognitively challenging practical and interactive science lessons. The study had a positive outcome, demonstrating the possibility of an intervention educating teachers through an alternative approach to learning whilst achieving improved results both academically and within the classroom, exemplified through engagement and enjoyment of the lessons. Mant *et al.* (2007) referenced the need for achievement in English schools due to the measurement of progress through national tests, impacting teaching into focusing on subjective knowledge and revision to improve test scores. The research of Mant *et al.* (2007) is of greater integrity due to the use of independent evaluators in the review of the intervention, in a trial based across 32 schools. The intervention demonstrates the ability for the re-training of teachers through alternative methods whilst achieving not only improvement in results but additionally the enjoyment of teachers in teaching through increased confidence, demonstrating the possibility for a similar intervention within PE.

### **2.11 The purpose of the research**

Following the demonstrated understanding of the importance of PE by Allender *et al.* (2006); the research seeks to explore the disconnect between academic literature and practice for primary PE in England to enable the desired benefits of PL to be achieved while increasing motivation to participate in PA later in life. Exploring primary teacher's experiences of teaching PE is deemed essential to developing improved quality of teaching in addition to teacher training (Kirk, 2005; Tsangaridou, 2012) due to the key period in the child's life for developing movement, understanding and creating lifelong impressions of PA. Non-traditional methods can provide students with a holistic education within the PL journey, encompassing social, physical and cognitive learning outcomes (Dyson *et al.*, 2004) but limitations have been placed on PE through the inability to break away from physical training in separation of cognition (Pill, 2014). Pedagogic knowledge and skills are vital for a primary teacher (Smith, 2007) but despite their understood requirement, teachers are often not prepared by the education they receive prior to teaching, leading to the teacher resorting back to traditional approaches. There has been previous research attempting to explore differing, non-traditional approaches to PE such as Jess *et al.* (2011) and Allender *et al.* (2006), but they have faced barriers in practical implementation. Therefore, the research will explore the teaching methods and opinions of teachers to gain further insight into effective delivery of the national curriculum, supporting the recognised importance of change by teachers to improve primary PE teaching by McCaughtry *et al.* (2004). Focusing primarily on primary teachers, supported by Tsangaridou (2012) who determined the necessity for descriptions of primary teachers' experience in teaching in order to develop better quality teachers across all levels, the research will provide insight at a key time within the PL journey for children. The

research will explore improving PE through the views of teachers in their training and experiences to further the understanding of a potential gap between theoretical and practical implementation of non-traditional approaches presented within the literature review.

### **3.0 Methodology**

#### **3.1 Participants and recruitment**

The study set out to recruit participants who had completed their primary education training in the last 10 years, including those currently studying (Final year BA Education, Primary PGCE or equivalent). The use of students currently studying and those within primary education jobs allowed for exploration of students currently experiencing training and what training they still consider they require. The use of current students additionally ensures that the research explores training at the most recent levels in addition to exploring teaching in its current form. The teachers were not selected from a particular background but must have completed training for primary age school children through a degree exemplified as a Primary PGCE or BA in Education in England. The participants did not have a set age range or gender; restricted by the condition of currently partaking in primary education teacher training or having completed primary teacher training within the last 10 years. Although implied by the qualifications they are undertaking, the participants also had a minimum age of 18 and are required to sign a consent form prior to the interview for participation and the recording of the interview. The limit of 10 years was selected to ensure teacher training was explored in its current form to allow for meaningful data collection. The research used 15 participants in total with this sample size being chosen to allow for a large quantity of data to be collected and analysed from the interviews but still maintain a manageable number of participants to complete the research within the timeframe given. Data saturation and sufficiency was also considered as demonstrated by Suri (2011), in addition to other qualitative studies such as Côté (1999) who used 15 participants previously in a similar investigative interview approach.

A delegate letter (Appendix 8.2) was required to the universities to allow for voluntary participants to take part in the study. Following the universities response, an email was provided along with the attachments: The Participant Information Sheet (Appendix 8.3) and the Consent form (Appendix 8.4); with the option to contact via phone or email for further information. To ensure representativeness and the qualitative principle of appropriateness, the study used purposeful sampling to select the universities followed by random sampling of those who volunteered. Purposeful sampling is referenced by (Coyne, 1997) as beneficial when a time restriction is placed on the study to ensure meaningful data is able to be collected within the timeframe. Due to the small sample size and limited timeframe given, purposeful sampling followed by random sampling was deemed the most appropriate method for the study to ensure relevant data was collected for the investigation.

### 3.2 Study Design

For the structure of the interviews, following a semi-structured interview format allowed for a balance with predetermined open-ended questions and to ensure the topic area was maintained, probe questions were used to ensure the appropriateness of the interview (DiCicco-Bloom and Crabtree, 2006). Semi-structured interviews are important as they avoid excessive rigidity in the interview process, as suggested by McCarthy and Jones (2007) as necessary in producing credible data. Due to the exploratory nature of the research, the flexibility provided by semi-structured interviews allowed for new themes and concepts to emerge throughout the interview discussion, aligning with the objectives of the research. Using semi-structured interviews afforded for the interviews to remain open through changing the order of the questions and the probe questions used for each individual participant (Knox and Burkard, 2009) in addition to providing the opportunity for additional probes to be added as the discussion develops to further gain understanding, allowing. The approach provided an individualised opportunity, incorporating the non-traditional dynamics of the research and enabled the moderator to adapt the questions to suit the different backgrounds and understanding of the participants. Despite the flexibility, the part-structure through semi-structured interviews rather than unstructured interviews ensured that the interview discussion remained relevant to the research. Face-to-face interviews, used by previous sport and education researchers such as Jones (2002) and Martinez-Gonzalez *et al.* (2001) were deemed beneficial because they allow for greater exploration with more in-depth responses than a questionnaire. Novick (2008) acknowledged despite the conflicting research between telephone and face-to-face interviews that there is a reported higher level of admission and engagement in face-to-face interviews. They allow for the researcher and the participant to create rapport, allowing for the free disclosure of experiences to a greater extent than could be achieved through phone interviews (Knox and Burkard, 2009).

The interviews discussed the participant's previous and current experiences in teacher training and how this has affected their ability to deliver PE, with the interview lasting for approximately 25 to 40 minutes. Aligning to DiCicco and Crabtree (2006)'s overview of typical semi-structured interviews, the interviews were only conducted for each participant individually. Open-ended questions were used to allow for the opportunity for a greater depth of response without biasing towards a desired response. As demonstrated as necessary by McCarthy and Jones (2007), an interviewer knowledgeable in the subject area was used to establish trustworthiness and ensure credibility in the data collection. The interviews were recorded on an audio recording device then stored on a password-protected computer before being deleted from the audio recording device. Prior testing, particular care and attention were taken during recording the interviews to prevent possible difficulties as stated by

DiCicco and Crabtree (2006). These included excessive background noise, weak batteries and the placement of the Dictaphone to ensure high quality recordings were achieved to prevent inaccuracies or omitted parts in transcription. From the recording, the interviews were transcribed using pseudonyms to maintain anonymity ensure credibility at all possible stages throughout the research.

### **3.3 Approach and data analysis**

The research adopted a qualitative approach as advantageous to the study because it considers to a greater degree the possibility of more than one solution to specific situations rather than following a restricted map to discover the understanding (Stearn, 1998). Qualitative research is concerned with the meaning individuals attach to their experiences and how they understand these experiences within the social world to enable researchers to try to interpret social phenomena (Pope *et al.*, 2006). In relation to the research in this study, this allows for a greater flexibility and consideration throughout discovering experience, through not starting with a pre-determined hypothesis to be proven correct or incorrect. Instead, as suggested viable by Thomson (2011) the research used the qualitative approach while attempting to understand the experience (of primary teacher training) of a group of individuals (training and current primary teachers) through a discovery approach. The qualitative approach provides the opportunity to expand knowledge while considering social relations, essential for the research which seeking exploratory understanding due a multitude of factors, some unascertained, perceived to affect the improvement of PE in an uncertain manner. Furthermore, the consideration of social factors through qualitative approach is in-keeping with the social considerations within the non-traditional approaches investigated within the research, accentuating the qualitative paradigm as the correct approach. Alternative studies using qualitative research in a discovery approach have included the topic areas healthy living, sport or PE (Allender, 2006; Bailey, 2005; O'Dea, 2003); with Maxwell (2004) additionally stating a distinct advantage to using qualitative methods in education based research, especially when exploring participants beliefs and values as part of the research. The fitting of the research's aims into previous qualitative research (Pope *et al.*, 2006; Thomson, 2011) and justifications for the use of qualitative methods (O'Dea, 2003; Maxwell, 2004; Bailey, 2005; Allender, 2006) supports the conclusion to use a qualitative approach over a quantitative approach.

The research used an interpretivist approach through qualitative content analysis with open, inductive coding to analysis the data. The interpretivist approach provides the opportunity to explore many realities through the experiences of teachers; defined as investigating, exploring

and describing individuals in their natural environment (Orb *et al.*, 2001). The interpretivist paradigm is of greater relevance than alternative paradigms due to its understanding and assumption that the world contains active subjects; with reality understood as constructed individually through each person's mind (Ponterotto, 2005) without considering individual change. The interpretivist approach is specifically appropriate for the research because it seeks to interpret the experience and understanding of respondents, in relation to the research, teachers through their own individual experience shaped by the world they live in. Reinforcing the appropriateness for the research, the interpretivist paradigm has been used previously in initial research exploring relationships between a learner and a more knowledgeable other; with Poczwardowski *et al.* (2002) using the paradigm to explore the relationship between coaches and athletes; in addition to Gearity and Murray (2011), who investigated to describe lived experience of athletes in relation to poor coaching experiences; alike to the student-teacher relationship. It is necessary to consider the paradigm used throughout the research to understand the approach of the researcher when analysing and interpreting the data.

No specific pre-set rules of exclusion or inclusion for analysing the data were used, instead, the research sought to classify the text into smaller content categories through inductive, open coding, aligning to the approach demonstrated by Elo and Kyngäs (2008) for content analysis. Headings and notes were written in the margins of the transcripts while reading them due to the use of open coding to create categories and abstraction. The transcripts were repeatedly read with the researcher developing understanding of the data through complete immersion, resulting in subsequent emerging themes within the categories freely generated into the coding table and the overall high-order themes created. The headings were organised into low-order themes, categorised through an unconstrained matrix with different categories created and accepted within the principles of inductive content analysis (Elo and Kyngäs, 2008). The use of freely generated and an unconstrained matrix was essential to the research to allow for the exploratory nature to be achieved in relation to the factors affecting the improvement of PE and teachers' progression. Through continual re-reading of the transcripts, the themes were then further refined and organised into a coding table through the researcher's understanding of the transcripts (Appendix 8.8 Data Analysis – Raw Themes Table). The raw themes gathered into low-order themes from the transcripts, were then condensed into a summary table of themes and counted to provide an overall idea of the weighting of the themes (Table 1: Low and High-order Theme summary). However, the low-order themes' numerical values were not considered statistically in the analysis due to the qualitative approach used. While the weighting provides contribution towards forming the story of the data before further exploration in the discussion section, the qualitative semi-

structured approach of the interviews does not provide statistically comparable data. Instead, it provides corroboratory evidence for the story emerging from the qualitative findings, and therefore aids understanding of the analysis and discussion through the interpretation and the coding of the data.

### **3.4 Limitations and Bias**

Due to the approach taken, it was necessary to consider the limitations presented in the research through the collection of data; with participants' answers to the questions dependent upon their interpretation of the question and the researcher's interpretation of their answer. Prior to the study's commencement, the approach of 'interviewing the investigator' was used, where the researcher assumed the role of a study participant and a colleague conducted the interview in an environment resembling where the interviews will take place (Chenail, 2011). 'Interviewing the investigator' was used to create interview protocols, which is particularly relevant where a bias could be noted (Chenail, 2011) and therefore was chosen to reduce the potential bias through the participants' interpretation of the question. The interview questions (Appendix 8.5) were then amended to demonstrate the modifications made at the trial stage and refinement process prior to the interview stage (Appendix 8.6). The use of a single researcher in the analysis stage provided consistency throughout the results and comments to allow for the emergence of themes but also prevented a limitation in the bias of the opinion and understanding of the researcher. All efforts were made in collaboration with the second researcher supervising the study to prevent the bias of results through the researcher's individual views.

### **3.5 Ethical Issues**

The research required the involvement of human participants, and therefore carefully considered ethical implications of the study while ensuring the quality and integrity of the research. The research required informed consent from solely adult participants at undergraduate or postgraduate university level or who had completed primary teacher training with participants volunteering to participate. Throughout the interview process, the anonymity of the interviewees was maintained to achieve confidentiality in the research; in addition to any place, company or further names changed within the transcripts that may identify the individual. Consent was additionally required for recording the interviews to allow for the write up of transcripts for analysis. This was made clear in the participant information sheet and consent form given prior to the commencement of the study in addition to proof of ethical approval by Oxford Brookes University Ethical Committee (Appendix 8.7).

Although the topic areas would not be considered sensitive in nature as reviewed by the Ethical Committee, the interview would have been instantly terminated if the participant appeared distressed or no longer wished to answer the questions. Due to the nature of the questions asked, it was unlikely that any issues would arise, however because the research requires gatekeeper access, it was important to outline to head-teachers and universities that the teachers were being asked about their preparedness for teaching PE. This was outlined in the participant information sheets and teachers were encouraged to report any concerns or anxieties they have about their level of training to their line managers within the school setting. Furthermore, issues of a legal nature or issues pertaining any risk to teachers or students would have been reported to the supervisory team immediately if they arose.



#### 4.0 Analysis and Results

Through analysing the data, the research sought to explore the understanding of primary PE through a holistic approach encompassing all aspects in relation to primary PE towards seeking improvement. To explore the barriers to improvement, the research investigated teachers' opinions and understanding of theoretical concepts and additional factors affecting their delivery of PE. From complete immersion of the researcher into the transcripts, themes were drawn while considering the factors' implication on teachers and combined with other related themes to create six high-order themes for discussion. The following summary coding table is broken into the six High-order Themes derived from the data: Teachers' Philosophy, Apprenticeship, Confidence, Student Experience, Physical Education Context and Bridging the Gap (full table including the raw themes is available at Appendix 7.8.). Although related in aspects, the High-Order themes will be discussed in sections to allow for each topic area to be explored in greater depth to develop further understanding through the systematic nature of the analysis.

Through complete emersion in the data, the Low-order themes were re-arranged until the story of the analysis emerged through the High-order themes. The **Teachers' Philosophy and theoretical approach** theme starts the story with the teacher themselves, providing the necessary foundation due to the requirement for teachers to have a philosophy grounded in theoretical concept. From their theoretical understanding and personal beliefs, the teacher refines their practice by **Apprenticeship**, developing through their teaching education and learning from others in addition to practically in the classroom. As the teacher begins their teaching journey, their **Confidence** is integral towards their progression and continued demonstration of their approach, particularly leading into the **Student Experience** where the Teachers' ability and beliefs become continually challenged. The students, although a vital element and considered throughout, are re-considered at this stage due to the requirement for Teachers to have achieved a solid based of approach prior to student integration. The children's age-relative self-understanding and behaviour effects the **PE Context** for the teacher from the children's parents right through to planning, curriculum and policies. Finally, **Bridging the Gap** seeks to draw together the areas where further understanding is required to complete the story, starting with the application of theoretical concept into practice. Furthermore, Bridging the Gap explores schools' ethos's, impacting the teacher's ability to follow an approach which is not incorporating or understood to incorporate the school's values irrespective of the teacher's beliefs.

**Table 1: Low and High-order Theme summary**

Low-order Theme (number of incidents*)	High-order Theme
Tailoring to individual (35) Theory retention (18) Direct approach (13) Knowledge (2) Positive approach (15) Constructing own learning (24) Theory understanding (13) Sharing ideas (30) Philosophy (23) Reflections (3) Child-centred (10) Learning (17)	Teachers' Philosophy and theoretical approach
Learning from others (32) Time on PE (43) Learning through practice (12) How to teach (27) Practical Assessment (33) Time on placement (32) Previous experience (3) Mentor/ Teacher-tutor (28) PGCE Vs. Real life (25) Personal Development (26) PGCE comments (24)	Apprenticeship
Planning (2) Behaviour Management (1) Confidence in context (2) Previous Experience (20) End of Course (20) Subject Knowledge (21) Confidence in approach (11) Observation (16)	Confidence

<p>Through practice (19)</p> <p>PE Curriculum (1)</p> <p>Through extra training (2)</p>	
<p>Difficulties in differing abilities (34)</p> <p>Competitiveness (20)</p> <p>Behaviour management (43)</p> <p>Self-awareness (16)</p> <p>Children's opinion of PE (9)</p> <p>Freedom/energy (10)</p> <p>Engagement/attention span (33)</p> <p>Standard achieved in PE (17)</p> <p>Gender (3)</p>	<p>Student Experience</p>
<p>Planning (38)</p> <p>Curriculum (37)</p> <p>Schemes (16)</p> <p>PE Coordinator (9)</p> <p>OFSTED (19)</p> <p>Health and Safety (15)</p> <p>Expectations of teachers (5)</p> <p>Parents (24)</p> <p>Policies (12)</p> <p>Specialist PE teacher (30)</p> <p>Core v PE (34)</p> <p>Healthy lifestyle/PA (53)</p> <p>Time (3)</p> <p>Resources for PE (1)</p>	<p>PE Context</p>
<p>Sport V PE (41)</p> <p>Theory to practice (26)</p> <p>Theory consideration (7)</p> <p>Fundamentals (26)</p> <p>Up/De-skilling (15)</p> <p>Importance of Theory (3)</p> <p>Different age groups (1)</p>	<p>Bridging the Gap</p>

Adapted Games (8)	
School ethos (16)	

\*Number of incidents does not provide statistically comparable data but instead the weighting of the theme's occurrence providing corroboratory evidence for the story emerging from the qualitative findings.

## 5.0 Discussion

### 5.1 Teachers' Philosophy and theoretical approach

#### 5.1.1 Philosophy

There is little dispute around the understanding that teachers' beliefs and perceptions affect their decisions and behaviour within the classroom and are therefore essential towards improving teaching practice (Pajares, 1992). From the data collected, there were a range of responses in relation to questions regarding their philosophy and approach, with answers relating to the happiness and engagement of the children to those considering themselves to follow a specific theoretical approach to teaching. The transferal of the attitude of the teacher in addition to the learning environment created is particularly understood as influential in relation to the children's learning (Chen and Rovegno, 2000) and subsequently essential towards understanding the academic disconnect towards improving PE for primary children. For many participants, a '*positive and enthusiastic*' (Participant A) attitude, demonstrating encouragement while creating an environment where the children felt they could make mistakes was deemed necessary for effective learning to take place. An element of fun, in replication of play was also a common theme, exemplified by Participant K: '*I tend to apologise to them if there isn't some element of fun*' (Lines 113-114). For students and teachers alike, fun is considered an essential element for successful learning in PE; with fun accepted as a primary reason for involvement in PA or subsequently lack of involvement when the activities are no longer considered fun by the student (Garn and Cothran, 2006). There is uncertainty throughout the literature as to what precisely constitutes fun with Garn and Cothran (2006) stating confusion between whether teachers viewed fun as a process goal leading to greater student engagement or a product goal with fun perceived as a valued outcome of PE. The lack of clear guidelines for what is required within PE, leads to disparity in standard and confusion towards the degree of fun and play required within a lesson that has primarily an educational focus, seeking to encompass both the mind and the body through the PL journey in a holistic approach.

When asked regarding their personal philosophy, a common theme presented by the participants, particularly those who had more recently qualified, was that of drawing from their previous childhood experience or learning, relating to how they felt within this situation and considering prevention of reoccurrence to be their philosophy. For example, feeling singled out or bullied, an element further relating back to the happiness of the child rather than a theoretical approach to teaching. '*I was bullied a lot when I was younger and I'm just so determined for that not to be a thing in my class*' (Participant H, Lines 94-96). While these are all elements required towards effective learning, they do not relate specifically to how

learning takes place from a theoretical perspective or consider a theory to underpin the teaching. However, despite the lack of precise theoretical grounding, the attitude of the teacher, classroom atmosphere and element of fun within the lesson are applicable to the process of learning within PE, in addition to the chosen delivery style through theories of learning. *'I'm a really, making sure everything is drama and fun and songs'* (Participant J, Line 52). The common theme of positive, enthusiastic learning demonstrates the training and current teachers understanding that children need to be engaged with their learning, with some teachers stating their philosophy to be that the children are learning and progressing despite the expectation of children learning as an outcome of the education system. *'There's probably two things that I'd think of, are the kids enjoying themselves? And, have they learnt something?'* (Participant O, Lines 132-133). In the literature, the growth of interest towards a more play-based pedagogy has been commonly described as 'active learning' but has frequently been interpreted differently by teachers towards whether it is peripheral or integral to the learning process (Martlew *et al.*, 2011). Particularly when understanding learning and teaching from a non-traditional approach where the children construct knowledge, a teacher's beliefs and interpretation around teaching can have a significant impact on the children they teach (Chen and Rovegno, 2000). The teachers' belief around the purpose and requirement for education developed through their own values, goals and viewpoints further influence the approach and philosophy they take to educating the children, accentuating the vital importance of a teacher's philosophy in addition to their understanding of it for improving children's experience and learning within PE (Livingston *et al.*, 1995).

The majority of teachers stated the requirement for individualised learning as suggested by Moy *et al.* (2015b) through individual decision making by the learners. Even for those demonstrating a more direct approach to teaching, there was an understanding that each child is different in their individual learning needs throughout the PL journey. *'They all need (.) that individual help, the individual guidance, for them all to be learning and progressing'* (Participant I, Lines 261-263). However, understanding learning to be individual does not necessarily mean the teacher or training teacher encompasses a non-traditional perspective as confirmed through the participants' responses. It became evident that the assumed move toward non-traditional methods academically needed further clarification for the teachers interviewed, particularly for teachers without the academic pedagogical background and understanding of PE and its purpose. Participant A was unable to articulate a particular theory used during teaching when questioned regarding philosophy, but later, understood and stated: *'child centred definitely, 100% yeah. Learning should always be child centred'* (Lines 103-104). Additionally, stating that it's: *'really easy to talk at children but they learn best doing so short and snappy input'* (Lines 107-108), Participant A exemplified the difficulty in fully

understanding the approach used by teachers in practice through definition and terminology alone, particularly in relation to PE.

In addition to the understanding of the requirement for individualised learning, the use of sharing of ideas between the children was also deemed as vital towards learning by the participants. *'They do a lot of the talking, talking to each other and sharing their own ideas rather than me talking at them'* (Participant B, Lines 49-50). There was a demonstrated understanding of the requirement for social learning even if it was not related to the correlating theoretical approach in the teacher's practice. Crawford (2004) stated the daunting prospect for teachers through the challenge of delivering the required curriculum (lacking in clarity for PE, Appendix 8.1) without compromising the development, ability or social context for children by encompassing PL in objective. Through social construction, learning is viewed as a social process emerging from social interaction in the process of absorbing knowledge (Georgakis and Light, 2007). Therefore, implying that knowledge is not external to the learner, but instead, constructed by understanding through social interaction (Georgakis and Light, 2007). Participant F considered opportunities for discussions and a reduced noise level in the class to be important because it provided the opportunity for sharing ideas: *'I feel that children tend to get a lot more out of it because they can (...) um talk about ideas and can share with each other'* (Lines 46-47). Within the classroom environment it is necessary for teachers to enable the opportunity for freedom of expression, while the children are active learners in creating meaning through social interaction (Haynes and Murriss, 2011), in order to encompass the non-traditional perspective and progress towards improved child learning in PE.

