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Realising curriculum possibilities in Wales: teachers' initial experiences of re-imagining secondary physical education

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ABSTRACT

This paper provides insight into secondary Physical Education (PE) teachers' experiences of beginning to re-imagine secondary physical education provision in light of the new Curriculum for Wales, 2022 (CfW). Data were generated through analysis of semi-structured interviews ($n=5$) with secondary PE teachers who participated in three workshops which uses a design-thinking methodology. Informed by Ball and colleagues' conceptualisation of policy work, findings draw attention towards how engagement in the workshops provided a foundation for the participants to begin interpretation and translation of the new CfW and consider re-imagining existing PE provision within the school context. Participants' interpretations of the new CfW centred around health and physical activity provision which were shaped by a connection with a range of health and physical activity stakeholders. This enabled participants to translate their ideas from the workshops into pedagogical practices within the school context. The paper concludes by suggesting secondary PE teacher's realisation of the new CfW would be enhanced through opportunities to further integrate disciplinary ideas from health, sport, physical activity, and education across national and global contexts.

KEYWORDS

Curriculum reform; policy-work; re-imagining; secondary physical education; health; design-thinking

Introduction

Similar to educators elsewhere (Alfrey et al., 2017; Macdonald, 2013; Thornburn & Gray, 2021) educators from Wales are engaged with implementing what has been termed a transformative agenda for education (Welsh Government, 2017). Central to the implementation of this transformative agenda is the new Curriculum for Wales (CfW) 2022 (Donaldson, 2015; Welsh Government, 2019). Significantly for secondary Physical Education (PE) provision in Wales, the new CfW is structured around six Areas of Learning and Experience (AoLE), one of which is titled Health and Well-Being (HWB)

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(Aldous et al., 2022; Gray et al., 2021). As will be outlined in further detail below, the new CfW (and within it the HWB AoLE), represents a distinctive shift away from existing secondary curriculum arrangements (Welsh Government, 2008). As highlighted by Aldous et al. (2022), the speed at which the CfW is being implemented in Wales is also a consideration, meaning that to date, time and space for educators to explore how the new CfW could inform re-imagining of secondary PE provision have arguably been limited. Furthermore, previous research has raised some critical questions on the implications of this shift for the focus of secondary PE (Gray et al., 2022) and learner identity (Alfrey et al., 2021) in the context of secondary PE. However, as observed in other international contexts (Alfrey et al., 2017; Brown & Penney, 2017; Penney, 2013), opportunities remain for the secondary PE community in Wales to engage in professional learning that tackles how the new CfW might re-imagine secondary PE provision within schools.

Against this backdrop, the aim of this paper is to provide a unique insight into secondary PE teachers' experiences of beginning to re-imagine secondary PE provision in light of the new CfW. In so doing, this paper does the following. Firstly, we outline how the new CfW provides a distinctive evolution of the current Welsh National Curriculum for Physical Education (NCPE). Secondly, the paper outlines how design thinking (Chambers, 2018; Chambers et al., 2020) was used to inform the development of three workshops that were focused on supporting secondary PE teachers to re-imagine their existing secondary PE provision within schools. Thirdly, drawing upon principles found within Ball and colleagues' (2012) conceptualisation of the interpretation and translation of policy, we illustrate how the design thinking workshops provided a space for secondary PE teachers from where they were able to *interpret* and *translate* the new CfW and re-imagine what secondary PE provision might look like within their school context. We conclude by suggesting secondary PE teachers continuing realisation of the new CfW might be enhanced through professional learning opportunities that are integrative i.e. they embrace and interconnect disciplinary ideas from health, sport, physical activity, and education across national and global contexts.

Exploring the interpretation and translation of the physical education curriculum in Wales

Concepts: applying Ball and colleagues' sociology of policy

Understandings of how individuals come to enact curriculum within the field of health and physical education have continued to be influenced by Ball et al.'s sociology of policy (Ball et al., 2012; Braun et al., 2010). This work placed emphasis on how actors' experiences of policy work can be understood as being informed by sets of conceptually distinguishable processes of *both* interpretation and translation of policy documents. Here, Ball et al. (2012, p. 45) conceptualise the interpretation of policy as being,

An institutional political process, a strategy, a 'genre chain', a process of explanation, elucidation and creation of an institutional agenda ... interpretation is an engagement with the languages of policy.