Articulating a philosophy may also pose a barrier to understanding their epistemological approach to teaching PE with some participants stating that their philosophy is intuitive rather than considered and applied during their teaching. *'It's a really hard question cause it's really instinctive'* (Participant K, Line 105). Aligning to Participant K's view, Korn (2003) believed that all teachers have an implicit philosophy that could be determined from their behaviour, related to the instinctively considered philosophy. However, despite the consideration that a philosophy is instinctive, there is a requirement for a newly qualified teacher to establish and understand a chosen philosophy in order to make choices towards developing their teaching style and maintaining their beliefs throughout their teaching journey (Korn, 2003). For primary teachers, difficulties can additionally be presented between the requirement for a philosophy and the requirements of formalised schooling for children (Crawford, 2004). There is an understood requirement for learning to be child-centred within an environment developmentally appropriate for the child but the teacher is additionally faced with

curriculum requirements and pressures in preparing the children for standardised testing (Crawford, 2004). Relating to the assessment of children, Participant B recalled: *'it's all the assessment and that side of it you don't necessarily get taught about on training, when you're training for your degree'* (Lines 65-67). In order to maintain the required environment within the classroom under a heavy workload, the result of short-term planning may lead to the teacher shifting from their epistemological beliefs and contradicting them in order to 'survive' within the classroom (Davies, 2003). *'I just think the biggest load is the pressures and stress and kind of expectations. We have a lot to kind of do'* (Participant A, Lines 119-121).

Additionally, the lack of priority of PE within the school curriculum and timetable can lead to sudden changes for the teacher to overcome while maintaining learning within the subject: *'It's always the subject that's thrown at Christmas and stuff because the halls not available'* (Participant O, 301-302). Although there is evidence in Davies' (2003) study that some participants may continue to follow a practice within a philosophical domain reflecting their core beliefs, it was evident through the participants that this was more common in teachers who had developed a greater confidence through experience of teaching. Participant A stated no change in philosophy throughout teaching or PE: *'No, I don't think it's different at all. Um, I think it's like firm but fair and fun'* (Lines 70-71), instead considering the teacher's ability to control the class to enable maintaining a philosophy: *'I feel like (.) you teach it better if you've got good behaviour management and control of the children'* (Lines 76-78). In comparison, Participant H who was currently completing the final year of a BA Education stated: *'I think I just adapt to however the class are doing at the time'* (Lines 88-89) *'I don't think I have a particular teaching style that I stick to'* (Line 91). Alexander (2004) stated the requirement for theoretical pedagogy within teaching to prevent conceptualisation, planning and justification of teaching by combining pragmatism with ideology without the theoretical or practical grounding due to an inability to connect with educational theory easily during training. It opens the possibility that the justification of epistemological existence and pedagogy's use within education is not stressed during teacher training or connected through meaning to the practical justification, and therefore the subsequent importance teachers place on a clear philosophy or grounded theoretical approach to teaching is limited.

### **5.1.2 Is an understanding of theoretical concepts required to teach?**

Despite the detailed theoretical and superiority debates referenced within the literature exploring non-traditional methods separately, primarily in terms of nonlinear (Renshaw *et al.*, 2010; Chow *et al.*, 2013; Gréhaigine and Godbout, 2014; Lee *et al.*, 2014) and constructivism (Lipscomb *et al.*, 2004; Gordon, 2009; Díaz-Cueto *et al.*, 2010; Light, 2011), it is to be



questioned whether understanding the complexity of each of the approaches is necessary to teach following a non-traditional perspective. Exploring the teacher's view of their approach clarified this difference in understanding exemplified through those who used questioning because they understood the use of questions beneficial to learning and those who understood the concept of questioning through theoretical justification. Viewed by Roberts (2011) as a pedagogic dilemma in understanding to new pedagogues, conceptually, the use of questioning is used towards enabling the children to construct their own learning and meaning through the teacher's use of a questioning strategy. In practice, the questioning strategy enables the child to construct their own knowledge through previous experiences towards developing understanding. Participant O supported the use of questioning and stated: *'kids take control of their learning, independence, they need to be reflective'*. However, the complexity of the theory defining the concepts within the literature surpasses the reasoning given by the teachers as to their approach. Participant I suggested *'Yes I think that's a lot better than saying this needs to be passed over there cause then they're just following your instruction, they're not really figuring anything out for themselves'* (Lines 318-320), opening the question whether the understanding of complex theory is necessary to follow the approach rather than articulate it theoretically. The participants' ability to retain and apply theory from university also relates to their understanding of theory in reference to their teaching. Participant I stated *'Not really, not done that. I've not really done a lot about that no'* (Line 302) when asked regarding constructivism and behaviourism theories but later described techniques that demonstrated application of constructivism. This highlights the question whether teachers do not understand the theory or whether they are unable to relate their practice to the specific terminology used in describing approaches.

Recognised by some of the participants, the requirement for reflective practice in relation to learning systems within physical pedagogy as a topic has increased in interest throughout the literature (Wallian and Chang, 2007). *'You fill out a lesson feedback form (.) reflection form, and it would be up to a page kind of long in terms for every lesson for you to produce but it gives you good reflective practice so I still use those sorts of skills now'* (Participant O, Lines 33-36). As part of an effective reflective attitude, knowledge-construction-in-action through reflection is perceived as essential for active and meaningful attribution towards improving pedagogical ability (Wallian and Chang, 2007). Despite the acceptance that reflection of approach as a teacher is necessary for continued development, further difficulties are evident for the primary teacher through the vast number of approaches available, often overlapping in concept. Through reflecting and exploring their philosophy, teachers are presented with numerous definitively different approaches referenced within pedagogical literature while attempting to explore a following a non-traditional approach. Approaches such as the

collaboration of semiotics and constructivist aspects has led to a semio-constructivist approach, learning based on shared interpretations of actions with the action in itself generated through reflective practice (Wallian and Chang, 2007). Wallian and Chang (2007) further analysed the semiotic approach to Teaching Games for Understanding, referenced too as derived from both Constructivism (Light and Dixon, 2007) and nonlinear pedagogy (Tan *et al.*, 2012), leading to its acceptance as a non-traditional approach. Additionally, following the requirement for a student-centred environment, situated learning is the theoretical framework for Sport Education, Tactical Games and Cooperative Learning (Dyson *et al.*, 2004). The teacher facilitates activities that have the outcome potential to provide students with a holistic education, encompassing social, physical and cognitive learning outcomes (Dyson *et al.*, 2004), components that can be recognised in PL.

Despite the consideration of non-linear methods as preferable within the literature, Kidman (2006) offers a further non-traditional alternative, Humanism, considered more central in the athlete-centred approach than constructivism or non-linear and comparatively different. The theory considers the total development of the individual through an athlete-centred ideology, emphasised through a facilitative interpersonal relationship (Bennie and O'Connor, 2010). However, it is unconfirmed whether the humanistic approach is appropriate across a variety of abilities and focuses considering the intensive commitment and focus on competition goals at a professional level compared to the encouragement and support through the development to authentic and valued adults at participant level (Bennie and O'Connor, 2010), and therefore considered a further, alternative theoretical approach seeking superiority in preference of overcoming practical difficulties in current methods. The simplification and rationalisation of some pedagogical approaches is demonstrated by the overlapping entities of non-traditional methods in approach, justifying the requirement for exploration into practical implementation of non-traditional towards improving teaching and understanding. The referenced superiority of theories debate by Roberts (2011), evident through the numerous approaches, provides confusion towards the required selection and difficulty in recalling an effective approach for teachers. *'Off the top of my head I cannot tell you the theory so I would not know'* (Participant A, Lines 99-100).

There was also a discrepancy in understanding around the application of non-traditional approaches in primary education subjects, with Participant K considering the non-traditional approach to be universal across all subjects; *'it's more, the teaching technique rather than specific to Maths'* (Line 19) in comparison to Participant E who viewed the approach as subject specific in application: *'they're only certain lessons where that will work, I think'* (Line 209). The difference between physical learning and academic learning despite PE's

encompassment of the mind was deemed different by Participant A and subsequently requiring an alternative approach: *'I think PE is more like the technical skills is quite important so I feel like that needs a clear model and then go and practice and copy'* (Lines 261-263). Elements of constructions and Game Sense within non-linear, non-traditional theory consider the learner to draw upon previous experience and knowledge to create resonance and understanding in learning experiences (Georgakis and Light, 2007), a concept not independent to specific subjects. Participant A considered it to be *'really easy to talk at children'* (107-108) during PE; highlighting instead the possibility that the difficulty of using an approach may vary between subjects individually to the teacher through the individuality of learning due to the teacher's understanding of the approach and its application. Further to straying from epistemological beliefs due implementation difficulties, Muis and Foy (2010) examined teachers to conclude that many teachers demonstrated a greater articulation of non-traditional in philosophy than they typically demonstrated in practice when observed. It is therefore necessary to consider the difficulty in understanding of complex theoretical concepts for those required to implement the non-traditional methods into practice. Particular association is required to the application of approach across the different subject areas rather than a variance of approaches presented to the teacher during teacher training without practical resonance.

While there is discrepancy among the participants around their understanding of in addition to the requirement for a philosophy, a philosophy is particularly relevant in non-traditional approaches to ensure adherence in practical settings in maintaining their beliefs. A clear philosophy provides the opportunity for successful reflective practice towards improving teaching and subsequently children's' learning within PE, demonstrated through Muis and Foy (2010) understanding for teachers' to be able to articulate their philosophy. For effective implementation of approach, the teaching of theory alongside developing practical understanding must be explored to allow the teacher to create resonance of the links within the concept. The following section explores the practical teaching journey teachers' experience in addition to their continual journey of development throughout their teaching career. It provides insight into the teachers' progression of learning and whether there are factors affecting their ability to achieve a high standard of teaching due to lack of preparation during training.

## 5.2 Apprenticeship

### 5.2.1 Learning to teach

The initial stages of learning to teach are recognised around the world as a particularly complex stage in the teacher's learning journey (Avalos, 2011). Côté and Gilbert (2009) stated the ambiguity around what is assumed excellence within teaching, with research required to captivate the essence of teaching in order to have a legitimate phenomenon to study. The ability to measure excellence cannot be reduced to examination through the outcome results of students because some students will succeed despite insufficient teaching and others will fail to excel despite a consistently high standard of teaching (McMahon *et al.*, 2007). Overcoming the difficulties of measuring excellence through student achievement, Garbett (2003) assumed there to be a strong correlation particularly during early years, between quality childhood education, teacher qualifications and the quality of practices in teaching and learning; justifying the necessity for improved research into teacher practice towards improving PE. For many participants, the environment presented in the PGCE (or equivalent education course) does not fully recreate the environment within a class where the teacher has the full responsibility of the class due to the trainee teacher taking more of an assistant role from the children's perspective: *'[It's difficult] finding that sort of authoritative relationship with them because they still see the teacher as being the superior figure because if there's a real behavioural problem they'll go to the teacher in the class at that point'* (Participant C, Lines 298-301). The segmented approach to placements within education training leads to difficulty for the training teacher to build rapport with the class, in addition to the view of the children that the training teacher has less authority.

Teachers both within the teacher education course and upon entering the teaching profession have a variety of backgrounds and experience with the type of quality of training differing additionally towards the teachers' ability to cope under pressure and within the classroom environment (Cains and Brown, 1998). Participant A found the transfer to teaching immediately after the course difficult: *'Really good for ideas, not so much the how to teach it well, does that make sense? They didn't really give you any teaching points on what made a good PE teacher'* (Lines 16-18). Typical stress factors such as the high workload, time pressures, pupil difficulties, noise levels, lack of recognition for work and overcrowding in classrooms (Cains and Brown, 1998) can be difficult to re-create during teacher training. The difficulties were highlighted through frustrations in the participants who wanted to understand the practicalities of teaching: *'I don't think we got anywhere near as much, um (...) practical, real stuff that you could actually take and transfer and think right I learnt that on my PGCE and if you ask me about the essays I did on the theory of education, couldn't tell you a thing*

*now*' (Participant N, Lines 92-96). For many teachers, elements that could be immediately transferred and applied to understanding classroom management and issues that arose within the class were deemed particularly important that required a greater focus within the primary education course.

The lack of available time on the training courses additionally presents further obstacles in learning to teach: *'This is just where I think there's a big gap (.) because I think the whole problem is inherent in the fact the PGCE is so short so when you do the PGCE (.) you just don't, there's not enough time in a PGCE to learn what you then teach'* (Participant N, Lines 73-76). Harris and Sass (2011) stated the conflicting views of research around teacher education with research stating both the beneficial element of formal teaching training and the view that formal education is irrelevant and should be eliminated. Significantly greater weight was placed by the participants on learning through practice in comparison to the theory during teaching training, with practice viewed as far greater in value. Supported by the understanding of Lieberman and Pointer Mace (2008), teachers learn not just through practice but through the meaning created and understood through learning. Heywood (2005) argued that trainee teachers need raised awareness of the conceptual difficulties within learning rather than a curriculum-focus that privileges knowing over the understanding of theory. As stated in the previous section that every child is individual in their learning, the process of training teachers' learning towards becoming teachers is also individual. Jackson and Bruegmann (2009) acknowledged a wide acceptance among policy makers and researchers of the considerable variation in teachers' ability and its effect towards student achievement. *'Students learn in many ways— by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing and drawing analogies and building mathematical models; steadily and in fits and starts'* (Felder and Silverman, 1988). Further to this, teaching methods vary as highlighted through the non-traditional teaching debate into the specifics of achieving individualised, effective learning. This highlights the importance of the methods used by the teachers during PGCE's and alternative teaching courses; as additionally implied by Participant K *'I use most in my teaching are techniques that were used to teach me on my PGCE rather than the ones that they sort of said in subject things'* (Lines 16-18).

Scientific data have continued to accumulate towards the negative health associated with being physically inactive, dependent upon a number of risk factors including the education the individual has received in relation to PA (Haskell *et al.*, 2009). Despite the understanding that physical inactivity is the fourth leading risk factor for global mortality (World Health Organisation, 2017), training teachers are not afforded adequate opportunity to practice PE or

effectively tested in their understanding of PE in comparison to other subjects during primary teacher training. Participant F reported: *'I've taught a couple of PE lessons but I've not had much experience because it tended to be for PE we were out of the classroom'* (Lines 23-25) despite taking the health and well-being pathway as part of the primary teaching course. Participant E had virtually no experience of PE at all: *'I think we saw how you do a gym lesson but that's like a one-off snapshot'* (Lines 59-60) with Participant B completing the course with no experience: *'I didn't teach any Physical Education in all the placements'* (Line 24). Without experience teaching PE, newly qualified primary teachers have limited applicable knowledge towards delivering high-quality PE. Furthermore, Participant J stated there was no assessment of PE during teacher training, with assessment limited to core subjects only: *'[assessment] wasn't for topic based or non-core'* (Line 469) subjects. This was a common occurrence among the participants and subsequently leading to the possibility of the primary teachers leaving the course without being assessed in PE or alternative non-core subjects such as languages or music. *'I still think because there's other things that we have to teach, that feels like one of the things that's got pushed to the side sort of while I was on placement a bit'* (Participant H, Lines 83-85). The importance of PE towards improving lifelong participation in PA for children (Haskell *et al.*, 2009), despite the improved understanding, is not currently presented to training teachers through the lack of time spent on PE both theoretically and practically within the course.

### **5.2.2 Learning through experience, practice and others**

The provision for developing skills through practice and experience in the education course prior to teaching is not available to all teachers due to the lack of opportunities provided to the training teachers. Therefore, teachers either have to refer to alternative experiences without the awareness of the relevance or lack of relevance towards effective PE, or gain experience once they are in a teaching position. Social was stated as particularly beneficial towards excelling in teaching, with a clear role model given in the training teacher's mentor and the teacher tutor. In the UK, the supervisor of teaching practice has been replaced with a mentor encompassed in school learning in a move towards a model-based approach to learning (Walkington, 2005). *'We have a, what they call a teacher tutor in schools'* (Participant G, Lines 34). Boud and Middleton (2003) argued the supervisory role might not lead to as effective learning due to the structural constraints of the role, causing the need for the learners to display themselves as competent rather than seeking assistance. However, mentoring provides an initial induction process for the teacher into the teaching environment in addition to allowing for identity formation subsequent to the mentor's participation in the mentoring process (Avalos, 2011). The experience of the training teachers greatly differed

depending on the mentor or teacher-tutor they had been given highlighted by Participant N: *'I think most of what you learn is from the teachers in schools so if you've got a good mentor or teacher tutor then great but if you haven't then really missing out so there's a real discrepancy amongst students because you know, it relies on who you're learning from'* (Lines 79-83). Learning is not separate to the individual but encompassed within social context through experience and practice in addition to learning through the community (Lieberman and Pointer Mace, 2008). Walkington (2005) stated the idealism of creating a professional development community for university and school staff to work together during the initial teacher years but highlighted the difficulty in locating mentors let alone the ability for the available time for dedication towards professional development during their time-constrained schedule.

The notion of learning from others continues throughout all stages of the teachers' development with Boud and Middleton (2003) stating that teachers draw upon each other in addition to resources to solve issues in relation to students once established within a school. Teachers develop communities of practice within their networks and teams to work together to share practices and learning purposes (Avalos, 2011) as they continue their learning process after the completion of initial training. Participant A attributed an improvement in teaching PE since teacher training to support provided by teachers within the school: *'So only on the job with experienced teachers do I feel I've got better at PE teaching, from like observing'* (Lines 53-55). *'Just through having conversations with other members of staff, it's how I've kind of got better at teaching and managing it'* (Lines 65-67). Communities of practice within teaching provide the opportunity for a developing teacher to create individual identity through negotiating their role within the community (Akerson *et al.*, 2009). The importance of teachers continuing to be actively engaged in their learning is referenced throughout research with effective professional development requiring the teacher to analyse their own, current practice towards excellence practice in teaching considering adjustment for the age and ability of the students (Ingvarson *et al.*, 2005). In order to further improve practice, reflection-orientated learning by student teachers is required to further their practice but in reality, teaching can often severely challenge beliefs towards improvement and therefore the use of reflective practice can result in a lack of improvement due to the challenges faced (Tilema, 2000). Professional development can often be disconnected in relevance to problems the teachers face in the classroom through the teacher's perceptions (Korthagen *et al.*, 2006), furthering the requirement for communities of practice within teaching to enable effective solutions to be discovered.

The ability for teachers to work together and share practice towards furthering learning is important within teacher networks, communities of practice and learning (Avalos, 2011); exemplified by Participant N: *'I literally have a notepad and make notes and draw diagrams of everything she's teaching and I always use it again'* (Participant N, Lines 483-485). However, despite the positivity of watching alternative peer practice, it can be difficult for inexperienced teachers to focus on both student and teacher behaviour in addition to the connection between sequences of events within the lesson (Star and Strickland, 2008). Participant O understood the importance of using a more knowledgeable other or peer within the community of practice towards assisting the newly qualified teacher to provide the support required to overcome these perceived issues through additional discussion to explain the observation: *'have half an hour of here's some games you could play in PE with your class. (.) Um, how could you do that for reception? How could you do that for year 6?'* (Lines 339-341). Initial teacher training combined with professional development is vital towards the acquisition and development of subject specific knowledge with a teacher's knowledge considered as one of the key requirements toward improving educational practice (Poulson, 2001). Despite a previously considered view that strong subject knowledge is required for effective primary teaching (Poulson, 2001), progression has occurred towards the requirement for conceptualisation of content for further improvements in teaching. Observation offers the opportunity for a practical example rather than just textual description that may lead to a lack of understanding or clarity when seeking to apply the practice: *'it was really amazing how she did it because she did a lesson where she built up from the basic skills. Then she effectively moved into what was rounders but at a very basic level and it was just amazing how she did it'* (Lines 250-253). Further to the physical improvements made, improvement through personal development individually or through others can assist to improve the teachers' perceived ability towards PE.

The individuality of teaching needs among the primary teachers creates difficulty through the comparatively short period of formal education teachers receive in the initial stages of their teaching journey. Furthermore, the environment created within education courses is not fully representative of the classroom environment, further creating difficulty in the transferal of theoretical concepts into practice. The challenge presented to achieve a high standard of individualised teacher training without ordinance is vital towards preparing teachers to cope with the pressures and expectations of teaching. The following section explores the effect of confidence on primary teachers, whether it is necessary for successful teaching and how it affects their teaching throughout their educational development journey.



## 5.3 Confidence

### 5.3.1 Understanding confidence in training teachers

Schunk (1991) suggested that the greater the perceived ability of the individual, the more effort that will be exerted towards accomplishing that task. For teachers, a greater degree of confidence allows an individual to place greater effort into teaching, perceiving they have the ability achieve the necessary outcomes. Teacher confidence, partnered with the understanding of self-efficacy is required for teachers to effectively communicate their own understanding to the students to be proficient in teaching (Lloyd *et al.*, 2000). Self-confidence as an element of self-efficacy (Burton and Raedeke, 2008), and understood by Sullivan and Kent (2003) to be the most influential element on a pedagogue's behaviour, is an essential element to effectiveness within teaching and conversely a potential barrier when teaching (Feltz, 1999). However, despite the possibility of a lack of confidence affecting teachers' ability to teach PE effectively, high confidence does not necessarily convert to understanding and subsequent successful teaching. Participant G stated: '*I feel quite confident about teaching PE to be honest*' (Line 195) but later when questioned if the participant worked on any basic movement skills or fundamentals as part of the PL journey in PE, Participant G seemed unaware of what the fundamentals of movement were: '*I don't think we've done very much on that. I think we did a little bit on it in that week I mentioned but (..) not much (.) if I'm honest*' (Lines 181-185). The response demonstrates either a lack of understanding of an important purpose of PE in teaching the fundamental movement skills on the PL journey or the participant may have understood the concept through differing terminology and therefore had been unable to relate to the question regarding approaches. This further highlights the requirement for unified terms or clarification within the literature towards a greater understanding in primary PE through overcoming conceptual differences or terminology within the literature in addition to during teacher training.

Confidence is relative to training and current teachers understanding of their ability to teach PE rather than their actual ability but nevertheless, confidence is necessary as a lack of confidence can be detrimental towards the teacher's teaching ability. These detriments include difficulties in teaching, higher stress in relation to the job and low levels of job satisfaction, often linked to the teacher's perception of their ability through the students' achievement and motivation (Klassen and Chiu, 2010). '*It was really hard to get past that [lack of confidence] to start teaching and feel that I could actually teach this to children*' (Participant I, Lines 132-133). Self-efficacy is personal, a judgement around perceived task capability that is not inherently evaluative due to the component of conception rather than relating to actual ability (Tschannen-Moran *et al.*, 1998). This perception can create a barrier

to achievement as a teacher, exemplified by participant K: *'PE has been the hardest thing for me to overcome because I did not see myself as a good'* (Lines 129-130). A teacher's self-efficacy is most adaptable within the early years of teaching, developing more firmly as the teacher gains experience (Klassen and Chiu, 2010), making the early, training years in teaching critical towards developing a teacher's future confidence and perception of their ability towards achieving a higher standard of teaching.

Gibbs and Coffey (2004) explored the training of university lecturers, concluding that those trainers who were primarily focused on student learning rather than improving teaching, had an approach in training which oriented toward changing teaching to have student learning as an outcome rather than performance. Factoring back to the approach training teachers and teachers take; Gibbs and Coffey (2004) demonstrates that a teachers' approach to teaching affects the approach of study and learning of their students. Participant K additionally understood individual learning through the approach of the teachers during teacher training: *'I think actually the techniques I use most in my teaching are techniques that were used to teach me on my PGCE rather than the ones that they sort of said'* (Lines 16-18). Through the same understanding, the impact the lecturers have on primary school teachers during training additionally facilitates towards the education environment. The attitudes of the lecturers towards the students (trainee teachers) during the teacher-training course impact their learning in many ways including the capacity for subliminal messages (Hutchinson, 2003). Therefore, it is necessary to consider that the approach of the lecturers delivering the training during the teacher education course has a significant impact on the trainee teachers progressing forward in particular in relation to their confidence and understanding.

### **5.3.2 Confidence after formal education training**

The confidence of the training teachers at the end of their PGCE course or equivalent was dependent upon the positivity of their experience during the course in addition to external factors supporting them. Participant N attributed confidence towards family support, coming from a family of teachers *'I was confident because the whole time I was at uni [university], I had the support of my whole family'* (Lines 51-52). The participant did not think the course instilled confidence due to difficulties with the assigned mentor which led to dis-engagement from the advice given during the placement and subsequently sought education and confidence from family members. Despite this opinion, for the majority of participants, their overall confidence in teaching core subjects was sufficient at the end of the course, stating a lack of confidence in minority subjects such as languages or PE due to the limited time spent on them within the course. *'PE, I've not done a lot of it, obviously we have a couple of*

*sessions at university but (.) but it's not really done in detail or in any depth'* (Participant I, Lines 69-70). Specifically researching dance within PE, MacLean (2007) stated the correlation between lacking opportunities to teach dance and the resultant perceived confidence to teach it. The participants recalled limited opportunities at university to practice teaching PE comparable to alternative subjects: *I've only taught a couple of sessions* (Participant H, Line 222). Specifically to PE, many noted confidence to external or previous experiences within sport, despite the differing of approaches and understanding necessary in comparison to primary PE.

Previous experience and personal experience of school PE can play a vital role in the confidence a teacher develops towards teaching PE with concerns raised over the last 20 years regarding teachers' lack of confidence in PE (Morgan and Bourke, 2008). Those with a positive personal experience will relate back to this during their teaching, often replicating their own experience in their teaching due to insufficient training (Morgan and Bourke, 2008). *I have friends who did the same degree as me who don't really do any kind of sport, I would say feel far less confident teaching it um, than I do, even though we had relatively the same level of input at uni [university]'* (Participant B, Lines 227-230). However, despite adding confidence, the use of own experiences can be detrimental towards the improvement and progression of PE if the participants received low quality PE themselves, preventing improvement of practice during reflection of approach. Furthermore, the teacher then may become hesitant toward change in the future due to a perceived lack of relevant knowledge, low self-efficacy and a belief in the existing system (Ertmer and Ottenbreit-Leftwich, 2010), impacting their potential professional development.

Those who upon completion of formal education training had not reached a high level of confidence and were not able to draw upon previous experiences for confidence, were able to develop a degree of confidence through practice: *'it was about a year a half ago, the first time I went into an academic year knowing one hundred per cent that I knew what I was doing, um (.) so that's, 2 years after passing my PGCE'* (Participant D, Lines 23-25). It is important for the teachers to develop confidence because effective interactions towards learning between students and teachers are enhanced through confidence (Mahn and John-Steiner, 2002). The importance of observation of more knowledgeable others or practice within teaching towards personal development was additionally associated with continued or developing confidence after completing education courses. Building upon teachers' experience, competence and developing confidence is a necessary component towards assisting teachers to become life-long learners in developing their teaching practice with confidence included within emotions

affecting the teacher's ability to access their own zone of proximal development for successful learning (Mahn and John-Steiner, 2002).

### **5.3.3 Confidence in approach or subject knowledge?**

A lack of confidence is often experienced due to the complexity of the environment required for the construction of knowledge in non-traditional methods with a lack of readily available examples towards practical application of theory. Jones *et al.* (2014) included an extract from a PhD student, demonstrating the coach's use of 'freezing' inaction activity at a point where a dynamic window could be created of the pedagogical activity. The freezing and the evaluative episode through demonstration and re-creation by the pedagogue provides the opportunity for the pedagogue to check the students' understanding with the episode repeated if clarity is not obtained (Jones *et al.*, 2014). However, this example of practical application in a non-traditional coaching scenario to the literature is limited, with Jones *et al.* (2014) providing a small insight as to how coaches manage the chaos within a nonlinear environment, despite the extract's analytical use within the journal itself, creating difficulty for non-academics to access and understand the literature. *'If it's a load of prose, you haven't got time to read it and you just don't want that'* (Participant N, Lines 496-497). The lack of example of practical application of theory within the literature provides little opportunity for clarification of its meaning, leading to a greater variance of understanding through the individual's interpretation. Pinder *et al.* (2011), although describing the environment within nonlinear pedagogy, refers to the interactions within the environment as 'performer–environment interactions are based on the pickup of multiple sources of imperfect information from the environment', which although theoretically accurate, does not provide a practical example of what these interactions look like. The environment that can be 'complex' and 'chaotic' with adoption of non-traditional methods such as Teaching Games for Understanding exemplified by Roberts (2011) as a complex process for teachers. This presents difficulties in primary teacher confidence where they may not have experienced a similar environment previously, particularly in relation to confidence of behaviour management: *'I didn't leave feeling prepared. I didn't feel entirely confident teaching PE but I do feel PE is hard to teach anyway, so (.) that's how I think most people find it tricky because there's a lot of behaviour management involved in PE'* (Participant A, Lines 43-46). Therefore, for non-traditional methods it can be harder to develop confidence through a lack of practically exemplified literature when the teachers have had limited opportunity to teach PE during training or apply the methods with assistance when they face difficulties.

However, there was disparity between whether understanding the approach to teaching was necessary for confidence or whether understanding the content within the lessons inferred confidence. Participant D viewed the approach as necessary and the content possible to learn individually: *'I was just like this is useless because primary teaching is not about subject knowledge like you know. I am teaching the Vikings at the moment and I don't know anything about the Vikings but you can learn enough about the Vikings in one evening to be able to teach it for a whole term to primary children'* (Lines 240-244). Contrary to this, Garbett (2003) considered teacher's subject knowledge to impact their pedagogical content knowledge and ability, subsequently affecting the teacher's ability to ask meaningful questions due to a lack of depth of subject content knowledge. Drawing upon earlier works stating the importance of content knowledge, Poulson (2001) instead suggested the requirement for an understanding of content to be taught along with the ability to present this understanding to the children through making conceptual connections between aspects of content, leading to pedagogical content knowledge rather than detailed subject knowledge. The requirement for pedagogical content knowledge is additionally supported by Roberts (2011) but stated as an additional dilemma to non-traditional implementation if pedagogic content knowledge is insufficient. Therefore, due to the beneficial qualities presented in both content and approach knowledge, it is considered that instead of presenting one as superior over the other, they should be presented to the trainee teachers in reference to how they are both applicable to practice in teaching. This aligns to the view of Smith (2007) who established the requirement for a greater connection between specific teaching instances and the general principles towards improved understanding of the teacher in utilising the knowledge.

The participants had varying confidence and perceptions of what constituted increased confidence, but despite variance, much of the teachers' initial confidence is reliant on their experience within teaching training in addition to the approach of the lecturers on their course. While confidence does not necessarily constitute successful teaching, a lack of confidence can be detrimental towards teachers' teaching ability when challenged within a classroom setting. Therefore, confidence is a key factor towards teachers' maintaining a non-traditional approach within primary PE to ensure the teacher stays concurrent with their philosophy under pressure. The following section further explores the factors influencing teachers within the classroom, in exemplar through the students' behaviour, understanding and competitiveness. The students' self-perception and achievement within PE are additionally discussed, presenting complications through the varying and individual development of the children.

## 5.4 Student Experience

### 5.4.1 Behaviour management and Student engagement

As teachers, perceptions of their strengths and weaknesses affect their chosen management style with a supportive class environment additionally contributing to their developing ability to teach PE through managing both themselves and the children (Humphries and Ashy, 2006). The participants deemed behaviour management of high importance in learning and progressing in teaching, particularly in relation to primary PE in the differing environment or skills required to maintain behaviour while the children are physically active. *'I think most people find it tricky because there's a lot of behaviour management involved in PE'* (Participant A, Lines 45-46). Clunies-Ross *et al.* (2008) concluded that relatively minor forms of misbehaviour among students were a common concern for teachers with teachers spending a substantial amount of time within lessons on behaviour management issues, effecting teaching practice as well as student learning. *'I find PE (.) probably the hardest to manage behaviour management wise'* (Participant G, Lines 120-121). Despite the importance of classroom and behaviour management towards effective and reduced-stress teaching, Simonsen *et al.* (2008) consider effective behaviour management to involve a maximised allocation of time for instruction, arrangement of instructional activities to maximise academic engagement and achievement, and proactive behaviour management practices. Through defining successful behaviour management to include allocated instruction time and for the activities to be instructional, Simonsen *et al.* (2008)'s use of language implies that a non-traditional approach would demonstrate unsuccessful behaviour management due to the stress on instruction within the definition. In addition to the constraints of behaviour management within PE lessons, teachers are required to additionally have the skill sets to organise both the class and time towards maximising the amount of the opportunity of high-level practice (Martin and Kulinna, 2005). Both of these factors lend towards aligning with instructional based, traditional approaches to teaching, particularly for a newly qualified teacher who is concerned with achieving these requirements without understanding the use of terms within the literature. The use of terminology throughout the literature creates a potential barrier to complete understanding of the concept through the language used without clarification of its meaning in context, leading to confusion in application of approach in collaboration of behavioural methods.

Participant D understood behaviour not just to encompass behaviour in terms of disobedience, but also behaviour towards learning: *'behaviour for learning is the kind of behaviour that the children display towards their learning'* (Lines 83-84). The children's attitude and motivation towards learning has a significant impact on the stress level of the teacher (Cains and Brown,

1998) with teachers' enjoyment and confidence varying dependent on the perceived motivation and engagement of the students (Martin, 2006). Motivation and engagement can be understood as the students' energy and drive towards the subject but despite their impact on teachers' enjoyment and confidence in teaching, very little research has been done to explore these factors (Martin, 2006). Participant D who worked with many children with behavioural difficulties, considered motivation towards learning difficult to change at a later age for children: *'it's very difficult to, um, motivate behaviour for learning unless you do it in nursery or in foundation stage'* (Lines 86-88). From the majority of the participants' thoughts, the children did demonstrate engagement towards PE: *'I find that a lot of the children really look forward to PE because it's something different'* (Participant G, Lines 128-129) *'they really enjoy that break in their learning'* (Participant H, Lines 208-209) but demonstrated greater self-awareness in PE than alternative subjects. *'body image, I think that's a big thing for some of them'* (Participant B, Line 259) *'So they're year 5 so they're 9 and 10 so they're kind of getting to the age where they're aware of how they look and how they're looking to people'* (Participant B, Lines 261-263). The student-teacher relationship can have a significant impact on the behaviour, engagement and academic achievement of each individual child (Roorda *et al.*, 2011). It is therefore important the teacher can relate and understand the differing opinions and needs of each individual child within PE towards strengthening the student-teacher relationship.

As a subject, many teachers viewed children to have a positive opinion of PE, particularly through the change of scenery from the usual classroom: *'It's nice to go outside because they have more room and they're allowed to shout a bit more and kind of be a bit more free so they probably prefer being outside'* (Participant L. Lines 369-371). However Participant O perceived the children's opinion of PE to additionally be dependent upon the teacher: *'Beginning of the year they'll be a couple of girls that I ear mark and they'll be like I hate PE and by the end of the year, they turn around and say, oh PE is alright actually and that's my goal'* (Lines 396-398). Towards achieving this goal, teachers are required to have an individual understanding of each of the needs of the children within the lesson to aid within the development of PL alongside learning. Difficulties in adapting to different abilities for primary school teachers presents challenges not just through adapting to the differing abilities within a class but the different approaches and skills needed to teach across the different age groups: *'What you'll try with a year 4 is never even going to work with a foundation or a year one'* (Participant M Line 54-55). However, the difficulties of ranging ability applied not just to the varying year groups but also within the class: *'it's a lot harder than I thought it would be. Um, coming from football coaching to actual teaching (.) er, where you've got people who have literally never kicked a ball to people who are playing regularly for academy teams'*

(Participant C, Lines 110-113). In addition to differing actual ability, Participant O stated the occurrence of differing perceived ability: *'Yeah, thinking about it, it's the guys at either end of the spectrum, the ones that know all the rules and know everything and feel like other people aren't playing properly when actually that's their perception'* (Lines 230-233).

As the children increase in age, the different characters and competitiveness also impact the teacher and the management required within the lesson: *'yeah, separating them on teams so there's a bit of competitiveness in each team which I think helps kind of overcome that a little bit so'* (Participant F, Lines 127-129). The competitiveness can prove difficult to manage with Participant D's school opting to follow a program primarily based on skills, limited in competitiveness and linking PE to PSHE to promote 'personal social learning' towards social skills in PE: *'for the children to take on that skill and it can be done at different levels and the children can help each other'* (Lines 155-157). The use of the requirement for individualised learning for children (Moy *et al.*, 2015b), was demonstrated through a different perspective in Participant D's school while understanding the importance of PE. With a range of behavioural issues common in the children, the reduction in competitiveness allowed for the children to participate in vital skill development relevant to their current skills set while keeping the children safe from fights or removed from the lesson due to outbreaks: *'we have cards that we can give them with skills on and they might still be working on the foundation stage skill but that's where they are'* (Participant D, Lines 163-165).

#### **5.4.2 Standard achieved in Physical Education**

Many schools failed to use any form of testing: *'Essentially in a curriculum subject you have objectives (.) and you have to teach those children those objectives but in PE, if I'm honest, I don't teach to objectives in PE because I'm building up to something I suppose but also we don't make a record of whether they can do it or not'* (Participant N, Lines 313-317). The common lack of a minimum requirement of standard in PE for the children which is tested may be a contributing factor towards the current need for improvement in PE: *'We don't have any form of assessment for PE across the school'* (Participant J, Line 187). The difficulty in measuring outcomes of PE creates difficulty in measuring progress and achievement for teachers in PE. In English, if a child is unable to read, they would be considered illiterate despite the continuing journey there is an accepted standard where an individual would be considered of the appropriate level to be literate. However in PE, the equivalent standard of PL is less clear and perceived more difficult to measure, with an individual considered to be on the PL journey, started before school and continued throughout life, rather than illiterate in the physical sense. This creates difficulty for both schools and teachers, as it is difficult to



assess the standard achieved in PE when there is currently not an effective method of assessing achievement. *'It's all the assessment and that side of it you don't necessarily get taught about on training, when you're training for your degree'* (Participant B, Lines 65-67). This difficulty correlates to the understanding of Morgan and Hansen's (2007) study exploring Australian primary teacher's opinions of PE, with 92% reporting they were lacking in the ability to perform assessment in PE and required further training for improvement in PE.

However, Participant I demonstrated that without assessment, children can progress through the school without the fundamental skills of movement: *'I think (.) assessment in PE isn't as you know, well done as in Maths'* (Lines 424-425) *'they're playing a game of rounders or they're trying to catch and it's just going straight through it's because they've not had that, learnt, not had that taught to them properly'* (Lines 429-431). Cools *et al.*, (2009) defined the types of movement assessment tests into two main categories, norm-referenced tests of quantitative nature, comparing the child's performance to a normative group through movement skill competence; and criterion-referenced tests additionally consider the qualitative notion of movement within a skill item. Not only is movement often overlooked in assessment due to its natural relation to human life (Cools *et al.*, 2009) but also different assessments within PE have only focused on aspects within PE such as Achievement Goal Theory, a theoretical approach used to understand the motivation and behaviour of children in PE lessons (Xiang *et al.*, 2004). Cale and Harris, (2009) stated that due to the promotion of a healthy lifestyle considered as a key purpose of PE; fitness testing has become a common occurrence in schools despite the dispute surrounding fitness testing young people. Through analysis of previously used fitness testing methods, Cale and Harris (2009), conclude that the efforts of fitness testing for promotion of a healthy lifestyle may be better placed elsewhere due to the lack of concrete evidence in its success in prediction. Further to this, the use of fitness tests primarily encompassing movement; fail to consider the cognitive and social development requirements in following the holistic nature of PL. Therefore, this gap of understanding in the literature additionally transfers to the teachers who without a form of measuring PE may consider the standard the children achieve on their PL journey less important than they would in alternative subjects. *'In Maths they make it more obvious (.) you can get like a list of targets to meet, like do long term planning but I feel like PE's a bit more relaxed'* (Participant G, Lines 172-174).

However, despite no formalised measuring method, many of the teachers stated little to no difference in the ability of the children across the two genders at a primary level, particularly during the earlier years. Instead the difference occurred in their preference of activities,

despite many of the activities stated being specific sports: *'the girls a little bit more, some of them do don't get me wrong, do enjoy Football, um and Cricket and Rugby but a lot more of them are either finding enjoyment in Netball or like the gymnastics or the dance'* (Participant C, Lines 105-107). Throughout PE literature, girls and boys are often discussed separately, however due to their ability level at primary PE in developing the fundamentals of movement, the differing of ability in PL often occurs across the class rather than between genders. Participant B did not consider a difference between the two genders: *'I probably wouldn't say so. I think they're all quite willing to take part'* (Lines 242, 243). Instead, considering the difference when games of Sport such as football are played: *'I think it is quite a physical sport, um, and maybe the girls don't feel as confident in it so therefore don't want to take part maybe'* (Lines 254-256).

Behaviour management was perceived as of high importance by many of the teachers due to the importance additionally placed on discipline by the schools and PE considered to be more challenging than more traditionally academic subjects. The lack of formal assessment for PE creates difficulties in establishing a standard of achievement for the children in addition to influence the importance teachers', parents and children place of PE. Additionally, without formal assessment, PE requires teachers' interpretation of achievement, creating ambiguity in judgement if the teachers' perception is not aligned to the objectives of PE. The following section further explores PE within a school setting through the logistical elements including educational policy and expectations of teachers toward investigating the necessary compliance of teachers in pre-set expectations.

## **5.5 Physical Education Context**

### **5.5.1 Physical Education policy and physical activity in schools**

The provision of PA within schools is important as it provides the opportunity for PE to focus on its prime objectives if alternative times for PA are offered. Access to publicly provided recreational infrastructure through schools has a positive association towards children's participation in PA (Davison and Lawson, 2006). The requirement to improve health through improving PA levels; physical fitness and obesity prevention (Sanchez-Vaznaugh *et al.*, 2012) through policy had a demonstrated positive change towards this goal through the participants interviewed in the study. *'We have clubs obviously after school and PE twice a week, um, we also (.) have a policy where they're not allowed chocolate bars in their lunchbox, they're not allowed fizzy drinks'* (Participant L, Lines 184-186). In response to whether to school had any organised PA outside of lessons, Participant O stated *'recently we've decided that's not perfect answer for everything we're doing for PE. It needs re-inventing so (.) have you heard of daily mile?'* (Lines 188-190). Although not all participants

considered their school to be doing enough towards health, improving PA and obesity, many demonstrated a recognised move towards increasing activity outside of PE lessons. This progression if continued and maintained will allow for PE lessons to focus on their primary educational goal rather than encompassing other factors, as it is the closest related subject in the curriculum. Participants instead reported the connection with other subjects particularly PSHE towards improving health, despite some participants seeming unsure of the particulars of the connection of the subjects: *'They link it quite a lot in with PSHE'* (Participant D, Line 153). *'Pretty sure that happens in biology and in PSHE and it's also a pastoral matter as well'* (Participant K, Lines 249-250).

Funding provided for school improvement of PE has led to a number of different implementations. Some schools have used to funding to use employ a 'specialist PE teacher', however, the effectiveness of the specialist teacher is based on the school's understanding of PE and what is necessary to improve PE exemplified through Participant N's experience: *My personal view is that the funding should have been spent on teaching teachers to teach PE, not paying kids to teach kids PE because effectively [Company Name] are a load of like, they're all about nineteen and it's (.) from what I've seen of them, it's not particularly impressive'* (Lines 374-378). Dinham, (2007) stated the possibility for greater depth of understanding in knowledge and teaching methods by specialist teachers but the reality of the teachers employed may not achieve this aim. The commodity of specialist teachers used in place of Primary teachers in PE is becoming more evident in the literature as a solution to PE's improvement, presenting mixed views whether a specialist teacher allows for the opportunity to learn new skills or simply the transferal of responsibility for teaching PE (Morgan and Hansen, 2008). However, the use of specialist teachers without the transferal of knowledge to current primary teachers, leads to the success of PE dependent upon the continued financial expenditure rather than educating the teacher towards a sustainable continuance: *'We were buying in [Company Name] to cover teacher's PAA time, so every week teachers get an afternoon to plan and prepare lessons and do assessments and stuff'* (Participant N, Lines, 357-359). Despite the benefit to teachers through planning time for alternative lessons, without involvement in the PE lessons alongside the specialist teachers, the primary teachers will not improve upon their current skill set but instead, there is a possibility of de-skilling through lack of continued practice of PE. Participant O's school did not support the use of funding to cover PPA time, instead considered the use of specialist teachers to be a learning opportunity, ensuring all teachers continued to develop their expertise and participate in PE lessons: *'They've got to do it because then you don't have to pay for it next year in theory'* (Lines 314-315). *'A few years where the same group of coaches*

*is coming back, obviously with different classes each time but it actually gives the teachers an opportunity to reinforce things as well and remember that it's not that bad'* (Lines 320-323).

### **5.5.2 Expectations of teachers**

The planning expectations of the university and different schools offer disparity towards what is specifically required in a lesson plan. During university, many participants recalled lengthy planning while at university reducing or increasing based on the school's perspective of optimum planning. Participant O stated the comparable: *'I used to spend (.) majority of Sunday morning and afternoon doing planning (.) but now, um, you get a lot more efficient at it. The work load, particularly here, you're not expected to produce reams and reams of planning for a lesson like you would, you used to have to during your PGCE'* (Lines 142-146). For some, the responsibility of planning was taken away from them but the use of pre-set plans designed by others separates implores a separation of conception from execution, a topic controversial in debate with a varying response from teachers but largely leading to compliance of teachers within the reform of teaching practice (Troman, 1996). The vagueness and lack of clarity in the PE curriculum were given reasons for following previously set plans by teachers despite the demonstration of the centralisation of standards, straying away from the creativity of learning towards a unified approach. Irrespective of the consideration by some that specialist teachers should not be used to cover lessons, many of the primary teachers demonstrated little understanding of current policies towards improving health, PA or PE or the objectives of the PE curriculum. *'I'm in a school where we have a good PE system and a good coordinator so it's kind of down to a leader's job to do that, not so much like a class teacher if that makes sense?'* (Participant A, Lines 197-200). Many teachers considered it to be the PE subject coordinator's role to understand the policies in addition to the use of schemes instead of planning PE lessons.

Planning was attributed to overcoming health and safety concerns of some of the teachers with concerns varying across schools and teachers in the importance: *'The kids are going to fall over at some point and as long as they're not badly hurt (.) it should be okay but obviously you know some games (.) erm, they need to concentrate and stuff and that's, but that's just applicable for outside and inside the classroom, it's not a big issue'* (Participant I, Lines 169-173). While others felt the challenges faced in PE could be reduced through careful planning, Participant E demonstrated significant concerns regarding health and safety and insurance issues for PE, in particular towards training teachers or students taking PE lessons: *'It is definitely down to insurance, schools aren't covered to have students take the lessons so it's if children were to injure themselves, they then haven't got the back up of the insurance*

*company to cover that so it could be a great cost to the school'* (Lines 50-54). It raises the question but does not conclude health and safety as a barrier to training teachers delivering more PE within their training years with health and safety the responsibility of the individual school, leading to discrepancies between schools.

The responsibility of safety and participation of the children within PE lessons lies individually with the classroom teacher after the completion of teacher training, adding to the large workload and expectations of teachers. OFSTED additionally places pressure on teachers in terms of preparation and achieving the standard required: *'with an OFSTED, they want to make sure we have everything prepared'* (Participant J, Lines 113-114). The majority of participations stated an OFSTED focus on the core academic subjects with a couple stating they had an interest in the spending on PE or PE lessons: *'Would they come and observe a PE lesson? Only if you really engineered it'* (Participant O, Lines 361-362). However, Case *et al.* (2000) questioned the lasting impact of OFSTED inspections, considered that the inspections involve a performance by the school that is not recreated in teaching after inspection, instead considering OFSTED for public accountability rather than improvement. Despite the requirement for teachers to conform to a set standard, teachers are additionally required to contribute towards a caring element considering the physical, intellectual and emotional challenges of the children (Forrester, 2005). This challenge is not comparable to other professions where a detachment or impartial demonstration with clients would be appropriate, instead, primary teaching requires for teachers to create a stable environment where the children feel safe in order to foster their learning (Forrester, 2005). The difficulty in understanding the balance between achieving standard and fostering a caring environment can prove difficult in PE, a subject that can show differences between children's position in their PL journey, involve the children being competitive while physically active, in addition to the considered health and safety concerns stated by some teachers: *'In PE if you can't hit a ball or you can't catch, it's there for everybody to see'* (Participant N, Lines 268-269).

For those teaching in schools, parents' understanding of the importance of PE additionally effects health and safety with those forgetting to give their children PE kit affecting all of the children's PE lesson in some respects due to the requirement for adjusted games or the creation of additional roles for the children. Participant N supported this conclusion: *'that's one thing that I think is really important. Parents don't understand the importance of PE'* (Lines 532-533). Hinkley *et al.* (2008) additionally stated the parental influence towards PA habits, with active parents leading to a greater likelihood of active children, in addition to the quantity of time spent outdoors. Regarding educational attainment, Eccles (2005) concluded a positive correlation between the parents' positive educational experiences in addition to the

safety of the neighbourhood. Those living in a trusted neighbourhood were more likely to allow their children to participate in community activities (Eccles, 2005), subsequently developing a more positive attitude towards PA. However, specific research indicating parental influence towards children's achievement and motivation within PE is limited, instead focusing on the relationship between parents and PA or parents and academic achievement or motivation. Xiang *et al.* (2003) explored the relationship between parent's beliefs towards children's motivation in a primary-age children's running program in an American school. The study concluded that parent's competency and value beliefs were predictive of their children's persistence and effort towards their performance while gender stereotypic beliefs influenced the achievement goals the parents adopted for their children, concluding the importance of parental beliefs for motivation in PA (Xiang *et al.*, 2003). McDavid *et al.* (2012) supported this view stating that mothers and fathers both play significant roles in the motivation of adolescent's participation in leisure-time. Comparatively, due to the ability of PE to inspire and develop lifelong participation in PA and its participation across all school-age children, the influence of the parents will also have a significant impact on the values of the children within PE, although the specifics of the impact are yet to be researched independently.

Despite differing beliefs by some teachers, *'I see English, Maths, Science and PE all on the same sort of level' 'because surely your understanding of movement is as important as your understanding of Maths and English'* (Participant O, Lines 374-376), PE has a lower status than core academic subjects within schools in addition to a common lack of standardised testing. The priority and comparison for PE to alternative subjects is important because in effects not only the teachers view the value of PE but additionally the time spent in preparation and the importance of achievement within PE. *'The teachers have got so much paperwork, that you couldn't physically (.) be doing, the paperwork you do for Maths and Literacy for every other subject'* (Participant N, Lines 318-320). Despite the benefits and importance placed upon PE through its outcome objectives in achieving lifelong participation in PA towards improved health, mentally, socially and physically (Bailey *et al.*, 2006), PE's current place in the primary school curriculum does not aspire teachers towards seeking improvement in teaching specifically for PE unless encouraged by the school. Comparably Participant E experienced a more beneficial use of the funding towards improving PE: *'We have a specialist come in one day a week and she does CPD lessons with people who are less confident in certain areas so I think our PE focus is high and it works well in our school'* (Lines 391-394). However, this focus is above the decision of the primary classroom teacher and dependent upon the school to determine the use of funding and importance place upon PE.

Distinction between PA and PE is necessary towards establishing and truly understanding PE's position and purpose within the school curriculum. It sets the foundation from which the expectations of teachers within PE is built upon through the requirement for PE to educate children towards the ability for lifelong participation in PA rather than simply participating in PA during school hours. However, the expectations of teachers are set by students, parents and schools alike establishing the requirement for corroboration towards a common objective in order to demonstrate improvement in PE for primary children. The following section explores the conceptual complications of PE through terminology and association to Sport towards the teachers' understanding of PE. Furthermore, it seeks to discuss the gap between theoretical understanding and practical implementation towards overcoming issues faced by non-traditional methods in PE previously.

## **5.6 Bridging the Gap**

### **5.6.1 Sport V PE**

To achieve effectively the outcomes of PE, it is necessary for teachers to additionally understand the difference between PE and sport in a primary setting. Participant O stated: *'I might not be brilliant at one particular sport but I've always loved it and always appreciated all values it can bring so yeah'* (Lines 283-285). The use of Sport and PE interchangeably by many participants throughout the interviews demonstrates little difference in speech between the two despite the differing purposes. As stated previously, Tremblay and Lloyd (2010) view the purpose of PE, PL, as a relatively new concept, a concept that has since been sought by many researchers to define, in particular Whitehead (2013a; p26). Despite the holistic, embodiment nature of PL towards the knowledge, ability and potential to fully participate in the community and wider society stated as an understood definition of PL academically (Whitehead, 2013a; p26), the transferred understanding to teachers is inherently different. While the discursive existence of PE and clarification in understanding was deemed necessary by Evans (2004), the discursive debate has been of academic nature within journals; accompanied with the limited time spent on PE during teacher training, little opportunity is left for the clarification of conceptually difficult terms for those delivering PE. Sport differs greatly from PE, in particular to the different objectives and subsequently learning outcomes. While learning of fundamental skills of movement may take place within Sports sessions, the specific aim of Sport is not to develop fundamentals of movement on the PL journey, and consequently adapted games are required to ensure the vital physical development of children during their early years within primary PE.

This differentiation was often not recognised by the participants, accompanied by the lack of time for researching a complex academic debate: *'Sometimes when I look on the internet for lessons you can find things with diagrams and you can quickly see oh right this child has this beanbag, this child has this but if it's a load of prose, you haven't got time to read it and you just don't want that'* (Participant N, Lines 491-493). However, it became evident that the difficulties in understanding PE progressed further than just the terms of sport and PE to also include the primary PE objectives: *'the [PE] curriculum is very vague'* (Participant J, Line 150). The curriculum states: *'Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending'* (Department for Education, 2013). However, in exemplifying 'sports', irrespective of the statement 'modified where appropriate' and the sports used as examples, the Sports have instead become a focal point of teaching the game rather than participation in a competitive game stated. While some participants understood the requirement for adapted games suited to the ability of the children, others stated concerns in their ability to understand and apply sport rules within a game as a reason for lack of confidence in PE. *'The kids like playing games so the more the children are playing games the better job that you're doing and the more information that you're gonna' get about that child and their movement and rather than just standing opposite each other throwing a netball to each other'* (Participant O, Lines 173-176). However, the gap in understanding processes past the differential terminology to additionally include the theoretical approach and its application of skill in practice of a game rather than in isolation, exemplified by Participant O.

### **5.6.2 Theory to practice gap**

Educating through exploring academic research creates further obstacles with Jones *et al.* (2014) concluding that due to the small number of contextual considerations in the literature (e.g. Cushion and Jones, 2006; Jones *et al.*, 2014), the teaching process in academia has ignored the social beyond interactional despite its recognition as a social, non-linear process. By outlining pedagogical theories, it was viewed that pedagogues should be considered as educators and coaching as a complex pedagogical process in understanding (Jones *et al.*, 2014). The research considered this overlap with teaching and coaching viewed as alike in entity under the umbrella term pedagogue, to allow for greater discussion and application of the non-traditional literature following Siedentop's (1990: pg 316) understanding. However, a primary teacher who has not specialised in teaching and coaching literature may be unable to draw this collaboration and subsequently have difficulties applying the complex theory. *'I think primary teaching (.) you to, you might have your specialisms, you might have your*



*things you're really, really passionate about but there are areas that you find, tricky'* (Participant O, Lines 56-59). Bowes and Jones (2006) support the view that pedagogic literature is rationalised, with blank spaces in the knowledge in addition to the complexity of the concept reduced or degrees of abstraction used to create a formalised concept. While the debate continues around the criticisms and assumptions within the methods, the theoretical understanding of coaching and assistance to guide coaches' actions is not able to progress (Bowes and Jones, 2006). Gréhaigne *et al.* (2010) allude to the requirement for knowledge in new theories to be extracted from practice, related to the theoretical model and then returned to practice to overcome the difficulties presented in a practice that is solely compromised of theoretical understanding. Exemplified through Participant G, the requirement for theory to be linked to practical example or understanding is evident towards improved understanding of the primary teacher in their practice:

*'Participant G: 'it's obviously better for them to be doing things, talking, for themselves yeah.'*

*Interviewer: Is there any techniques you use or any examples that you could give?*

*Participant G: Um, it's really hard to think.'* (Lines 69-72).

Gréhaigne and Godbout (2014) suggest the transfer of concepts across differing domains can create unclear uses of the approach in the alternative context, particularly in the application of new approaches. To ensure the progression from basic 'plastering' to an accepted concept, it is necessary for the concept's epistemology to be considered to determine the operative value of the concept within the context (Gréhaigne and Godbout, 2014). Teaching Games for Understanding is referenced by Pill (2008) on behalf of the Australian Government as an alternative approach to learning, guided through discovery and enquiry where the learning of skills is not separated from the game but instead placed in the broader context of the game itself. Despite considerable research referencing Teaching Games for Understanding in PE and there have been a limited number of studies evidencing the impact Teaching Games for Understanding has had within the pedagogical domains (Roberts, 2011). Further to this, there is a lack of specialised studies regarding how coaches learn and implement practices, particularly in relation to non-traditional coaching practices (Roberts, 2011). Teaching Games for Understanding although recognised positively by many authors (Kirk, 2010; Light and Robert, 2010; Metzler, 2011), in contrast, Stolz and Pill (2014) acknowledged the requirement for the premise of the model to be revisited to further align its relevance in relation to the pedagogy of PE and acceptance among PE teachers. The difficulties presented in the application of Teaching Games for Understanding have been applicable across non-traditional methods in alternative approaches additionally with the theoretical models providing little practical value without being justified in education context (Aelterman *et al.*,

2013). Participant L supported the requirement for theory to be justified through practical example and learnt alongside practice: *'because you can now apply it to what you're actually doing so it's bit more realistic'* (Lines 228-229).

The understanding of O'Leary *et al.* (2014) that typically English PE training teachers have difficulty understanding the relationship between university taught content, pedagogical knowledge and their relevant underpinning in practical school-based placements became evident through the interviews. *'We didn't really use much of our theory knowledge which maybe we should have'* (Participant L, Lines 92-93). The responses demonstrated a requirement for a greater link between theoretical concepts and their practical application during the teacher training courses to create resonance for the participants towards re-calling the theory: *'If you ask me honestly if I can remember much of the theory around it'* (Participant O, 47). From the participants' responses, it became apparent that some teachers were very aware of the theory supporting their teaching and others deemed it less important, for example Participant O when discussing theory *'I've never been like that so I much prefer, I much prefer the kind of practical approach of being in the classroom and around the kids and learning from other people'* (Line 50-52). Although not conclusive within a small sample size, the differentiable ability to re-call theory and apply it to practical understanding presents the argument whether some teachers would require a practical example to be convinced of its beneficial qualities and whether others would require a sound theoretical justification to consider a new concept. Participant B did not follow a clear theoretical approach but instead considered the possibility that an intuitive approach was taken from the theory learnt during training: *'Maybe I do things without realising it that are because I know the children behave in a certain way'* (Lines 224-225). Despite the possibility for learning theoretical approaches through practice providing valuable experience; Walkington (2005) highlighted the necessity for true professional teaching to encompass both understanding of an intellectual dimension in addition to learning through practice, creating flexibility in teaching through lifelong learning and the teacher's ability to adapt confidently through on-going change. For a teacher to truly encompass a non-traditional perspective towards teaching, it is necessary for a clearer links to be made between theory and practice to create understanding of approaches for the teacher: *'I think maybe those links should be made more clear maybe'* (Participant I, 223-224).

The requirement for teachers to continue to be actively engaged in their learning towards effective professional development in analysing their current practice is accepted among academics and educators (Ingvarson *et al.*, 2005), but the notion of the direction of this practice is ultimately guided by the school. The decision of approach may be considered to be

above the level of classroom teachers with Participant D stating '*making sure you really know the school before you apply there is so important because basically if that style isn't for you then that school isn't for you*' (Lines 97-99). In assessing the gap presented between theoretical understanding within the literature and practically applied examples; it opens the question whether implementing a theory of learning can be individual to the needs of PE, or necessary to be applied as whole to education throughout the school. Exemplified in a change of learning strategy by Participant M '*they all thought it reflected the ethos of the school well so decided to go for it*' (Line 319-320). The application of a new approach was applied as a whole to all subjects throughout the school, focusing primarily on Maths and English in the initial stages as a measurement for progress. It opens the possibility that if a move towards non-linear was to occur within education, whether education of teachers in the theory of non-linear and support of the head teacher and governing bodies would be required; or whether the practical application of theoretical approaches needs to be made specifically relevant to movement and PE for greater understanding across all educators.

The ambiguity of concept and lack of understanding around PE demonstrated throughout this section, provides the framework for the areas of future research towards improving primary PE. The disparity around the use of theoretical concepts in teaching by some participants further accentuates the requirement for improvement in demonstrating the theoretical to practical links. However, the decision of approach for possibility by teachers is also affected by the school in addition to governing bodies, further adding to those required to comply in the path of non-linear implementation. The following chapter explores the core themes drawn from each of the sections within the discussion to conclude the findings of the research.

## **6.0 Conclusion**

Through the interviews it became apparent that there is not one singular factor affecting the implementation of non-traditional approaches towards improving PE, but instead, a web of inter-linked factors often dependent upon another for progression in PE to be made. Aligning to Korn's (2003) understanding, it is preferable for a newly qualified teacher to establish and understand a chosen philosophy to make choices towards developing their teaching style and maintaining their beliefs throughout their teaching journey. A philosophy is particularly relevant when understanding learning and teaching from a non-traditional approach because a teacher's beliefs and interpretation developed through their own values, goals and viewpoints have a significant impact on the children they teach. Many of the participants did not demonstrate a clear philosophy but the ability to articulate a philosophy is necessary as perceived by Muis and Foy (2010) as a greater articulation of non-traditional methods in philosophy typically correlates towards a greater demonstration of the approach in practice. Despite the continuity of a philosophy across all subjects, training teachers are not afforded adequate opportunity to practice PE or are not effectively tested in their understanding of PE in comparison to other subjects during primary teacher training. The early years of a teacher's career are critical towards developing confidence in their teaching towards achieving a high-quality standard of PE but without the opportunity to practice during training, teachers demonstrated a lack of confidence through feeling inadequately prepared. Confidence, although not necessarily positive when accompanied with a lack understanding is essential towards effective interactions for learning between students and teachers, concurrent with Mahn and John-Steiner's (2002) belief.

In addition to the requirement for greater understanding and links towards practical application, content knowledge through the purpose of PE within the PL journey is required. The use of Sport and PE interchangeably by many participants throughout the interviews demonstrated little difference in discourse between the two in the participants' thoughts despite the differing purposes. Inconsistencies around the teachers', schools' and parents' understanding of PE additionally affect the subsequent discourse and importance placed upon the subject. The requirement to encompass the school's ethos particularly at a primary level, creates the requirement for not only improvement to the education of teachers in non-traditional approaches but additionally schools through the acceptance of the approach, allocation of funds and continued professional development of teachers. The lack of example of practical application of theory within the literature provides little opportunity for clarification of its meaning, leading to a greater variance of understanding through the individual's interpretation despite Walkington (2005) highlighting the necessity for true professional teaching to encompass both an intellectual dimension in addition to learning

through practice. Many of the participants demonstrated a lack of understanding towards the theory to practice gap supported by O'Leary *et al.* (2014) who stated that typically English PE training teachers have difficulty understanding the relationship between university taught content, pedagogical knowledge and their relevant underpinning in practical school-based placements. For non-traditional methods in teaching to progress from basic 'plastering' to an accepted concept, it is necessary for the concept's epistemology to be considered to determine the operative value of the concept within the context (Gréhaigne and Godbout, 2014). Attention towards the safety of the children and perceived greater behaviour management of the children through the approach is required to aid teachers in the use of non-traditional methods. For teachers, even relatively minor forms of misbehaviour can be considered a concern leading to a substantial amount of time within lessons spent on behaviour management issues rather than learning (Clunies-Ross *et al.*, 2008).

Although there is a recognised move toward non-traditional methods and a greater acceptance of Whitehead's (2013a; p26) definition of PL, the theoretical concept to practice gap is evident, particularly for those without specialised, academic knowledge. The definition of concepts further contributes to the complexity of the concepts without application and example to the education setting. For successful application of non-traditional approaches into PE, a greater understanding of the specifics of PL across the differing year groups and abilities are required for teachers, schools and educational professionals alike. The use of funding within PE towards improvement although demonstrating strengths in some areas, has limited impact if a specialist teacher is employed without subject specific knowledge to PE rather than Sport. Despite some of the participants considering their school to use the funding to up skill the current teachers, others used the funding towards using specialist teachers to cover teachers' planning time. The use of a specialist teacher without utilising the specialist teacher towards professional development of primary school teachers can, as suggested by Morgan and Hansen (2008), simply result in the transfer of responsibility for teaching PE. Through the lack of professional development, the system becomes dependent upon the continued financial expenditure rather than educating the teacher towards a sustainable continuance. However, the use of specialist teachers within PE lessons should not be confused with the use of specialist teachers to deliver additional PA for the children. The provision of PA is important due to the positive association of children's participation in PA when access is publicly provided through the recreational infrastructure in schools (Davison and Lawson, 2006). Through improved provision of PA and awareness throughout schools as demonstrated by many of the health and PA initiatives, PE can focus on its objectives of educating towards lifelong participation in PA.

Conclusively, the research has recognised the requirement for academic research to be applied to the education setting in addition to specifically PE in order for progression in implementation of non-traditional approaches. The lack of applicable practical knowledge demonstrated in academic literature, in addition to the range of terminology and complex approaches has led towards a lack of clarity in both discourse and application of PE. Demonstrated through a lack of unity towards understanding the fundamentals of movement as essential within PE on the PL journey, the research explored a range of articulated intellectual dimensions by the participants. Furthermore, towards improvement in PE, there is a requirement for teachers to experience PE during their training to create resonance around the applicable theoretical knowledge. The research considers the greater links between theory and the practical setting both during teacher training when teachers start to gain confidence towards teaching and throughout their professional journey is required towards overcoming the complexity of the theories presented. It is perceived that through a greater knowledge of the theoretical concepts and terminology in application to the PE educational context, the teachers will be more equipped towards overcoming further factors affecting their approach during their teaching.

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## 8.0 Appendices

### 8.1 National Curriculum in England

Department of Education (2013). *Physical education programmes of study: key stages 1 and 2* [Online]. Available at:

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# Physical education programmes of study: key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

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Reference: DFE-00176-2013

## 8.2 Letter to Universities



07.11.2016

Dear [REDACTED]

**Re: Physical Education, teachers and training: Understanding the voice of teachers and their training needs for engaging truly non-linear teaching practice.**

I am writing to you to ask your permission to invite the students at your university to take part in a research study that seeks to investigate the training needs of teachers at both Undergraduate and Postgraduate Level. I am undertaking this project as part of a Postgraduate research project towards a MA by Research at Oxford Brookes University, with full ethical approval from my University Ethics Committee. The project is titled 'Physical Education, teachers and training: Understanding the voice of teachers and their training needs for engaging truly non-linear teaching practice'.

I am looking for current primary PGCE and past students (within the last 10 years) to participate in semi-structured interviews across a variety of Universities. I would be very grateful if you could grant permission for me to recruit participants from your University. I have additionally attached a participant information sheet for you to read and contact me if you are willing for your students to participate in the interview process (approx. 30-minute interview).

If you have any further questions about this project please do not hesitate to contact me.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'Tyler'.

Charlotte Parrington-Tyler – Project leader

Email address – [REDACTED]

Will Roberts – Project Supervisor

Email address – [REDACTED]

## 8.3 Participant Information Sheet

### Participant Information Sheet

**Study Title: Physical Education, teachers and training: Understanding the voice of teachers and their training needs for engaging truly non-linear teaching practice.**

You are being invited to take part in a research study that seeks to collect qualitative data in the form of interviews to investigate the training needs of teachers towards delivery Physical Education following a nonlinear method.

Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

***What is the Purpose of the study?***

The purpose of this study is research the training needs of teachers towards delivering Physical Education following a nonlinear method.

***Why have I been invited to participate?***

This project is being run at Oxford Brookes University, as part of a 2nd year Postgraduate thesis. The research is recruiting students who are currently studying a PGCE/BA Education or equivalent and teachers who have completed a PGCE/BA Education or equivalent in the last 10 years.

***Do I have to take part?***

No, your participation is completely voluntary and you are free to withdraw at any time. Your decision to take part is completely voluntary and will have no adverse effect on your studies.

***What will happen to me if I take part?***

Should you agree to participate in this study, we would like you to participate in a 30 minute interview to discuss your experiences of training at university and postgraduate study in preparation for teaching Physical Education. The interview will be face-to-face and follow an ethically approved interview schedule. The interview will provide the opportunity to express your own opinions in addition to stating your experiences, thoughts and feelings around the training you have received on your journey to become a teacher.

***What are the possible benefits of taking part?***

The interview will allow you to explore your opinions around previous training and reflect upon whether you would like to consider further training.

***What will happen to the information/results collected in the project?***

The interviews will be recorded on a Dictaphone then stored on a password-protected computer before being deleted from the Dictaphone. From the recordings, the interviews will be transcribed using pseudonyms to maintain anonymity of your own name, additional individuals mentioned throughout the interview and universities

discussed. While all efforts will be made to maintain anonymity during the research, due to the small sample size, complete anonymity may not be achieved.

The data will not be published publicly but used as research within a Masters degree thesis and published in the final copy of the thesis.

***What happens if I do not want to take part in the project?***

Participation is completely voluntary and no details will be recorded for monitoring purposes. You are free to withdraw at any time or decline from any participation. If you no longer wish to participate please contact me:

Charlotte Parrington-Tyler:

[REDACTED]

***What happens if I do want to take part?***

You will need to sign an informed consent form and then will be able to participate in the interviews.

***Type of study***

This is a student thesis study taken as part of a Masters course by Charlotte Parrington-Tyler under the supervision of Will Roberts, Senior lecturer.

***Ethical Approval and funding***

This study has been approved at the Oxford Brookes University by the Ethics Committee.

Charlotte Parrington-Tyler  
Second Year Postgraduate Oxford Brookes University

[REDACTED]

**Thank you for your help**



## 8.4 Consent Form

### CONSENT FORM

**Full title of Project: Physical Education, teachers and training: Understanding the voice of teachers and their training needs for engaging truly non-linear teaching practice.**

**Researcher:** Charlotte Parrington-Tyler, 2<sup>nd</sup> Year Postgraduate Student  
[REDACTED]

#### Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.

#### Please initial box

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 4. I agree to the interview / focus group / consultation being audio recorded  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I agree to the use of anonymised quotes in publications   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I agree that my data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research. | <input type="checkbox"/> | <input type="checkbox"/> |

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signatur

## 8.5 Interview Schedule

- 1. What Undergraduate degree did you do?**
  - Which university did you study at?
  - To what extent has the degree prepared you to teach your subject?
  - Did it affect your preference of teaching subject?
- 2. How do you feel about the training you received at Undergraduate level?**
  - Why is this?
  - Did it help you to feel prepared or confident?
- 3. How do you feel about the training you received during your PGCE?**
  - Why is this?
  - Did it help you to feel prepared or confident?
  - Which university did you study at?
  - Do you feel adequate time was spent on Physical Education?
- 4. Have you partaken in any further training?**
  - Why?
  - Has it improved your confidence?
- 5. What training do you think would be most beneficial to add at Undergraduate/PGCE level?**
  - Why?
- 6. Have you ever taught/helped in a PE lesson?**
  - How did it go?
- 7. What style of teaching do you feel you use?**
  - Why do you use this style?
  - What is your philosophy?
  - Does your style differ for PE? Why is this?
- 8. What style are you most confident in delivery?**
  - How does it affect your confidence?
  - Why do you think this is?
- 9. How have you overcome any difficulties you've had while teaching?**
  - Confidence, change, resistance and perceptions?
  - Why are these difficulties not presented in linear coaching?
  - How important is the appearance of your session to you?
- 10. What are your opinions about the policies in England in relation to PE?**
  - Do they assist you in delivering PE?
- 11. What are your opinions about the PE curriculum?**
  - How do you use the curriculum to plan your lessons?

## 8.6 Revised Interview Schedule

### 1. What Undergraduate degree did you do?

Which university did you study at?

- To what extent has the degree prepared you to teach your subject?
- Theory to practical application?
- Did it affect your preference of teaching subject?
- Grading at university

### 2. How do you feel about the training you received at Undergraduate level?

- Why is this?
- Did it help you to feel prepared or confident?

### 3. How do you feel about the training you received during your PGCE?

- Why is this?
- Did it help you to feel prepared or confident?
- Which university did you study at?
- Do you feel adequate time was spent on Physical Education?

### 4. Have you partaken in any further training?

- Why?
- Has it improved your confidence?

### 5. What training do you think would be most beneficial to add at Undergraduate/PGCE level?

- Why?

### 6. Have you ever taught/helped in a PE lesson?

- How did it go?

### 7. What style of teaching do you feel you use?

- Why do you use this style?
- What is your philosophy?
- Does your style differ for PE? Why is this?
- Are you aware of any learning/teaching styles

### 8. What style are you most confident in delivery?

- How does it affect your confidence?
- Why do you think this is?

### 9. How have you overcome any difficulties you've had while teaching?

- Confidence, change, resistance and perceptions?
- Why are these difficulties not presented in linear coaching?
- How important is the appearance of your session to you?
- How do you manage behaviour?

**10. What are your opinions about the policies in England in relation to PE?**

- Do they assist you in delivering PE?
- Do you have any issues with obesity?
- Do you have any health initiatives at your school?

**11. What are your opinions about the PE curriculum?**

- How do you use the curriculum to plan your lessons?
- Do you know any of the requirements of PE

**12. Do you use the same style of teaching for PE?**

- How are the lessons structured?
- Do you plan your lessons?
- What resources do you use to plan your lessons?

**13. How is PE structured in your school?**

- Do you focus on individual/team sports or skills?
- Sports or skills?
- What do you find the children are most engaged in?
- Any gender differences?

## 8.7 Ethics Approval Form

E3/FH&LS

**Oxford Brookes University**  
**Faculty of Health and Life Sciences**  
**Decision on application for ethics approval**

---

The Departmental Research Ethics Officer (DREO) has considered the application for ethics approval for the following project:

Project Title: Physical Education, teachers and training: Understanding the voice of teachers and their training needs for engaging truly non-linear teaching practice.

**DREC Reference: 1016\_6**

**Name of Applicant/s:** Charlotte Parrington Tyler

**Name of Supervisor/s:** Will Roberts

Please tick one box

1. The Departmental Research Ethics Officer / Faculty Research Ethics Committee gives ethical approval for the research project.

**Please note that the research protocol as laid down in the application and hereby approved must not be changed without the approval of the DREO / FREC**

2. The Departmental Research Ethics Officer / Faculty Research Ethics Committee gives ethical approval for the research project, subject to the following::

3. The Departmental Research Officer / Faculty Research Ethics Committee cannot give ethical approval for the research project. The reasons for this and the action required are as follows:

Signed: .....



Approval Date: ...24/10/2016.....

Designation: Departmental Research Ethics Officer

*(Signed on behalf of the Faculty Research Ethics Committee)*

Date when application reviewed (*office use only*):.....21/10/2016.....

H&LS/FRec/E3 August 2011

## 8.8 Data Analysis – Raw Themes Table

**Table 2: Raw Themes to Low-order and High-order Themes**

Raw Theme	Low-order Theme	High-order Theme
<p>difficult if I have lower year 3s and high ability year 4s  so it's managing in a lesson, every child being challenged back a little bit once they're actually working, go round one to one rather than talking at the big whole class.  we, um, still try and get around it whether it takes two lessons, one lesson or a slight change in, I don't know like your groups of children or whatever  troubleshoot one to one or in small groups rather than as a whole class.  it's mini preliminaries all the time  It can't for every lesson. Yes you may know who your auditory learners are, you know who your visual ones are but (..) you can't, well, it's just not possible to tailor every lesson to all of those needs.  Yeah I think that all teaching has to be personalised.  If a child doesn't know how the structure of a sentence works, you can't teach them to write very well so it's about starting from where they are  I think with actual kind of teaching, and (.) pedagogy, I guess (.) um (.) it's lots of different styles that come into it, you have to be (.) lots of different things for lots of different people all the time  scaffolds for the children who find it difficult .  Challenging depending on the (.) um, abilities of the children and how many children that you have in the lower abilities and the higher abilities,  hen tried to plan it from there and progress it up depending on the needs the children had.  if it's not working you've just got to change it and do what works for the children  it is just kind of gaging where they're at whether they need to take things slower or faster  I feel like every child learns in a different way  I just try and do a bit of everything so that every child can access it.  Yeah. Definitely. Definitely.  a whole range of abilities and you have to play to their needs  You can't just pitch it at one and hope that everyone gets it cause those gifted and talented children aren't being challenged they're just not going to progress either because it's just too high for them so you do have to kind of have those abilities  I think it's important for everyone to have the explanation and then differentiate the work they're going to do  So you think tailoring to the children is really important? Yeah.  They all need (.) that individual help , the individual guidance,</p>	<p>Tailoring to individual (35)</p>	<p>Teachers' Philosophy</p>

for them all to be learning and progress.  
 special educational needs and that really helped my understanding of special needs children provided me with a lot of resources and knowledge about how to support them in a mainstream classroom  
 I will change it, I won't just ride it out for the sake of the lesson that I've written.  
 then I can see where their weaknesses are and where we need to move forward with that  
 but we try as best as possible to make sure that we are actually supporting the children  
 I suppose I try and make sure that I reach out to every different type of learner so I always make sure there's movement  
 You just have to teach the individual differentiation by outcome but throughout those lessons you can (.) hone in on the children's needs and push some, um (.) and support others.  
 it's not just your top achievers and your special needs children, every single child is an individual  
 And I record it all and then those and are stuck in their books so yeah, you have to differentiate for all of them  
 I suppose you don't really differentiate so much in PE, in such a structured way

I now left 2 years ago and I couldn't tell you any theory about PE.  
 Heard a bit, but again can't tell you clearly.  
 So we looked at, erm, yes, different psychological approaches to teaching.  
 I'd go oh yeah that's quite like me but off the top of my head I cannot tell you the theory  
 yeah we do a lot of focus on that at uni at the start of the year.  
 Yeah lot of focus.  
 Not particularly  
 Not in great detail. Equally, that was just kind of skimmed over and mentioned that they exist (laughs) but I haven't explored them in great detail, not yet.  
 Piaget and Brunner and theories like that and looked at social constructivism  
 we learnt a lot about scaffolding and (.) the Zone of Proximal Development  
 I think we did some stuff on that in year 1 but (..) um (..).  
 I think it just might be more useful now having taught for a couple of years.  
 I don't think I consider them specifically any more but they are always in my head thinking right I must make sure I'm doing different ways of learning  
 enthusiastic lecturers, they were always the ones that we were interested in  
 I got the best results because the-e lecturers were a lot more enthusiastic.  
 I did at A-level because I did psychology but not at uni.  
 if you ask me about the essays I did on the theory of education,

Theory retention  
(18)

<p>couldn't tell you a thing now.</p> <p>Not really. I, to be honest, I wouldn't be able to tell you If you ask me honestly if I can remember much of the theory around it</p>	
<p>not discover things in PE, it would be more like, I teach them the skill and then they practice and kind of copy and imitate and then it would be things like if we then get into games, erm it's more bring back and discuss and evaluate I'll teach them a skill then or whatever is relevant to fix whatever problem they've faced and then go and have another go and apply that. Yeah, yeah yeah and then it's only when they get into games can you discuss the tactics. Really easy to talk at children I think PE is more like the technical skills is quite important so I feel like that needs a clear model and then go and practice and copy I'll teach them a skill then or whatever is relevant to fix whatever problem they've faced and then go and have another go and apply that. direct orders are very good for a specific thing that you want to cover for example speaking at the children. yeah, that's fair easier to speak at them, give them direct orders, you feel more secure with it. their very next step and so if that's in Maths , it might be you can't teach a child to do long division if they don't know how to it might be easier just to talk at them I think we look at behaviourism a little bit but also, actually there's a lot of things I do have to tell them.</p>	<p>Direct approach (13)</p>
<p>it was kind of, here are a bunch of ideas good subject knowledge.</p>	<p>Knowledge (2)</p>
<p>you have to be positive and enthusiastic about the learning because if you're not, the children won't be. if the children see that they will start to copy on to negative behaviours I probably wouldn't say so. I think they're all quite willing to take part, maybe that's because of me, maybe that's because of like the type of class that I have. That would come across to them and I think they'd probably (.) catch on and share the same opinion of it, definitely. if they're comfortable with one another they're a lot more confident to speak up in the class need to be, especially with the younger ones, very animated, very enthusiastic and enthusiastic throughout I think it is important, you know inclusion of all the children is good, it has a positive impact on them so I want fun and I want trust and I tend to apologise to them if there isn't some element of fun</p>	<p>Positive approach (15)</p>



a couple of the elder sort of, more resistant to change people left  
 yeah making sure that they know, that they feel happy because then that helps their learning  
 you have to just (.) yeah just be really kind. That's the main thing that I always remember.  
 What I usually say is this is tricky, this is trickier, this is trickiest  
 I say to them it doesn't matter if you drop it, you know this is how you do it, you know .  
 I'm a much more open person and enthusiastic and lively in the classroom when I'm teaching  
 If you've got a teacher that's passionate about PE, you will see that the children will be passionate about PE

they learn more from actually experiencing it than you telling.  
 not very directive, I try and make sure they're, they participate as much as they can so I make sure I don't do a lot of talking and they do a lot of the talking,  
 Yeah I think in PE in works to an extent having, those with communication, picking as more able as coaches  
 they're only certain lessons where that will work, I think.  
 [It works in] Science particularly  
 yeah, I think I do to an extent, yeah. [Constructivist]  
 I'll try and almost prompt them but as much as possible I want them to like, work out for themselves, that's the way that they'll learn best  
 They've got options so they can try and figure it out for themselves, you're giving them like a bit of guidance but enough for them to try and work it out on their own or as a team so I think that's a lot better than saying this needs to be passed over there cause then they're just following your instruction, they're not really figuring anything out for themselves  
 move it on and you're like well what do we know and you (.) introduce a little bit of instruction  
 you had to kind of stop it and you had to bring in a rule like everyone has to touch that ball before you can try and score.  
 let the children build knowledge and create knowledge  
 Constructivism. And any of the other teachers, anyone who's been taught to teach in the last 5 years would agree with that  
 I think children retain knowledge better when they've worked it out for themselves and puzzled through something  
 think of a concept they've learnt and apply it in a different way and turn it around,  
 I think a lot of learning is individual but doesn't necessarily have to come from me, they can create it.  
 I would do maybe something like um, set them a drill and afterwards get them to think about that drill  
 I teach they need to start discovering the world for themselves and kind of, the more I talk, they either switch off  
 Yeah, no I think that's exactly right

Constructing  
 own learning  
 (24)

<p>It makes them more resilient.  so you might do the input in a particular way but as you're questioning them, you'll differentiate your questions cause then you can have the discussion about how could we have improved this  kids take control of their learning, independence, they need to be reflective  rather than just standing opposite each other throwing a netball to each other.</p>	
<p>Apart from children learn better hands on, so all I would remember is that it's better practical, it's better them doing it.  Um  I kind of feel that theory lends itself better to different subjects a really good approach to have because you can give them like a logic puzzle and that's where they'd have to apply that theory  I think it's important.  VAK, is it VAK? Yeah, Visual Auditory Kinaesthetic but um, I haven't done much in my own school.  I'm not too sure on that one.  I don't feel like teaching, like, one teaching style would suit everybody  I've been in so many different schools, some kids wouldn't really respond to a particular (.) like to teachers sort of teaching I would not have been able to teach them in the same way that I could have taught the year 1s or the year 3s because they wouldn't have responded to that at all.  figure out when was right time within your slot of time to start giving them information if that makes any sense because if you went full on for them they wouldn't cope with it at all  Not really, not done that. I've not really done a lot about that no.  where you've got new ideas and newly educated teachers coming through.  Yes a long time ago but that wasn't in my PGCE, that was in my psychology degree</p>	<p>Theory understanding  (13)</p>
<p>they do a lot of the talking, talking to each other and sharing their own ideas rather than me talking at them  I always make sure that there's time for them to talk with each other and their friends about it,  I don't mind them having a chat, they're doing work  I'm chat happy for them to have a chat and discuss ideas, so yeah, that kind of idea that they're learning from everyone.  Have a chat for 2 minutes, come back to me and then we'll have a class discussion about it.  sharing all these ideas so then when they're coming to independently they've got a big sort of bank to build on.  No I'd say they look up to them, they see it as a positive thing.  Maybe something they aspire to be but they definitely can recognise that they're good and they learn skills from them.  Yeah.  or the children to take on that skill and it can be done at different</p>	<p>Sharing ideas  (30)</p>

levels and the children can help each other if they're having troubles, they can try and help teach each other rather than going straight to the teacher.

Yes, I try to as much as possible allow them to talk to each other I group them with a higher ability with a lower ability so then they're (.) can work together and be extended in that way ust trying to create a community ethos, um, so it's not just one class and another class. It's very much a community they're trying to build.

get them talking to each other or thinking for themselves so. like it was like a buddy system so that the year 2s were supporting the year 1s

So you think learning from others is really important? Yeah. Yeah.

they know that they're friends so they won't kind of, you know, be too mean

they'd been together through the last like 4 years, um, so they knew each other really well, they were really comfortable so they're still getting like that challenge cause they're having to explain it to other children who might not get it were using those kind of skills like talking and communicating about what they already know

I think just sort of bounce off each other a bit more but then there's also if they're in a group

if they're in groups of more than three they tend to become a bit, a couple will take over and you've got one sat on the side line small groups are better.

having all the high ability and low ability together, they learn off each other if they're mixed up so I think that's a lot better as well

like mini teachers within the lesson to help the others and it also consolidated their knowledge of it

If they can explain it then they have a better understanding

We get them in as mini coaches, they are in charge of supervising the activity

lower ability are paired with our higher ability so there is that area for discussion

they improve better when they're playing against better players

You need chance for the children to talk to one and other um

(.). You need it to be active

I try to be quite relaxed in class,

I think I like to have it quite structured anyway, like to have a quite nice progression.

I think generally it's making sure that everyone, regardless of how small, they, have, everyone's progressing (.) in some respect about the lessons.

social-constructivist.

didn't go into it thinking right I want to be a social constructivist as a teacher, this is the theory I'm going to use and base everything around.

Yes so I'm very bouncy and energetic apparently so I like to um (..) teach a little, have a go, bring it back, teach a bit more, right

Philosophy (23)

<p>have a go and it's that constant teach and apply, teach and apply.</p> <p>I much prefer like creative teaching where the children are er practicing while I'm teaching so it's very hands on rather than written, kind of work.</p> <p>I try and have it very simple introduction and then very simple mains, um and then with the, yeah simple endings</p> <p>I think I just adapt to however the class are doing at the time I need to change towards being a stricter teacher so I don't think I have a particular teaching style that I stick to</p> <p>I'd never jump to right you've got that now you're gonna do what the medium ability are doing</p> <p>I'm a really, making sure everything is <u>drama</u> and <u>fun</u> and <u>songs</u></p> <p>I try to be as hands on with everything that I do model them to what sequences they're going to be doing for the rest of the lessons and then they have a chance to do it themselves</p> <p>I don't (.) It's a really question cause it's really instinctive <u>Oh yeah</u>. I usually ask questions.</p> <p>Not particularly. Just to keep the children happy building learning power. Um, so that is probably the main approach that I'm going for at the moment he's looking at me again, um, is just horrific. So, I always remember that with the lower ability children I don't think I'll ever have, definitely won't have a serious approach to it and the children</p> <p>I think you've, you've got to create a blend from different people but really I think it is a lot down to your natural personality.</p> <p>I'd think of, are the kids enjoying themselves? And, have they learnt something?</p> <p>So like the thing I said about enjoyment and learning something, um, that's to me,</p>	
<p>we do a lot of reflections at the end of the session where they pick out two good things they've done and one thing they need to improve although it was a bit of a pain, like reflecting on lesson observations</p> <p>it would be up to a page kind of long in terms for every lesson for you to produce but it gives you good reflective practice so I still use those sorts of skills now</p>	<p>Reflections (3)</p>
<p>children in the centre regardless</p> <p>I try and ensure that whilst there are aspects of written, like, try and give the children the chance to practice.</p> <p>things stick with them better if they find it out for themselves. as child led as possible so that, rather than them having to sit and listen to me</p> <p>it's obviously better for them to be doing things, talking, for themselves yeah.</p>	<p>Child-centered (10)</p>

<p>I don't feel that's the way they should learn and sometimes talking at them just causes them to not be engaged as well, if you're talking at them for too long  common knowledge that that's the (.) better way to teach than (.) just talking at them  I do lots of questioning but I do try and let it be child led so I try and organise activities where it's kind of come from them  I think this sort of (.) way of learning, building learning power, has been around for a long, long time, it's come back into trend again and it's called something different.  I think, the more you involve the kids in the learning process the better</p>		
<p>I find a lot of children learn best by actually doing something like just getting stuck into something  I think that effects their learning so I try to keep it as calm as possible  environment where they can learn so if it's chaotic and they feel like it's effecting them cause they're getting stressed out  I know that's not true for all of them, some of them do learn best just by listening or seeing something  little steps for them to build up and progress  keeping them active is really good for focus because they're not able to switch off  You need to have something that everyone will enjoy  the amount of learning that they are able to absorb is brilliant 'cause I teach a lot through song based and drama based  I'll give them some information on it and some of it's useful and some of it's not  those are mixed ability groups and then they all have different roles within that group so that no child can be left out  they all have to work together and they all have to make sure that the whole group understand it before they can finish.  They're sponges and they've made so much progress.  But it's all about children being independent and taking responsibility for their own learning  it might be you learn a lot but could be really boring and how, and not everyone, will retain that information just because you've seen it doesn't mean (.) you've learnt it  If children are happy they'll learn.  Questions are the kind of, um (.) the centre of assessment  like through play is the best way</p>	<p>Learning (17)</p>	
<p>I feel I've got better at PE teaching, <i>from like observing</i> just through having conversations with other members of staff  I'll seek advice and change it if someone was there.  The mentoring system there is beneficial because they support you and if you have any questions they answer them.  I had a couple of comments that said, they're not participating enough in their own learning.  then picked up one or two of the teacher's like, on the teacher's previous lessons and then just plan the next extending lesson so</p>	<p>Learning from others (32)</p>	<p>Apprenticeship</p>

kind of it's been a mix of lessons

like er, training teachers if I know they've got a particular area they're more (.) specialist in, um, then I'll go to them but other than that, I generally go to teach-, like experienced teachers. Probably go and speak to some other teachers in the school and try and get some more support from the school.

if I'm still struggling yeah, consult more experienced teachers.

I have been working with the teachers in the schools kind of getting to know teachers down where I'm moving to and being able to talk to them and get some advice from them but pinterest is really really good to helping find like, if you're stuck on ideas for different stuff

I tend to talk to other people to get ideas.

they always pair me with an experienced (.) hockey player or coach

coach will actually be the one demonstrating what to do with the one actually demonstrating with the hockey stick is a really amazing PE teacher, um, spends a lot of time thinking about how she can improve her PE teaching and modernising PE as well.

they're very experienced and very knowledgeable, um, so they've been doing it for decades ,

Yeah, you need to keep learning from others all the time whether it's just the people within your school . I think it's really important to share practice definitely.

or you learn them from other colleagues

Then she effectively moved into what was rounders but at a very basic level and it was just amazing how she did it

it was my PE time and that was fantastic to watch him.

the best thing by far is when we have specialists come in and help us or we observe people.

Where as, when I have lesson when I watch [Teacher Name] teach

draw diagrams of everything she's teaching and I always use it again and they always love her coming in

I think it should be us having the opportunity to watch them.

you know like one lesson for an hour (.) of showing you loads of, I mean, it would be good if, some things are good .

you haven't got time to read it and you just don't want that. If you're out there, watching the kids do it with the teacher

I think just watching, observing and teaching

even now I think that's the best experience because you think oh I could do it like that

being in it so yeah, I really enjoyed like seeing how teachers related to their pupils. It was really useful.

everyone's got their natural teaching style and I think you then start pulling in bits and pieces that you've seen work from other teacher

would benefit from actually going into schools during your PE lectures and teaching  
the heavier subjects get in the way

Time on PE (43)

and then PE had about 5%  
I didn't teach any Physical Education in all the placements that I was on  
I did a specialisation in PE PE specialism was all theory based  
I'd say as a main thing with my teacher training, like I've said before, there isn't enough emphasis on PE  
There wasn't a great deal of time  
We only had a couple of sessions of PE, and, um, we had no swimming training at all.  
PE is such a massive focus with the Government now, I think that PE needed a bigger focus within the uni teaching days  
I taught one a week since I started teaching  
we had a couple of hours about teaching it  
I'm doing the Health and Well-being pathway so it's primarily focusing on PE and PSHE so.  
I've taught a couple of PE lessons  
I've not had much experience because it tended to be for PE we were out of the classroom.  
I've observed one swimming lesson, um, and then I've learnt about swimming at university  
I think (..) because things are changing quite a lot in Education like at the moment , it's quite hard for (.) for them to sort of tailor a lot  
I still think because there's other things that we have to teach, that feels like one of the things that's got pushed to the side sort of while I was on placement a bi  
We've done a little bit on health and well-being in second year also with things like PE , you know we had a week where we did some PE  
and then where it's become quite an important thing , I guess there's just a lot to fit in  
(.) but it's not really done in detail or in any depth  
I think we've had about five sessions in the time we've been here  
I've not taught a lot of PE  
I think I'll be alright teaching some lessons but I think definitely with more, actual sport lessons like skills I reckon I'll be okay at like sport lessons I think I need a lot more input on  
I think there needs to be a little bit more  
PE has had like I said just a handful of lessons  
whereas in PE there's a lot of different things that need to be covered which we haven't had covered .  
you definitely had more on the English, Maths and Sciences some of our subject time taken away from us from the year before us that had 6 lessons in um, like, PE  
we ended up only having 4 sessions overall which was quite frustrating because you can't cram 8 sessions into 4  
during my NQT year, I was put on quite a lot of PE training which was quite nice  
It can be an optional thing, it can be an optional course , within teaching education, I feel that every one needs to be exposed to it

<p>I know there is a massive push for Maths, Literacy and Science and sometime Science doesn't even get involved in that so I haven't since my teacher training year but I taught swimming for a term with my teacher training we had one session of PE training and they never mentioned swimming</p> <p>Maybe at least an hour's more PE training</p> <p>Yeah, it was one afternoon. I think it was two and half hours the foundation subjects were you know, pushed a lot harder and you had to learn a lot more about those</p> <p>I think like music and PE and the arts (.) it's not taught much at uni</p> <p>we focused a lot on cardiovascular things because they said that PE is not the same as it was so now it's a lot more about your health</p> <p>I remember having maybe one or two lessons? practical PE lessons because I cannot remember how many we had but we certainly didn't have it every week</p> <p>We probably had about four or five sessions in a whole year</p>	
<p>doing in hands on and actually remembering teaching a class or a group in a local school, I think that would, um, help me more.</p> <p>I've bettered like my practice since actually being in the job obviously the most you learn is when your on placement. the placements are where you learn the most because you kinda get thrown in and you just learn as you go,</p> <p>I feel like I've gone into my placements a lot more confident in a school surrounding.</p> <p>I think it is one of those things you need to be in, in practice to be able to identify them better</p> <p>The placements have been helpful, you definitely learn more on placement than you do in university</p> <p>it's just learning from that experience and everyone is different</p> <p>I think it would be nice to have more experience of learning to do them as an adult</p> <p>I think you kind of need to experience it as an adult to understand how difficult it might be for some of the younger children as well .</p> <p>Actually a lot of the warm up games were similar to what I would use in a games or PE situation anyway, um, but just in the water</p> <p>they're very experienced and very knowledgeable, um, so they've been doing it for decades ,</p>	<p>Learning through practice (12)</p>
<p>Really good for ideas, not so much the how to teach it well</p> <p>I wanted to put that into practice.</p> <p>PGCE was really helpful because it was intensively taught</p> <p>I think we saw how you do a gym lesson but that's like a one off snapshot</p> <p>it would have been better to have lesson plans that you could see or even to see a sequence of lessons and how they're taught</p>	<p>How to teach (27)</p>



The uni want us to have it very (.) structured and laid out (planning)

They're more I can do statements so I can do a sequence of steps as part of my dance so that we're constantly thinking about have they achieved the objectives that we want them to and what are the stepping-stones?

the kind of skills involved in pedagogy  
 sort of helped me deepen my understanding of (.) kind of the teaching um across all primary subjects  
 nuances of how you approach each pedagogical situation  
 I need more input on how to do that rather than just the pedagogy of how to teach that  
 Yeah, rather than just going and being like yeah you've probably done that. Well it's like, well okay, like you don't actually know if I'm able to do that  
 we were told that that is a thing and in another lecture that that isn't actually a thing  
 I know they're trying to make you think about it from your own point of view but it was conflicting from some  
 I think it's really important that we take on board what we feel about it rather than just straight from the lecture  
 What kind of input would you put in a lesson to make sure you covered that criteria in a multitude of ways rather than just covering it in one sport  
 for me, it wasn't as important that I got the grade, for me it was my ability to teach and how I improved that.  
 I use most in my teaching are techniques that were used to teach me on my PGCE  
 It's more, the teaching technique rather than specific to Maths .  
 So when they split us into group work, I thought wow this is a really effective way of learning, I'm going to teach that way too.  
he talked a lot about small sided games you could do and we weren't focusing on particular sports that children had to know rules of , it was just training  
 they teach you how to teach and they teach you how to learn we're going to teach you how to teach so you that you can then go and do it yourself.  
 important to focus not just on PE but also the general psychology of it and how children learn  
 I always think that I learnt how to teach from my family  
 Essentially what they do is they teach you the basics and then it's up to you to transfer it  
 I think there was too much on the first, there was too much theory in terms of learning about Pigaet and all of that and learning about kind of the theory of reading

So we were kind of assessed on the lesson plan that could have been a priority so you had to make sure to pass placement that your taught a certain number of PE lessons, having taught PE less individually, it's difficult to tell but definitely with the knowledge that a teacher's watching

Practical Assessment (33)

so they grade us one to four in terms of our placement  
you have to be a minimum of three but [University Name] like  
you to be a two so if you're at three at the end of your second  
placement  
they strongly advise you to do a third placement because they  
don't really want to pass you until you get to that two.  
It's all to do with reflective practice and critical evaluation,  
something like that and you had to pass both those as a written  
module (.) but I think the pass mark was just 40%,  
Just a pass or fail.  
if you failed your last one, I think they asked you to retake it  
Yep, (.) we get compared to the teaching standards (.) the, er, on,  
yeah, like different levels  
the majority of your teaching standards have to be within that in  
order to pass the placement  
We have teacher standards which the Government has set  
out and that can be sort of working at level  
we're expected to have a certain percentage at a good level  
our class teacher will write an observation and a report on us at  
the end of our placement as well.  
we don't really get a grade per say, it's either you've passed or  
you've not  
No they'll come in and they'll just look at whatever lesson  
you're doing at the time  
so if you happen to be doing English and that's your strong  
point, they'll be observing your strongest lesson  
they're not seeing the well-rounded picture, they're just seeing  
one snapshot of your teaching and saying yep that's fine  
I think they need to come more or observe more because they're  
just seeing that tiny bit  
you know when that teacher is coming in so you make sure that  
that lesson is gonna be well-resourced  
and that you've got everything that you could possibly need in  
case goes wrong.  
but if you've only done it for that lesson so you've not really  
learnt anything. You've just dealt with it so it looks like they've  
done it.  
I don't think, I think if there's proper improvement that needs to  
be made then they flag it up  
they're meant to be marked weekly by the teacher saying yep  
you're doing that, to achieve this you need to do this this and  
this  
It wasn't for topic based or non-core.  
I think had they come in and observed some of those [PE]  
lessons, it would of for us given us more validation for the  
importance of it.  
they weren't graded, we just got a pass or fail for our  
placements.  
We just got told if we passed or failed, um, so (.) and there  
would have been a grading before but now they got rid of the  
OFSTED gradings, I don't think they do anymore  
yeah, the practical assessments were really thorough. It was  
intense but I think it was really, really useful, you got specific  
feedback in your lesson observation

<p>I thought it was really good the way we were instructed to plan and assess and understand that each child's needs was incredibly important and needed to be tracked.</p> <p>then I did have a PE lesson observation</p> <p>The practical stuff mainly is how you get judged on your placements and then you come back with this, um, form so it will say like, met the standard, exceeded the standard or whatever</p> <p>if you fail a placement, you have to repeat a placement</p>	
<p>The offer of placements in local schools is really beneficial because you have them for a prolonged time.</p> <p>12 weeks and then my first one was 6, so they kind of go up each year.</p> <p>more time should be spent in school</p> <p>I'd say (.) as kinda of, teaching degrees should have as much time in schools as they possibly can.</p> <p>I think there still needs to be a little more training but I think a lot more of the training needs to be based in school.</p> <p>You're getting the theory behind it but I think (.) sometimes, you learn a lot more by being in the school.</p> <p>you have a five week block of placement then we go back to uni then we go back to the same school and that really through me out of sync when I went back</p> <p>You didn't have too many lectures, it was more the on hand practice if that makes sense, as in in the classroom.</p> <p>had a 4 week block of placement around October then we were back in uni. Then we went and did a special placement where we had to go to a special school and just to see a different way of learning.</p> <p>Then we did a 6-week placement around February time and then finally, like, back to uni then an 8-week placement in the June time I want to say.</p> <p>yes, so we've had probably at least (.) 4 months, I think grand total overall</p> <p>each year we have about 8 weeks, um, in placement and the other two terms are spent in uni</p> <p>There has yes , we've had (.) a block placement every (.) year if we're a year 6 class teacher to support year 6's up to year 7 but I found that being there a whole week wasn't particularly beneficial to us</p> <p>Yeah. Big block. [of theory]</p> <p>I've been in year 1 for six weeks and year 3 for 8 weeks, something like that.</p> <p>because of our last placement and like all the work for dissertation and stuff,</p> <p>There's so many assignments that run along side our dissertation that it's just ridiculous</p> <p>If the placement was a 3 month placement and took out of that kind of, all the sessions which are just repeating themselves basically</p> <p>I think we need more time on placement.</p> <p>3 placements a year so, really full on experience.</p>	<p>Time on placement (32)</p>

<p>Yeah. I do think, yeah, yeah. [Enough time] when I did my course you had three placements and it began with a four-week in school placement, then it was a six-week and then it was an eight-week</p> <p>You don't need as much time in college, I don't so. It's better to get out there and learn on the job.</p> <p>I think they've upped that to six, eight, eight or something which I think is a better idea.</p> <p>going back to what I was saying about the placements with it being slightly longer, I think that's excellent because you learn so much about pastoral care through those environments and through those experiences</p> <p>Probably would have appreciated a few more school visits. it's great that you are in three different schools for a long period of time, if the school and you aren't gelling, eight weeks is a long time to be in that situation.</p> <p>I think some, even for just an afternoon or a day, it would have been good to visit a few more schools.</p> <p>Eighteen weeks?</p> <p>but it was a <u>lot</u> more in university.</p> <p>now but it would have been better to have three practices rather than just the two I had</p>	
<p>in terms of teaching cause in primary you teach everything, history's quite good for that because it teaches you a lot of the basic skills.</p> <p>Yeah, well, I'm a qualified football coach so when football came up as a topic on placement, my mentor said go take it, you can teach it all.</p> <p>my first degree massively helped me with child development so I did a lot on the psychology of children and how they develop and that then gave me my want to go into Education</p>	<p>Previous experience (3)</p>
<p>she's a lot stricter in terms of volume, she's not as keen on talking so kind of, having that conversation with her,</p> <p>I spent two years being a TA in a school, so I've kind of seen a lot of stuff there that I can bring that maybe my mentor hasn't seen.</p> <p>I can while you know, while I've got their experience, use their knowledge 'cause it's their class at the end of the day so they know how to get the best out of them.</p> <p>if your teacher doesn't feel uncomfortable in you doing it which then that's the time when you do need to practice with somebody who's qualified to help you side by side.</p> <p>You always had a tutor on placement anyway.</p> <p>Yeah so I had a NQT mentor, um, so (.) at pretty much everyone has, in fact you have to have an NQT mentor to pass your NQT year um in a school</p> <p>hey were there for a bit of support and you know making sure that I passed my NQT year.</p>	<p>Mentor/ Teacher-tutor (28)</p>

They try to encourage you to pick up on like the teacher's methods that are already in place.

We have a, what they call a teacher tutor in schools they've told us which children have got special educational needs right at the start of the placement, explained how to support and helped us support throughout.

The last teacher I worked with had been teaching for quite a while and she said that it's nice to see the new ways that have sort of come in to help teachers teach different subjects she said, that we were sort of able to bring her forward to see what was sort of new with that so that was really good uni lecturer about it who will come in and see you and just say you need some more help or you're struggling with the teacher and so Friday end of the week they're just more concerned about wanting to go home some teachers

She was just (.). She wasn't great

I think because a lot of the lecturers do have such a passion for teaching

their input is really, really valuable

teacher-mentor who tends to be the teacher who's in charge of the class that you're in or another member of staff who's trained kind of relevant if you got a good tutor and mentor, kind of not relevant if you didn't get one.

I don't think they chose the mentors in schools particularly well.

I think most of what you learn is from the teachers in schools so if you've got a good mentor or teacher tutor then great if you haven't then really missing out so there's a real discrepancy amongst students because you know, it relies on who you're learning from.

I had a very, very difficult mentor in one of my schools who um, was not supportive

She was just not a very nice person. Um. So, she was, um, I think she found out that my Mum and Dad were head teachers I disagreed with most of it but I had a nice teacher so she was my mentor

you have a separate teacher tutor, so my teacher tutor was very nice

It was the class teacher in my first (.) my first, or my second, actually it was also the class teacher which is quite useful.

they see that teacher as the teacher and I'm just someone else coming in to teach them so it's the same kind of when you have supplies in

Yeah, finding that (..) it's okay, you get quite a good relationship with them but finding that sort of authoritative relationship with them

the teacher as being the superior figure because if there's a real behavioural problem they'll go to the teacher in the class at that point.

PGCE is not like being in a classroom full time and being a class teacher

None, there is none of the responsibility and there's none of the accountability.

PGCE Vs Real life (25)

accountable for a class as much as they want but actually when you're sat with the data

I don't know, quite high stress situation to be in and I think, I would have loved to have known what that felt like

You just have to kind of feel your way around it because the other teacher wasn't going to be there very often [more responsibility]

, a lot more planning and a lot more responsibilities, um, with taking the, like with the, kids to, er, lunch and doing registers in my first placement we were given a lesson plan that sort of came out of a book

The classes you're put in with are not the lovely model that is presented to you at university so it's definitely worth learning from being in placement

being a professional teacher and how you know, your role in regards to the whole school

that's effectively the module teaching you how to be a teacher

In real life it might not be like that. You're not going to have everything you absolutely need, like you should do but for whatever reason you might not.

Feel like I'm not going to get honest feedback that's gonna affect me if I've prepared this grand lesson

I looked up their targets and I (.) then went online and read things about swimming teaching and how I could break it down I wish we'd done more, more of actual planning and what you really will be doing in school

I think there could have been more done actually how a day run and the real things you actually need to know.

like even how to structure your time. Like what's good time management, things like that.

I think more safe guarding would be, I had one safe guarding lecture I think for the whole of uni

Maths was just ludicrous the amount Maths we had to do yet I did Maths A-level. I wanted more of something else but didn't get it.

things like that as opposed to the actual practicalities of running a classroom and teaching thirty different children

The PGCE (.) erm, was really, really useful, valuable for my time becoming a teacher but you can't replicate the job

I found my NQT year really hard because it couldn't get that environment and that pressure, um, ready to go into the classroom

I don't think I've needed to

I did a PE course and that was really good, it was run by my old PE teacher from secondary school which was a very interesting new way to see her, um, but that we had sequences of lessons and we also got good variety.

we've had CPD within our own school on how to teach PE, how to teach gymnastics so our school are, we're quite current with the PE and it's quite a big thing on our agenda.

So had an online swimming course where we watched how

Personal  
Development  
(26)

strokes are taught but that was it.

We also have instructional feedback though so that's fifteen-minute observation every week by a member of the senior leadership team and that is, supposed to be an honest reflection of your teaching

but I don't know how much value knowing it in advance would have (.) been

Yeah. Very much so.

there's a couple of websites online erm, things like TES and Twinkl, um, where there's, yeah there's a group of community teachers and they sometimes put resources or (.) lesson ideas on there

Yes, I'm quite lucky in the school I'm in, we've got links to [Company Name] so we've got free training through that

I did go on a Netball course

I did a pre-maths course in summer, at the end of the summer before I started and that was amazing.

I have had to re-teach myself bits of information to make sure I know what I'm doing.

An introductory course to doing Netball coaching and umpiring which was interesting.

Definitely. Definitely need to keep your CPD ticking along

We're currently going through training so the senior leadership team, they have done some training

You have to read documents and reflect on certain questions and then you come together as a little group

So in school, they give you further training and that's been really beneficial

for example like PE or um, Art activities and things like that then you find them online

I will (.) I google things and I try to search for new ideas but what I tend to find is it takes me more time than it does just to think about the skills and break them down

I've always been really honest with my limitations

my year 6 teacher has been brilliant in terms of bringing me on, my subject knowledge in terms of development

there's often the county or local authority will roll out some (.) um, some programs

they'll feedback to the rest of the staff and there may well be opportunities to develop your own practice

it's a learning community and we run a program called [Program Name] which is for teachers which are already good, typically newer to teaching

I suppose you've got a (.) to do the hard work yourself really, you've got to find out a lot of it.

What would it look like in the middle of the school? Erm, so we do try and offer stuff here and we have sent staff on CPD days

you can learn enough about the Vikings in one evening to be able to teach it for a whole term to primary children

I think we wasted quite a lot of time like oh here's a nice geography lesson that you might do

Bits, but they haven't really focused on teaching styles

PGCE  
comments (24)

<p>children's concentration and how they sort of develop in years  Yeah I think looking at higher key stage 2, like SATS, it's quite a big thing  I mean we've got a module this year which is sort of repeating bits that we've done the last two years  Yeah I think so. There's just a lot. [time constraints]  and a week of the health and well-being pathway  It didn't help me at all and we spent so much time on learning how to write an essay  we could have spent that on learning how to teach more effectively  I think my PGCE prepared me the best they could in a year. <u>yeah, good</u>. The theory, the theory they taught us was really good.  it was a really good course at [University Name] to be fair so yeah it's good.  There was a focus of developmental psychology  um, teachers felt that there wasn't as much focus on things like phonics  I don't really think the PGCE was particularly beneficial  I do wonder sometimes how people teach after just doing a PGCE because it's so quick  they miss critical things all the time e.g. Phonics  It was too general as well  I didn't think the PGCE was particularly good  A lot more being in lessons, so the lecturers would teach you as if it was a primary school lesson and would (.) and they would for example we had Science every week  the PGCE is so short so when you do the PGCE (.) you just don't, there's not enough time in a PGCE to learn what you then teach  So like (.) for example, for me, they'd have said to me where do you think your weaknesses are , I would have said I stopped literacy  most of the stuff at uni, there was the odd golden nugget was kind of a bit (.) of a waste of time</p>		
<p>Yeah, if I'm honest, I'm not 100% practised in planning it confidently.  so I think that's where my confidence is lacking because I can't plan.</p>	<p>Planning (2)</p>	<p>Confidence</p>
<p>whether it's a hard lesson to manage</p>	<p>Behaviour Management (1)</p>	
<p>whether it's a hard lesson to actually teach  less confident with gymnastics because (.) the range of abilities within gymnastics are so varied that it can make your lessons not go as smoothly as what you'd expect</p>	<p>Confidence in context (2)</p>	
<p>I found hockey harder to teach because I wasn't as familiar with</p>	<p>Previous</p>	



<p>the game.</p> <p>who don't really do any kind of sport, I would say feel far less confident teaching</p> <p>Yeah, I definitely feel more confident in sports that I know well yeah I do probably without meaning to, um, place greater emphasis like I do a dance club</p> <p>I think with team sports</p> <p>Yeah, that's kind of where, that's where the confidence is I think but then that's more my background than necessarily the school's help.</p> <p>I feel more confident with dance (..) I love dance.</p> <p>I've been growing up like helping children with different things that kind of inspired me to do it.</p> <p>Yes I'm a scout leader and (.) I (.) did a college course in child care so had lots of experience through that.</p> <p>some of the degrees don't always apply to teaching so therefore it's a bit harder to become a specialism [specialist] in something.</p> <p>I used to be a, well, still am a swimming teacher because I'm a swimming teacher at weekends , I feel quite confident</p> <p>I mean like a lot of my experience is from my own experience I had to do 900 hours of work placement, so I felt that prepared me</p> <p>I have experience from my college degree</p> <p>I had to teach Rounders last summer and I have to do it again this summer and I've played Rounders since I was nine years old .</p> <p>I know that the way I was taught PE was awful, I thought I was awful at PE and Games</p> <p>I (.) studied sport science at uni</p> <p>erm, some pedagogy sort skills during your degree , so looking in sport science</p> <p>I might not be brilliant at one particular sport but I've always loved it and always appreciated all values it can bring so yeah.</p>	<p>Experience (20)</p>
<p>No. I didn't leave feeling prepared.</p> <p>yeah yeah, I definitely feel I'm prepared yeah.</p> <p>PE which worried me</p> <p>Probably at the beginning of last academic year, not this academic year, not this academic year</p> <p>found my (.) first year of teaching really, really difficult</p> <p>I think I could still cry a little bit but on the whole I think I'll be okay.</p> <p>I feel quite prepared to (.) apply now yeah</p> <p>I feel quite confident about teaching PE to be honest.</p> <p>Yeah, yeah.</p> <p>I'm feeling anxious, not, I wouldn't say like I'm particularly confident</p> <p>I feel a lot more confident in English and Maths, erm (.) Art, and PE not really so much</p> <p>Not really, I mean confidence ; I mean my confidence is</p>	<p>End of Course (20)</p>

definitely an issue.  
 I have some confidence in it, I'd like to have a bit more at university  
 I feel really, really confident, I'm one of those teachers that I'm fine with observations, I'm fine with people coming in  
 I don't think it's the sort of er career where you can really be prepared. I think you just have to do it so yeah.  
 it doesn't prepare you that much [for PE]  
 Yeah, I think so, you have to throw everything into everything  
 I think there work load because it had been so intense in that year  
 I was confident anyway because, um (.) but I think I was confident because, um, I was confident because the whole time I was at uni, I had the support of my whole family  
 I don't think I got any confidence from it

Subject knowledge... I've coped fine with that  
 Dance, you need a lot more of training, it's not something we've really had any training with really yet.  
 I was just like this is useless because primary teaching is not about subject knowledge like you know  
 the field and referee a football match and it's stressful  
 I don't know anything about football skills so I can't teach them anything and I can't model it and I can't show them  
 I think if there was more of that in other schools I've experienced, I'd probably feel a bit, I'd probably see more teachers that felt more skilled.  
 I'm not sure how confident I feel teaching that which hasn't helped I think build my confidence in that.  
 I think we would have covered that more so I'd probably feel more confident teaching in that way.  
 I think the content maybe  
 I feel a bit out of my depth with Maths so I think that's something I really need to improve on.  
 I think the actual content needs to be just gone over a bit more because like (.) yeah alright you can tell me to have this lovely classroom set out in this lovely way  
 you need a bit of content knowledge to be able to teach that like I wouldn't know how to really go into blindly and be like gymnastics  
 I think you have to start really knowing your stuff. So, there's a lot of learning and rehearsal that goes into it  
 then I think you just come across confidently because it's just second nature.  
 It's all about the subject knowledge.  
 If they were key stage 1 teacher, they were going into that area of the curriculum completely blind.  
 Yeah (.) in some areas. (.) Like I don't think, like I'm confident in balls skills and athletics cause it's all fairly straight forward wouldn't say I'm particularly confident in dance and I wouldn't say I'm confident in gymnastics at all.

Subject Knowledge (21)

<p>I feel a lot more confident about teaching it to the children and actually when you go back to the basics of (.) learning how to do it with the kids I hear new teachers talk about, their fear of PE as well is big I think.</p>	
<p>yeah I'd say I feel confident in that style. Yeah. You have to be pretty brave to let it be open and let them discover the learning for themselves. I more prefer the outdoor aspect like generally linked to PE and PSHE rather than everything that's entailed in it. I found that out in my first placement and (.) the children just didn't really respond, my teacher picked up on it straight away Like some of the concepts are so simple to us that (.) explaining them to a child can be so like, oh come on you should know that I think it can knock your confidence, if you're doing something in a certain way and someone says well that's not a thing I think that can be quite conflicting for a person who is new to teaching I've always been quite confident in the fact that I know how I teach and I know what works well in my own lesson So there has been and I think in time people will begin to see good results and then come round to it themselves and put some of the ideas into practice. I feel a bit more confident than I would say three years ago (.) um (..) but I still feel like there's, people are worried and they hold back a bit.</p>	<p>Confidence in approach (11)</p>
<p>I definitely teach differently when someone's watching me. Maybe without someone watching, it might be less rigid, I might be more flexible with it but I still think you'd have the nice structure to progress them through each step. probably much more prepared in terms of, actual like resources like, things, things like I kind of moved the children around a lot during a lesson ess able to maybe branch off and adapt to what is happening to the situation at the time. I feel more rigid that someone is observing me. if I'm being observed it's horrible. You want it to be just so. You want it to a good reflection of what you do every day You have to be really open to criticism and if somebody has a different way of doing something or if they think what you did wasn't quite right, you have to take that because it's the only way to progress  I now teach swimming, and I don't feel that qualified to teach swimming and yet I have a group in the pool Um (.) and Games, my actual ability in Games is not great. want to go into year 6 and don't feel prepared really to help them</p>	<p>Observation (16)</p>

<p>with that and that transition to secondary school.  I'm most confident once I feel they're getting to grips with whatever learning objective I've given them  PE has been the hardest thing for me to overcome because I did not see myself as a good  it was really hard to get past that to start teaching and feel that I could actually teach this to children .  there's always someone there refining their actual hockey technique .  I just can't play hockey.</p>	
<p>Yeah absolutely.  I think just keep getting some more experience in (..) probably my main thing.  it is just confidence so being on placement  a lot of it now has just been theory and assignments so you've, a lot of us have felt like we've sort of got out of our rhythm  I'm just sort of hoping that I feel prepared after my final placement  our whole first year and last year was Key Stage 2 but (..) I don't really feel like if I was to go into year 5 or 6, I don't think I'd feel very prepared to teach  but at the end we felt a lot more confident because we'd been doing so much stuff, the class felt more like ours  I felt a lot more confident with it by the end of the second placement which was a relief.  but it's probably what they need to happen to be more confident if that makes sense.  That and my second placement that was in year 2 I went in confident straight away and then children reacted perfectl  I think I'm (.) getting there, obviously this last placement will be like (.) It will be the proper test  The practical side of things really has helped with experience with paperwork as well as getting on with other staff members at the time I'd never taught Netball before and I didn't really know what I was looking at  Yeah, <u>definitely</u>. That was, the post was the most valuable thing you'll do at uni.  I was really nervous for it, um (..) not really, I just think you have to get stuck in  I just had more experience in key stage 1 when I had my interview  through that first year, the NQT year, you realise that it's fine and it's okay and with experience that you relax a little bit.  Having said that I learnt a huge amount, all about pastoral care and how to deal with those certain children and what support networks are out there .  Definitely. Yeah, I, yeah, I agree. Yeah, completely. You have to get things wrong. Yeah, it does always go well</p>	<p>Through practice (19)</p>
<p>I think that would help a lot of teachers that aren't as confident in teaching it.</p>	<p>PE Curriculum (1)</p>

<p>for the people that decided to do it, it just upped their confidence in that subject, Hopefully, the new generation of teachers coming through now will feel a bit more confident because of sports fundings</p>	<p>Through extra training (2)</p>	
<p>I think that's one of the hardest things as a teacher as well is managing the different abilities Coming from football coaching to actual teaching (.) er, where you've got people who have literally never kicked a ball to people who are playing regularly for academy teams. extra teachers, and using that experience to help those who aren't confident and build them up and doing it that way rather than looking at the advanced I think if they're capable, um, it normally means they're doing it outside of school so they're getting specialist coaching so in that respect they might still be working on the foundation stage skill but that's where they are. how you can adapt some of the things so I've got a child with um, er, (.) with motor neurone disease so that they could participate still and begin to get that movement in [Obese] it's just adult support like just going round seeing if someone is struggling, helping that child you just need to think about those children in particular and how best to support them . they're more of an expert in those subjects and there's a massive difference all of those are of a level who are lower ability who are learning skills and the boys who are just playing games all lesson because they've grasped that , I had a mixed year 3 and 4 class and there was a massive divide between abilities I wouldn't be able to teach her anything new but I use that as a resource within my lesson The children feel so much more inspired by that cause they're like right, my friend can do that lower ability just lost interest because they were like well I've been put in the rubbish group , where we can excel their learning and it also with the higher ability, it challenges them cause they have to be able to articulate their ideas. therefore they felt comfortable competing against children they thought they were similar ability to. lot of mixed level matches as well as training them in their teams you don't always want to play mixed ability or those better players become lazy and don't try as hard. Especially the ones that are better at Sport, so the ones, the ones I'd speak that are more sort of lower ability, um, are, more open to having a wide range of Sports The ones that are higher ability will say oh yeah I love Rugby ,</p>	<p>Difficulties in differing abilities (34)</p>	<p>Student Experience</p>

I'm amazing at Rugby, that's it  
 So if they come up with something they're interested in, if it comes up in discussion then I'm more willing to go with that and spend some time exploring it  
 Whereas with lower ability children I find actually they need a bit more guidance, a bit more structure to their lesson.  
 I've got a massive difference in ability in my class so it's quite hard.  
 differentiate your lessons which is very hard but you have to push the highers and you know, meet the middles and help the lowers  
 although there's three different tasks per lesson, a lower, a middle and an upper. You have to cater for everybody's needs so in a way it's twelve different tasks.  
 There were some children with some really challenging needs. They were very vulnerable  
 So, in a lesson, you effectively have to differentiate so you differentiate massively so it might be five ways in a lesson it's so difficult because again you don't want to ability group them, they have to be mixed.  
 I'd say whingeing because it's not fair is the thing that comes up and that's quite easy to manage  
 Although it tends to be the lower ability and the higher ability on each end of the spectrum that are most  
 who don't know the rules or they're not as good at the game that has been invented and the ones at the bottom where they (.) recognise their own um, limitations but haven't got that confidence to keep going  
 you can have children with quite severe special needs and you can have children that are off the scale in terms of their ability so there's all different types of behaviour and learning going on

I think the children love competition so any team sports, I think they're more engaged and motivated.  
 I think the competitiveness of game sports is really good for them.  
 the boys especially like anything competitive so any kind of team sport there  
 It's teamwork, it's a really big problem. They're at that age where they're starting to get that competitive spirit  
 Boys (.) and the sporty girls tend to love the games side  
 They love them, they really feel part of (..) they love competing against the other schools because it's the local area  
 so we don't have any competitive sport at all  
 Whatever the scenario is, you put them all on a rugby pitch against each other and they don't know how to manage their anger, it's awful.  
 There's some been (.) some children that are more apparent with competitiveness than others  
 separating them on teams so there's a bit of competitiveness in each team  
 If they were less competitive sometimes they prefer the (.) more like gymnastics and dance side of things  
 Higher up competitiveness becomes in a bit more

Competitiveness  
(20)

quite frustrated with those who weren't that good who were on their team  
 passing to each other who were good rather than the other people on their team who were at lower ability  
 or just a floating competition so it could be floating on their front  
 but it's harder when you've, when I've got an older group of children, like now, and they've set in this mindset of oh I'm bad at this or I'm good at this so competition wouldn't have tried so hard at the competition but because we'd streamed them already  
 they're quite a competitive group of children so they do get into it  
 I would say, any chance for them to be competitive (.) certainly my current class is what they like doing .  
 Certainly this year with the children that I have in year 6 and certainly in year 5 I'd say. Yep, they love to compete.

There's a lot of behaviour management involved in PE.  
 I just think in PE you have to have quite firm behaviour management  
 you teach it better if you've got good behaviour management and control of the children,  
 it depends on the behaviour of your children  
 I do have to just, yeah, talk at them and their to not be a lot of freedom because otherwise they'll go off task and start to misbehave  
 And we learn, things to do with behaviour, that's all kinda to do with psychology and I do think it's definitely important , you're outside the classroom so they need to kind of know the boundaries are the same.  
 you can deal with it easier, because they can just sit on the side, you can deal with it there and then. It's not something you have to keep going back to.  
 have arguments that you can't really deal with on an immediate basis  
 so you get a lot of arguments (.) and that's the real, trying to conquer that, how can we kind of get round that situation  
 one sort of negative impact it's had is in terms of my presence in the classroom because where I'm so used to not having to be the authoritative figure,  
 the class I'm in at the moment, there's a few sort of behavioural issues that they have in there so having the authoritative figure is much more useful in that sense, in that class,  
 a lot of them were brought back into the classroom, to get them kind of settled back down and actually work calmly was (.) was a challenge.  
 Behaviour. Behaviour has been a massive thing.  
 I had a very difficult class and, and that, the class set me up for the rest of my teaching because my behaviour management had to be on form but behaviour I find, I found in my first year horrible.

Behaviour management (43)

for example I think in behaviour management I'm quite attached to family links training . So, (.) making them understand the responsibility and the ownership of their choices behaviour for learning is the biggest challenge on a day to day basis . motivate behaviour for learning unless you do it in nursery or in foundation stage so yeah . pretty much every school I've worked in has a really clear behaviour policy biggest thing that has the most difference on your classroom management basically. If you set high expectations at the beginning of the year (.) children (.) behave because they will feel safer in an environment which is kind of controlled through rules and routines behaviour has been really difficult, it's been because the teachers don't expect the children to behave in a certain way. positive techniques behavioural wise I think it is harder with the behaviour management but I wouldn't want that to put me off doing it quite worried about behaviour management I find PE (.) probably the hardest to manage behaviour management wise when they're over excited they obviously don't listen as well behaviour management and how different styles can effect the children's behaviour in the classroom consequences for different colours so children don't really want to be, so if they got to the top of the board for good behaviour it's a lot harder when you're outside the classroom obviously cause it's a much more open space otherwise it can just turn into a free for all and it's not behaviour management like techniques and stuff to be given to you through rewards of house points, the actually, the quickest table gets that reward we've been able to discuss ways to get them to calm down Behaviour management is completely different, that's probably (.) the biggest challenge What you'll try with a year 4 is never even going to work with a foundation or a year ones so it's just adapting quickly . If they do early they come back er, slightly more excitable than they would be but they settle down and then they're absolutely fine . it's very difficult to be monitoring where they are because a lot of it is behaviour management when you're outside . It's not an issue but I just mean because they're not in the classroom, they're not in the confinements of the classroom, they naturally become a bit more exuberant Used to find it really hard but again like with experience, just getting on with it, and actually giving them a voice and actually listening to them to the problem that they've had. I'm thinking, who needs the punishment and who have I got to call



<p>body image, I think that's a big thing for some of them, So they're year 5 so they're 9 and 10 so they're kind of getting to the age where they're aware of how they look and how they're looking to people.</p> <p>So, yeah, I'd say body image is definitely something that mine think</p> <p>kind of separate changing rooms for the year 5 and 6 children so they don't have to get changed in front of each other</p> <p>I think end of year 3, beginning of year 4, I think is where it starts to begin but definitely in year 5 and definitely in year 6.</p> <p>I think year 1 were a lot more sort of emotional and self, weirdly self-conscious with getting answers wrong where as year 3 seemed a lot more relaxed</p> <p>children are becoming aware of their bodies a lot and not always for the best reasons</p> <p>I should just be something that's sort of a subliminal message given to the children</p> <p>You said oh would you not do this and they're like no it's a girls' one</p> <p>become very gender stereotypical that they all go to what their friends are doing rather than really what they would want to do.</p> <p>year 6 classroom and they're not as receptive but they are, it's more of an embarrassment thing</p> <p>So I'm like right who is your team going to be before he goes out rather than being picked last which is what was getting his morale for sports down.</p> <p>it's never when it gets to the go bit when they do it by themselves, it's never a that's wrong.</p> <p>they get very embarrassed because it's very exposing time</p> <p>I think because it's got so many connections to your body and your self-image</p> <p>I can't imagine how it wouldn't because if you, I mean, like I said it's so connected to your self image</p>	<p>Self-awareness (16)</p>
<p>I never have anyone that doesn't want to take part.</p> <p>Some of the children find that quite tricky because they feel like they're making a fool of themselves</p> <p>when I've taught them they really love it so (.).</p> <p>become more confident like generally within the class group and then yeah like through other lessons when they've become more confident just to try and build their confidence through that so then that can be applied to PE.</p> <p>the children absolutely love it ,</p> <p>children are enjoying what they're doing</p> <p>think you'll struggle to find kids that turn around and go oh I hate PE.</p> <p>Beginning of the year they'll be a couple of girls that I ear mark and they'll be like I hate PE</p>	<p>Children's opinion of PE (9)</p>

<p>I've never seen anyone dislike it more. I've always seen it either they're not that fussed about it but they enjoy it or there's an upward trend in their attitudes.</p>	
<p>I think definitely exerting that physical energy is definitely helpful, it's quite good in the morning 'cause they get quite tired and um cause they've been doing exercise and they've been exerting themselves No, I think they feel they have more freedom in PE. it's outside, they just move and get some fresh air in, just have a bit of like fun as well as just sitting there in the classroom. It's quite exciting for them as well, especially if we've got apparatus out and things I find that a lot of the children really look forward to PE because it's something different I feel PE is a lot harder inside because when they've got so much energy, they really enjoy that break in their learning It gives them that kind of release so we have one session on a Wednesday and one session on a Thursday They always come in a little, they all come in energetic anyway but they in a little bit more (.) ready for school</p>	<p>Freedom/energy (10)</p>
<p>I have some children in my class that (.) um, need to release that energy in order to be able to concentrate better in lessons we have Maths straight after and I do notice that they are a lot more focused Um, cause they've been able to release that energy and then be able to focus better in lessons, yeah. come to class where there's 30 children, 15 of which aren't really that bothered about it and you're thinking right, how do I get them enthused by it? 'cause their time span of what, their attention span, they say it's their age plus two minutes either side It keeps the pace going and um, they're then not sitting bored, well I shouldn't say that, but they're not sat there for 20 minutes at an input, having to take it all in and then practice Yes, possibly because if the attention span isn't there then you have to (.) the behaviour then changes so you need to make sure it's short and snappy. [PA] positive impact on their learning, I find they're actually more engaged through the rest of the day when they've had their PE slot early. getting them engaged in sport and they came back buzzing for it today so they are good. then behaviour for learning is the kind of behaviour that the children display towards their learning . How engaged are they? How do you get them to become engaged? they love it. <u>Absolutely</u> love it. So not at all, it's probably the easiest thing to keep them engaged in. I've picked kind of a more relevant song so could that it could appeal to all the boys</p>	<p>Engagement/attention span (33)</p>

they also picked their own groups so that they could pick to be with the girls if they wanted to or could be with just boys if they wanted to

yeah younger years, are more, like, er, engagement generally so there's less of an awareness of what others may think

I think it was just trying to give the ones who were less keen in PE like trying to give them special roles

I try and keep it short as possible and then get them doing something

teachers try and do literacy and Maths in the morning because (.) they feel that's when the children learn most effectively

but I've also seen a lot of girls that are that way as well so (..)

again I think it just depends on the class.

clapping with them to get their attention umm children really respond to you making silly sound

I don't know how to get these children's attention without shouting or clapping or doing something

their attention span is a lot less than those of the younger ones so they need to be constant change, constant activities, you know just things to get them involved and throughout this getting kids involved

I'm going to ask somebody a question or (.) so you all need to be listening

I find that they're more able to concentrate.

to keep them engaged is to make sure they're work is perfectly pitched to them

if they do something too low they'll mess about so as long as it's well pitched

it's just really important that you believe in those kids and even if you're not sure they can achieve it, you have to make them feel like they can

if you teach it at too higher level, you get a lot of kids very disengaged I think because it's embarrassing

Yeah, you need engagement and challenge (.) however that engagement looks

When you're at school, you want to come in and actually be, have something to look forward to, so kids that are quite often disengaged

it's because they're trying to avoid what they're doing or they feel it's really unfair that something's happened

whether they reach it is kind of (.) it's a lot harder to control, because, for example in football there are some children that have never kicked a ball.

even if it is just they can kick a ball from one end of the pitch to the other and they can dribble it, that's an improvement on what they had.

As long as they're improving then they're making progress.

it always throws me who does sport activities and who (.) because you can look at child and say you just sit at home on your computer and they don't, they're really active so I can't predict it all.

other people looking at it and her other PE teacher and her pastoral person but yeah, we would report that back.

Standard achieved in PE (17)

<p>not really (.) because children do (.) all (.) develop at such different ages  I know that they have their objectives for the lesson and they recap it at the end of the lesson and discuss whether the children feel they've met their individual targets .  I umpire as well and you look closely to see what skills are lacking that week and then you build upon it that next week leading up to the next match  They can help particular children that might need some help with a skill or even if it's just gross motor skills that they need more help in ,  And I'll say so and so did this question easily, they followed this rule, <i>blah, blah, blah</i>  I wouldn't say to them it doesn't matter if you can't do this, it's about enjoying doing it  To a point it is about enjoying it but also you need to be able to do it and some people in PE would say it's the same,  It should be taught as a subject like any other subject you have to teach those children those objectives but in PE, if I'm honest, I don't teach to objectives in PE  we don't make a record of whether they can do it or not so it's just from observations  yeah, I think it's not monitored in the same way and it's not taught in the same way.  Making sure they can all achieve in a lesson</p>		
<p>they did a lot of internal competitions and the teams were just mixed, boys and girls.  I think that was a really good way of doing it and um, they were all equal.  maybe ten upwards, the boys are getting bigger and stronger and therefore the competition might not be as fair just because of physiologically</p>	<p>Gender (3)</p>	
<p>Good for discussing ideas, good for discussing the long term vision of what you've got to get to and breaking down termly plans for PE, but yeah weekly plans for things like Maths and Literacy.  I like the ideas, I like having a bank of activities, they do support you with planning,  You just go with what kind of feels right and you just have to observe if they're getting it or not getting it so you plan, yeah.  'm at placement on at the moment are quite easy, they don't really do lesson plans as such (.) they do um, the interactive whiteboard slides and that's kind of their lesson plan.  it's kind of expected that we go off and find the objectives; they're just saying this is what we want you to teach this week.  it's helped the school out in the way they do it, um, because they don't really do lesson plans as such, it's all done on a notebook and you go through on the whiteboard  we'd do it with them but you just have to make sure you've got good planning.  No, we have got assessment sheets that we work with, um, and they are to inform our planning as well.</p>	<p>Planning (38)</p>	<p>PE Context</p>

Three-part lessons were really big so you did your starter, your main and then your preliminary.

go in more with a 3 part lesson so the starter, the main, the preliminary, more so your warm up, your main and your cool down.

For my own, sort of peace of mind I would need to have the warm-up, the main I'd have very structured so I'd know clearly in my head where I was going and if it deviated off of those plans

I know roughly where I'm going but I try to um allow for some time to, for the children to explore and (laugh) make mistakes. kind of teaching, um and (.) um yeah planning can kind of be our own way and however (.) we, deal, deal with it best. .

I think planning's important for any of the subjects. so you just have to try and support them additionally yourself and obviously like even at the planning level you just need to think about those children in particular and how best to support them

introduction, they'll be different sort of opportunities to do mini preliminaries throughout and then a main one at the end

You can't plan every single lesson that you're going to do with such like detail and intricacy

Some of them are like a plan that has got every single question that you're going to ask and every single resource you are going to use

I can kind of be like this is kind of the topics I'm going to do, this is the questions I'm going to ask, I might have like a couple and it's quite notey. I understand it

The school that I've just left is very planning based, heavy

It's very prescribed. Um, and it does take up a lot of time

I'm quite flexible with my planning

we have a key questions section and I think that is one the

valuable sides of the deep planning

that is a way of assessing what they know and what they don't know.

I'll medium term planning and then I'll do (.) short term planning on a weekly basis.

I can plan how I'm going to set out a lesson

Just generally, yeah we did quite a lot, yeah, we did a lot of like daily lesson plans and weekly lesson plans.

We didn't do that much on medium term plans which I'd have liked to have done more of

I do it for the week so I know what I'm doing but I don't use it every day, I don't read the plans every day

Yeah like, planning for like everything really like

classroom, reading,

we have plans er that the teachers made last year and have just given to us and we tweak them or whatever

Just verbal communication at the start of the lesson .

I think from what I understand is they plan the lessons off the top of their heads each week.

I used to spend during my PGCE, my NQT in particular, I used to spend (.) majority of Sunday morning and afternoon doing planning

now, um, you get a lot more efficient at it  
if your planning for a week, your planning for each subject, say  
for English and Maths, it goes over a page you're kind of doing  
a bit too much really  
it can take a while to find resources and things like that, but, um,  
you get efficient at it

it would be senior management in my school. It's their job to put  
together a curriculum plan and map it  
well I don't know how specific the national curriculum is so I  
don't know whether it's because I'm not particularly familiar  
with it.  
I don't know if the Government set those age expectations or  
where it's my school  
so they would break down the Curriculum and say these are the  
objectives in these year groups for whatever at PE at Primary  
level  
there's some aspects of it that I agree with like swimming being  
compulsory  
yeah I'd say the curriculum is quite well rounded, like there's  
lots of different skills that come into it, it's not just Maths,  
English and Science  
it's just getting them access to different kind of sport they might  
not otherwise partake in.  
as a teacher I make sure we hit all the sports that we're meant to  
in the national curriculum  
in terms of PE, literally we will pick a skill we want them to  
learn and um, otherwise the National Curriculum comes into  
play  
we look at what the objectives are and how we can apply them to  
what we want to teach them.  
all children have to be able to play in team sports and all  
children have to be able to do this  
she just basically said to me well that's not the government  
guidelines so you have to learn this  
As much as possible yes  
A fair amount yes, I still have to go back to it quite a lot when  
I'm on placement 'cause, it's quite a hefty document  
Yes, I have, in lectures  
detailed enough in some aspects and it's quite broad and it's  
therefore hard to decide what to focus on and how to improve  
your lessons.  
trying to look at the curriculum and where I'm trying to  
improve.  
they were doing a lot of sequence work which I think the  
national curriculum is quite heavy on at the moment  
for PE the curriculum is quite clear  
quite achievable for all children if you support them in the right  
way  
(.) meeting all the targets, I feel that might be because there's  
less of them for PE  
I feel like it's quite (.) clear to the teachers and children what  
they've got to do  
I (..) hm (.) I feel like (..) the national curriculum in particular

Curriculum (37)

seems to be like in terms of content there's a lot of English content  
 also trying to link it a bit more because the curriculum is not really a massive page on PE  
 I think because there's so much to fit in because the national curriculum is huge  
 Yes and no, just because the curriculum is very vague .  
 and what those vague outlines actually mean.  
 I suppose just information on where to find how to break down a syllabus, in sort of teachable chunks  
 It took me a long time to think right which of these skills, goes in, like what's the progression here  
 I still couldn't tell you what the National Curriculum is for PE.  
 Completely. It completely dictates how I teach yeah.  
 I'm constantly thinking sort of this child has not mastered some of the basic numeracy skills but oh gosh I've got to teach them how to read this graph  
 the year 1 curriculum is quite sort of loose really, it's very, very short for PE  
 I can't remember the PE curriculum off by heart but I know that there's definitely stuff in there, obviously the different types of sports you can play and swimming  
 There's things you have to do but in terms of engagement and enjoyment, I'm not sure if there's a statement in there. If there isn't, that's what needs to be in there  
 I think with the changes to the curriculum and the changes to assessment (..) they've been massive in the last two years  
 There are some things that are better like the PE curriculum is actually one of those that is better

We know that the plans we have match current curriculum objectives.  
 who have cards that we can give them with skills  
 we use this [Scheme Name] which a little bit pre-set in the way that it's says um, it, has the cycle over the year of the different skills  
 has some kind of helpful resources like videos so you can show the children what they need to do or an example of what to do  
 So, there's some really good resources for adapting for children who are in a wheelchair  
 I mean there's a lot of stuff that you can buy outside of the curriculum to help you  
 used [Scheme Name] and lot of their planning came from that scheme  
 They wouldn't really stray very far from it , it would be we're teaching this on Monday  
 which fair enough fine, you've got a bit of help with what you're going to do but if your class haven't got that concept (.) then they need an extra day .  
 A much more fun way than you know [Scheme Name] says we're gonna do this so that's what we're gonna do .  
 if you stick to a scheme, then if you come in, if a new teacher comes in then say doing their NQT or from a different school, you need to know what that class has done

Schemes (16)

<p>no because we have schemes for a lot so they already do it for us.  basically and then they pull of the bits of the National Curriculum that we need so (.) it's kind of done for us really we've got [Scheme Name] which is a, a PE football initiative  Yeah. So, it's just this year for now, just for key stage 1  I know that they do have textbooks that they stick to . I think the school's bought into to, um, I can't remember what it's called.</p>	
<p>it's kind of down to a leaders job to do that, not so much like a class teacher if that makes sense  I had a chat with the PE co-ordinator at school and that was what they wanted year 5 and year 6 to be focusing on so that was kinda how we planned our lessons.  PE subject leader so they'll kind of be keeping an eye on that and if there's something changing they'll be looking at how they can implement it into the curriculum  well that's, our PE co-ordinator has taken them from somewhere so I can't imagine it's anywhere but the curriculum.  she had training in sports outside but she was also used as a teaching assistant  that depended on our PE coordinator who was very good,  I'm not going to sit down and read and try find out new things about the PE curriculum unless my PE coordinator is telling them.  subject leaders will go out on subject leader days and then they'll feedback to the rest of the staff  I work alongside the PE co-ordinator here so quite like, you still know that when you've done that at a staff meeting or inset day that it's not going to have that effect that you want it to because those teachers are just not going (..) going to do it the way, with the confidence that you want them to.</p>	<p>PE Coordinator (9)</p>
<p>we were OFSTED'd last year and a lot of what we do daily is based on your feedback and your targets so  In reference to PE, I don't know whether they observed anyone so they can't give us any feedback or pointers on that's very difficult to happen cause there's such an emphasis obviously with OFSTED  Maths and English and all the other core subjects that PE does get forgotten about so  displays must be done  we're always looking at what is it that they're going to benefit from and how is it that they're going to move on with their learning.  English, Maths, Science and they want to see PE  Making sure that it's taught, making sure that there's progression within the PE taught across the school.  I'd quite like to think that they'd be looking at everything but I feel like core subjects they'd be especially interested in  Yeah, yeah. Definitely. The head teacher was going around and observing teachers' lessons  put quite a lot of pressure on the class teacher, particularly my</p>	<p>OFSTED (19)</p>



<p>class</p> <p>it just sort of changes the feel of the school. It just feels a bit tense when they're expecting OFSTED with an OFSTED, they want to make sure we have everything prepared</p> <p>OFSTED came in they said well, there isn't a timetable for the children to actually go on the outdoor equipment , if OFSTED was to come in and chat to them they might say there was a problem with the girls and their progress PE funding, so they'll, we produce a sports premium statement sort of every year that has what we've done and the impact of that</p> <p>I would say OFSTED wouldn't really be interested in that at that detail, they'll just have a little look, check it's all in order Would they come and observe a PE lesson? Only if you really engineered it</p> <p>their priority is (.) what the English and Maths results look like,</p>	
<p>They have a tendency to mess about with equipment, resources. reluctant to let you teach PE because you're not, where you're not qualified you're not covered under the insurance so you don't actually get to do it on your placements very much</p> <p>It is definitely down to insurance, schools aren't covered to have students take the lessons in a shorter space of time and having that time to sit down and talk through how do you risk assess (.) for lessons?</p> <p>I feel a lot of that's done by the school and class teacher rather than, so it's not our responsibility.</p> <p>It's not really been brought up other than remaining in school grounds</p> <p>The kids are going to fall over at some point and as long as they're not badly hurt</p> <p>I don't know the safety side very well at the moment so that's where I kind of I'm going to have to look into it more</p> <p>I've not really done a lot of safety in PE like I don't really know, other than common sense and a couple of pointers</p> <p>I think there's a bit of a fear of danger and injury so (.) I like to use more of the equipment</p> <p>we're quite an area where (.) children's safety is sometimes an issues</p> <p>make sure that they're all safe and they're all doing what they should be doing and also if they're spread out across a field</p> <p>Now if they're wearing slip on shoes and knee high boots, that limits what can do in the PE lesson</p> <p>they can't run so you can't do anything with running and it doesn't mean just that child can't do anything with running, doing risk assessment in PE as well</p>	<p>Health and Safety (15)</p>
<p>I just the biggest load is the pressures and stress and kind of expectations. We have a lot to kind of do.</p> <p>it's all the assessment and that side of it you don't necessarily get taught about on training, when you're training for your degree</p>	<p>Expectations of teachers (5)</p>

<p>the Government, um, and the levels they're expecting children to get to, like the national average.          You have to make sure you're doing certain things by the book and yeah.          Yeah and that comes down to the insurance, that's why people won't let students do it because you're not, that risk assessment part isn't covered.</p>	
<p>dealing with parents          because that's for girls so parents can have an impact on the gender stereotype          The children seem to go along with it but the adults see it as more of an issue which is interesting.          I think the attitudes on the parents can make a huge difference to how the children view school.          The attitudes they face and how they value it, I think it makes a huge difference to children.          from about year 3, um, and I think it becomes more apparent that children are taking after their parents          if there was a problem they'd probably would but because I haven't really seen any problems          They, so, the class door is always open at the end of the day for the parents to come in and talk to teachers if they had any questions          Yeah, I think so. I think it's really important. [Parent/teacher relationship]          parents have all had positive feedback apart from one          Yes, just because our parents are very worrying parents, we were finding a lot of children didn't bring their PE kit          rude to her about saying I don't normally make time to talk to my children's PE teacher          But also I've learnt that it's eighty per cent home life. You can only do so much          the parents (.) like i.e. earrings, er trainers, cause if they don't give the suitable you know, P.E. kit then it doesn't help us          Well, I mean it is fair but in, not in, not really because there are some children whose parents will willingly take them every Saturday to a club          kids forgetting their PE kit. That's one thing that I think is really important .          Parents don't understand the importance of PE          I wish parents were held more to account really for, not, providing their kid with a PE kit          PE almost needs to change because the parents (.) just don't send their kids in          Win at all costs or I was never good at PE so don't worry about it love kind of approach so yes, there's a big influence.          Generally, yes. Enormous, parents [difficulties]          and there is a lot of parental pressure          I had unhappy parents because they felt their child was being punished more</p>	<p>Parents (24)</p>
<p>I don't know them in great detail. Um, but we obviously talked</p>	<p>Policies (12)</p>

about them  
 it's one of those things that we kind of (..) brought, introduce as we go through the year so they'll be little bits at uni  
 I don't know, I think there's a, they have to statutorily have PE for 2 hours a week but I wouldn't know anything more than that. The money that we get funded from the Government really helps.  
 So we do have specialists to take our lessons as well as training people up because you need to be able to do both.  
 It probably is in the Government guidelines but I didn't know that  
 A little bit, but we've, they've been mentioned about them so not really if I'm honest.  
 I know it's getting, it's becoming bigger, now health and well being has become such a big topic in the Government  
 I think this is going to be something that's going to get quite big .  
 I don't really go into Government policies, like I don't really read those to be honest  
 I don't think so . I haven't really come across any where I've thought you know, that applies to me but I should probably read up more about it

someone come in and teach PE which can be good in some ways because having someone that's got specialist knowledge doing it but at the same time  
 I think [.] teachers should be doing it because they know the children better and yeah.  
 it's a proper swimming instructor who teaches them so I'm just there to watch.  
 we go to a site where they do the outdoor adventurous things and then the instructors teach them rather than the teachers but yeah no other lessons that happens in.  
 So they have one taught by the class teacher and the other one is taught by an outside agency  
 who come in specifically to take PE lessons and that's to give teachers their planning time.  
 they do very different sports so they do stuff like dodgeball, handball and they do dance but they do like a particular kind of dance so they'll do that for 6 weeks and teach them a dance less common.  
 We have a specialist come in one day a week and she does CPD lessons with people who are less confident in certain areas so I think our PE focus is high and it works well in our school.  
 where sports coaches come into school to take PE or specialised teachers , like we have salsa dance teachers  
 we have some sports coaches  
 we have a really good dance teacher who comes in so at the moment my children are doing dance  
 there was a set PE teacher that would take the year 3s for PE like the sports leaders that come into schools teach it which I think is a bit sad because I don't really get any experience we don't get that, 'cause the sports leaders come in and take over so we don't really, that's when our PPA normally is.

Specialist PE teacher (30)

that's come in with us getting a new sports coach to help with some of the teaching of PE  
 we've got [Company Name] in and they do a lot of the outdoor games-based activities  
 I know that the sports coaches struggle with the early years just because of the skill set that he is used to is more year 5, 6 and 7  
 The coach that we've got in is very skills based rather than, enjoying it and getting used to the sport.  
 [Company Name] in they've started doing Sports Clubs  
 He's really good at building up their confidence  
 he says next week if you want to come and see me at this time so he's very available and approachable for the children .  
 Yeah definitely. It's given us loads of ideas which is good .  
 yeah, yeah. We have to be involved.  
 they still don't know them because they're so many classes to teach  
 Not off the top of my head.  
 We also buy in Sports Coaches  
 then we also have a company called [Company Name] who come and do sports lessons.  
 we only use [Company Name] to cover teacher's planning time because effectively [Company Name] are a load of like, they're all about nineteen  
 Yeah we have er, Tennis, Cricket (.) um (.) the occasional dance teacher come in

the lack of time in the day for teaching sport or other subjects that don't come under the core curriculum  
 Maths and English inputs and children need to be getting to a certain level  
 they get taken out by the TA from another subject like PE for example  
 Teachers are worrying that they're not getting children to reach the level and consequently they take them out of other subjects.  
 I mean PE already gets pushed aside a little bit  
 PE so you are very much limited to one session of PE because you don't have the time to put it anywhere else because English and Maths is the focus.  
 thinking how am I going to observe a PE lesson, I don't know, I don't know what kind of strategies I'm looking for  
 from the first time I did that, I went and watched a PE lesson, I was like this is exactly the same as watching a Maths lesson or an English lesson, it's the same (.) structure, it the same, you have to have the same models  
 we're supposed to teach a certain amount of hours of PE a week you have one afternoon of PE a week so that is basically two hours,  
 Maths, English and Science which is understandable  
 I feel like PE's a bit more relaxed . I don't know whether it's because there's less objectives  
 just assessing as you go and keeping an eye on the children [for PE]

Core v PE (34)

there's also not really a lot of time for PE either in schools teacher if she had time would take them into the hall and they do gymnastics or dance with the year 3s

assessment in PE isn't as you know, well done as in Maths

Why is physical development any less important than mental development?

So for the children that won't either, if you think they won't get it or haven't got it then we pre-teach for 10 minutes at lunchtime

we do weekly matches at our school every Wednesday

It's across the board, really, um (.) but in Maths and English, every day, yes, that is the main focus because we're soon to be assessed.

Maths and English are the subjects that are weighted heavily so yeah, that's the two subjects we're focusing on, probably more than the others.

we can do just teacher led assessments thorough out the year if we choose to just to help track any progress made.

very much depends on the lesson whether they can do it or not

In PE they might be great at gymnastics but awful at football so I think it's difficult

I probably don't do enough differentiation in PE actually thinking about it

the teachers have got so much paperwork, that you couldn't physically (.) be doing, the paperwork you do for Maths and Literacy for every other subject

if you were falling in Maths or Literacy, you would probably have extra sessions but you wouldn't get that in PE

amount of (.) the amount of observing you can get done and amount of kind of monitoring you can get done is limited as opposed to English where you take their book in

It's just a very different lesson to all the other lessons.

Primary school teachers make amazing PE teachers but most of them don't realise it . It's all built on relationships, they know the children really well

Yeah I think a bit more time and it's always the subject that's thrown at Christmas and stuff because the halls not available or well go outside and it's that as well

You do it and some things take a hit and it might be PE one day, there's such a focus in England on English and Maths, um (.) that you know, you're cramming it into your timetables is hard. I think that's what it comes down to, it's all been squeezed and it's been .

in terms of healthy eating as such, there's nothing that I've seen while I've been in school.

Year 3 and year 4 they take the class out for a run twice a week um, for like 10 minutes just round the school,

There's nothing, they'll do the whole like, where, (.) they'll like put they hand up and say oh we haven't done our run today.

we're a healthy eating school so we have a juicy fruit trolley that goes out at break time and that has fruit snacks

breaktime and lunchtimes to play

Healthy lifestyle/PA (53)

active learning. I think it's 30 minutes a day in the classroom as well so (.) we try

Just as and when you can fit it in.

ensuring that there's enough time for the children to be active, I think it's all about the Government's push on being, on having an active healthy lifestyle so they're just making sure that those things are ticked off and that

we (.) within the area I work in [Place Name] we have, um, cross school competitions so we've got that competitive nature as well and I think that's something they look for.

Yeah so we have social, another new thing that's come in is social me, personal me, healthy me and it's trying to link those in with your PE as well, but, the social side is so good it links so well with PSHE.

they link it quite a lot in with PSHE so like Personal social learning

I know obviously we have like home schooling workers who deal with all that kind of thing so the (.) um (.) the children [Obesity]

Yeah so we have dedicated, you would usually find in a small school, it might be a job that's allocated to a teacher

Not that I'm aware of, ermm, yeah no, not.

to get them up and moving they had a website that they used to go on that had videos and dance sequences the children did just to get them, wake them back up a bit

and educating the children on how that keeps us healthy. I feel like quite a lot of children know now what is and isn't good for them

, I think it's really important especially now that they're looking more into mental health in schools and how they can put that into classrooms

my Mum's a nurse and she came into school and we looked at their heart beats and how exercise can effect that

you could see the children were a bit more active after the session with my mum, so of in the playground running around and playing more games

I think health should always sort of be in the back of their minds growing up like making good choices

Yeah, yeah. I think that's quite important.

They're always on about healthy and healthy eating like schools who keep everyone active kind of ones but other than that I don't really know

I've only ever had one child whose classed as overweight in my class and I feel that's quite good

Just started the golden mile in our school

the fattest population of children in our school and that's when we did the big push for the golden mile and getting the sports coach in

We just know that we need to increase sports and we need to increase the activity of the children throughout the day, not just in PE.

and do a golden mile lap

we've also now got lunchtime and break-time activities as well as after school

the games does keep them fit and coordinated  
 you're not just relying on PE for that fitness element.  
 Pretty sure that happens in biology and in PSHE and it's also a  
 pastoral matter as well.  
 they're very few overweight children.  
 or it they're in a top team they might be doing more Sport ,  
 have a policy where they're not allowed chocolate bars in their  
 lunchbox, they're not allowed fizzy drinks at school so we try  
 and avoid unhealthy food  
 We do bits about nutrition in science  
 We kind of try and encourage it here and there.  
 that they also (.) understand the importance of nutrition so they  
 think carefully about the types of food they buy into to.  
 So good diet, they move a lot the children do, and it puts them in  
 good stead for learning and other areas of the curriculum.  
 fortunately I don't think they've come across that before,  
 because of the amount of movement that they do and there's  
 play of play. [Obesity]  
 probably classified as being overweight, um, and they look very  
 different now. They look much healthier now.  
 they understand the importance of their role despite it being a  
 team and they have matches each week so there's a huge amount  
 of bonding that goes on between them as well.  
 The other thing about my school that isn't very good is that we  
 don't have sports teams  
 but we don't have anything else so it very much relies on parents  
 (.) taking their kids to a club and again (.) that's not fair  
 So in my class, we always do things in every lesson, um, but not  
 prolonged things  
 I'll get them all the stand up and we'll do um, stretches, um, we  
 do brain gym, um, we do kind of jumping on the spot.  
 Do they run a mile? Or they run something every day so once a  
 day they all run like twice round the field  
 trying to hit that kind of high active um, state. You're not  
 necessarily going to get it when you're doing gym or dance for  
 every lesson  
 getting their heart rates up and actually making them work hard I  
 think is really important.  
 Yeah so with the, with the class that I have, across the school we  
 do wake and shake  
 have you heard of daily mile?  
 we do a game a day in the morning  
 That could be tag on the line, it could be bull dog, it could be (.)  
 um, some throwing and catching, games, dodgeball, it could be  
 (.) er, some team based stuff,  
 might not be very good at English and Maths so having, the first  
 thing you do each day (.) is actually a physical activity, they're  
 going to feel much more ready for the day

You haven't got time to read it and you just don't want that. If  
 you're out there, watching the kids do it with the teacher  
 the maximum amount of time you're going to spend with each  
 child is about a minute and thirty seconds

Time (3)

<p>you're cramming it into your timetables is hard.</p>		
<p>Equipment. Equipment is a massive thing. Um, because you don't have time to find it, there's not enough</p>	<p>Resources for PE (1)</p>	
<p>we either buy into or us teachers collaborate and plan          We teach over the course of a half term so we change sport every half term          a typical sports unit is 6 to 8 weeks,          I'm quite sporty anyway I feel like I've got enough experience behind me to teach it effectively          I think we should offer a wide range so that children find a sport that they enjoy, that they're good at so that they think that they are sporty rather than thinking they can't do anything.          as a teacher I make sure we hit all the sports that we're meant to in the national curriculum          I push sport as much as I can and all children participate in my lessons          hey might not like a particular sport but, I always get them to take part and try and overcome those things.          I think if I was someone that didn't value sport and didn't see it as important.          we'll have like our set sports we have to teach throughout the year so they have 6 weeks on football, 6 weeks on gymnastics, 6 weeks on dance          and they try and vary it so it's a team sport one week, sorry term, then the next term, it'll be individual.          I think when it was more individual sports, they had gymnastics today and they came back in fine.          other people excel in a Sport that they're good at (.) it is still sport, not just Games and that's still trying to get the children's focus away from yes football is a sport,          like building up of skills towards playing games like netball the different throws and catches and (.) then building up towards playing a whole game          Tennis and Netball when we were there .          Yeah it moved up to sport in the older years.          It was a couple of ball games but other than that it's just the skills not really actual games of football.          I think like the skills definitely getting them to grasp the concepts of kicking the ball and develop their gross motor skills          it's nice for them to get on and be involved in and introduced into a sport that they've never played before          the start of one term and then netball or hockey and then football and rugby          If the one sport at the start and then don't like any of the others at least they've had that one          we're doing this, we're doing that and it's definite sports it's those fundamental skills and that goes right up to playing proper games by year 6          we do more on the movements rather than the sports</p>	<p>Sport V PE (41)</p>	<p>Bridging the Gap</p>



actually being skilled in PE is not actually necessarily being the best in Hockey, it's thinking about what you have achieved in this lesson

Yes. It's so, people are so outdated

So, a lot of my children are quite, they're not very confident like with football and things

the rest of them kind of don't feel very confident with it and like, but then equally actually they give it a go,

so to kind of engage them a bit more because sports can quite, they just get quite erm yeah like crying and stuff.

Sport I think. I think from memory it was a general primary course.

I teach is you start off with the kind of skills and you build up to playing a sport

Then you move onto doing with it each other, then you move onto maybe marking, um, moving around in a space, and then work up to doing a game.

I think, in general you have to teach them that sport, especially at that age is about having fun

basically we just teach it through that and we try to link it to our subjects

who come and do sports lessons.

I'll kind of try and use things from sports coaching

It's more on when they've got the throwing and catching what you do then.

the kids like playing games so the more the children are playing games the better job that you're doing and the more information that you're gonna get about that child and their movement

if you take the sport out of the game so the name out of the game then you've created a level playing field

rather than thinking teach, I've got this, I've got to do tennis.

So do you feel there's a gap between what you know theoretically and what you can apply practically?

Er, yeah, yeah, if I'm honest.

would say here are a bunch of activities you could do and then our lectures would be where we would practice the games ourselves

Oh, child centred definitely

Well the thing is, I don't think children at primary level have to do that stuff.

Yeah definitely. I think maybe those links should be made more clear maybe

uni sessions as well in that period didn't really reflect on what we'd learnt on placement

it does to an extent so I can see elements of it

kind of when it's a very clear cut theory, then you had, and how, and then you find your theory and you find how to teach it

You didn't have too many lectures, it was more the on hand practice if that makes sense, as in in the classroom.

how that is affected and how we relate those to the classroom

I think they have linked quite well, yeah.

It's really hard to think. [of examples]

Theory to practice (26)

<p>I'd say so (.) obviously there's advantages to them learning it in the context of the game</p> <p>I find that sometimes it's quite hard, if, like, if that child physically can't do it to support them, I find that's the challenge with PE</p> <p>I think that's a bit of a dilemma as to how you best support that child</p> <p>Some of it is a lot more, sort of (.) towards the getting the degree part rather than helping us with our teaching but um, hopefully I'll be able to put it into practice</p> <p>yeah, for some of the topics I think that would be a good idea. [Clearer links]</p> <p>I think it's more like the gap between us and them where it's like second nature to us but it's quite hard to explain it to someone who's so young and is just trying to grasp it</p> <p>it's just some of the stuff they've told you isn't even relevant it was hard to (.) sort of think how I'm going to apply it to a teaching situation.</p> <p>we didn't really use much of our theory knowledge which maybe we should have.</p> <p>I think so because you can now apply it to what you're actually doing so it's bit more realistic.</p> <p>Not reaa-llyyy. This is just where I think there's a big gap the [University Name]'s PGCE or the PGCE that I did, was so poorly linked that (.) you just came away thinking well, and then we had to make</p> <p>I much prefer the kind of practical approach of being in the classroom and around the kids and learning from other people like that I suppose</p>	
<p>it's part of my degree but I wouldn't say that I even think about it when I'm teaching.</p> <p>You need to know how children learn and how best they learn but I wouldn't say that that's at the forefront of my mind when I'm actually teaching.</p> <p>maybe that knowledge I have as a base and I don't really realise I use it, maybe</p> <p>I think it's better to pick a subject and go right teach this and kind of not really think about the theory of it.</p> <p>I think everything really we learnt on campus applied (.) quite well to practical really</p> <p>It's something you know, you don't have to actually think about it anymore once you start teaching but it was definitely useful.</p> <p>I think it all goes out the window when you start teaching.</p>	<p>Theory consideration (7)</p>
<p>A lot of it, <i>cause it's only year 5 children</i>, so a lot of it was working on team work and that was through</p> <p>So I'd normally do skills and then as a progression it would be the games-based stuff.</p> <p>decision making comes after they've learnt that skill and sort of as a natural progression almost.</p> <p>Once they have the skills they can move on.</p>	<p>Fundamentals (26)</p>

then you will do ball skills using your hands so you'll apply it to volley ball but you don't teach the actual specific game rules anymore.

It's all skills based. It helps inner schools where competitive things can be difficult.

they would do skills like balance might be a skill and it'll take quite a while

they might balance and then a little dance routine at the end of the five, six weeks

it's a really good idea for teachers in primary to be able to teach through skills because often teachers are like, bit worried about teaching PE, bit scared about PE

I think if you're just like this is what we're focusing on, we're going to learn to do this and this is our skill for today, we're doing

I did some skills then tried to put it into a little game context the children could, you know, experience those techniques that they've just learnt.

I don't think we've done very much on that [fundamentals] we were looking at the different movements of animals and how to use levels

, in year 1 we focused on ball skills so it was just getting to (.) like have a bat and a ball

Way more important than actually knowing how to play football.

Year 1 was the only one with fundamental skills

they're trying to catch and it's just going straight through it's because they've not had that, learnt, not had that taught to them properly

if you've not got that skill you need to kind of develop it, have focus on it

it's skills but year 3s that do just a couple of matches, they're still working on the fundamentals of movement as well.

they need those fundamental skills first because most of them can't catch

I think the things that they, they need to all learn is [life skills]

I think, um, it should be about how you teach skills so I don't think there's enough emphasis on younger children and younger children's, the development of skills.

I would say, fundamental skills so (.) ABCs and (.) just making sure that you're trying to hit in at least one of your PE lessons,

Then, when you do bring in games, they've all got the knowledge of how the best way to score or the best way to defend or tactically.

When they come in, you usually have a term of not teaching so that happens maybe once or twice a year

we didn't really go much further 'cause as I'd say the sports leaders came in the following week and took it further

it's more through a lack of his company wanting to do that because obviously they want us to continue to subscribe

but we also use it for PPA cover, so it wouldn't be something that we all would be able to say right that's fine, we'll take over from that

Up/De-skilling  
(15)

<p>they give us a award at the end if we go through it with them so that's what the teacher will get.  which I really objected to in my school and I spoke to the head teacher about it quite a few times and she's actually changed it now  three quarters of the teachers in the school were never teaching PE and we had them for at least four or five years so deskilling that happened there where people were just never teaching PE at all  My personal view is that the funding should have been spent on teaching teachers to teach PE , not paying kids to teach kids PE I haven't had any real training in PE since then.  and she's just you know, completely revived my teaching of PE and if we could have more of that.  people being able to learn off of coaches that are coming in then I think that can help.  teachers and TAs have to be there watching that coach and interacting with that coach  They've <u>got</u> to do it because then you don't have to pay for it next year in theory  gives the teachers an opportunity to reinforce things as well and remember that it's not that bad because the year can be a long time between coaches.  have half an hour of here's some games you could play in PE with your class.</p>	
<p>I think some, some of the theory we've done, definitely, just, kind of giving us ideas, going you know, yeah this is the foundation  I think it is 'cause then when you're in the classroom you can kind of identify your methods and then (..) apply that to your teaching so it's appropriate for the children in your group.  it's kind of helped me like motivate me, um, to kind of become a better teacher within the class.</p>	<p>Importance of Theory (3)</p>
<p>you have to look up all the things you're doing where as year 1 it's quite simple but <u>it is</u> very different.</p>	<p>Different age groups (1)</p>
<p>They had a hoop, with four tennis balls in it or four equipment, so like beanbag, a tennis ball and what not and then they had kind of the markers, the fielders and the child that was batting, having to hit something with a bat, they just had to throw the (.) four objects as far as they could away and try and get round the field before the fielders got them back in the hoop  So it was just building up things like that, at a more child friendly level.  you can adapt those games and do so for hockey, do roller ball or something like that so take away the sticks and it becomes a whole new game.  you say, okay, rather than do regular scoring, you score for as many passes that you make um and that just makes them think a little bit differently about as opposed to keep it away from the other person</p>	<p>Adapted Games (8)</p>

and the kids that weren't very good and it was going everywhere, actually were just running around chasing the ball and that is a skill in itself from loads of accidental learning  
 It's memorable for them as well  
 Thinking about teaching it through all the fundamentals and all the games rather than thinking teach, I've got this, I've got to do tennis

I think, has a really clear kind of policy for how you teach the whole thing about choosing the school where you want to work  
 making sure you really know the school before you apply there is so important because basically if that style isn't for you then that school isn't for you  
 in primary school those things pretty much are, not dictated to you, but this is how we teach this, this is how we teach that. which is a pupil referral unit and we as a policy there I know, don't do any um competitive games.  
 No, I just sort of do what the school says.  
 I think you've got to stick to what the school (.) er are doing (.) stick to their ethos, their curriculum, their you know, the way they do it  
 we've got quite a big ethos in our school about it's the behaviour not the child  
 We do a lot of questioning in our school  
 we have lots of input and it depends on the school that you're in because if they don't want you to teach a certain way  
 You kind of need to go with the flow of the school rather than going out and doing your own research about it.  
 we're focusing in our school at the moment on collaboration so children taking independence of their own learning  
 Moving away from just sitting down and speaking to the children, question, answer, question, answer is far more interactive.  
 They do seem to have a very good understanding of the struggle of learning that it's not easy and you do have your ups and downs and they understand the tools that they have in the classroom to help them achieve.  
 I feel maybe I've got more support and er (.) slightly more excitement at the moment with this new initiative we're building together.  
 the other people in the senior leadership team and they all thought it reflected the ethos of the school well so decided to go for it.

School ethos  
 (16)