This conceptualisation of interpretation draws attention towards two key elements of policy work. Firstly, it places focus on the influence of institutional culture, histories

and politics that are often evident within PE curricula (Penney & Evans, 1999; Aldous et al., 2022). Secondly, it highlights that interpretation requires understanding of the languages that inform the focus of PE curriculum documentation (Aldous et al., 2020). *Translation* directs attention towards educators' processes and practices of enacting policy *within* their situated contexts. Here, Ball et al. (2012) define translation as,

A sort of third space between policy and practice. It is an iterative process of making institutional texts and putting those texts into action, literally 'enacting' policy. (p. 45)

As reflected within applications of Ball and colleagues' work (Aldous et al., 2022; Alfrey et al., 2017; Lambert & O'Connor, 2018; Lambert & Penney, 2020), this type of work might include, 'talk, meetings, plans, events', 'learning walks' as well as producing artefacts and borrowing ideas and practices from other schools. As Thorburn et al. (2011) observed, such work is central to the enactment of official curricula as it encourages *active* translation in consideration of what possibilities they might provide for the re-imagining of provision PE provision. Thus, in relation to the context of PE curriculum realisation in Wales, consideration needs to be made in giving secondary PE teachers the space to discuss how the new CfW may be translated into different practices found within school-based secondary PE provision.

Placing focus on both interpretation *and* translation also directs attention to providing spaces from which secondary PE teachers can make connections between the conceptual ideas found within the new CfW HWB AoLE and forms of pedagogical work that encompasses decisions, planning and actions associated with translating these ideas into forms of practice (Brown & Penney, 2017). We contend that making sense of and enabling these connections are central to how secondary PE in Wales may be re-imagined through sets of complex, repeated and dynamic processes. It is also important to recognise that the possibilities afforded by the new CfW HWB AoLE are influenced by the historical culture of secondary PE in Wales. Whilst it is beyond the focus of the paper to provide an in-depth analysis of this culture (see Davies et al., 1997; Penney & Evans, 1999; Gray et al., 2021), we provide important background information about changes to secondary PE curricula in Wales that underpinned the development of the workshops.

Context: a brief overview of the development of the secondary physical education curriculum in Wales

Early orientations of the secondary NCPE in Wales closely followed those found within education policy in England (Evans & Penney, 1995) and other parts of the United Kingdom (Gray et al., 2021). Development of the Welsh NCPE can be traced back to the 1988 Education Reform Act (ERA). While the ERA promoted a conservative ideology of restoring basic cultural values and ideals (Penney & Evans 1999), as Jones and Lewis (1995, cited in Davies et al., 1997) comment, the ERA also presented Welsh education 'with the opportunity to create, for the first time ever, a state school curriculum which was unique to Wales in content and context' (p. 257). Within the context of PE, the promotion of a conservative ideology through the ERA was translated into what others have previously described as the teaching of 'traditional games', e.g. rugby, hockey and netball (Kirk, 1992; 2010). Such traditional games are culturally significant to the idea of what

was (and in some respects still is) envisaged as significant to Welsh society (Chetty et al., 2022). These developments are further outlined within the Appendix.

As illustrated within the Appendix, between the mid-1990s and early 2000s the Welsh NCPE went through several small adaptations that led to the focus on competitive sports being complemented with the inclusion of a greater breadth of physical activities and the inclusion of health-related fitness. This adaptation continued within a revised version of the Welsh NCPE in 2008 (Welsh Government, 2008). This promoted a 'learner-centred' and 'skills-focused' PE curriculum that placed emphasis on,

1. maximum flexibility in selecting appropriate, relevant content from the considerable range of opportunities to suit the needs, interests and preferred experiences of all learners
2. opportunities to link with other subjects, such as geography, history and personal and social education (PSE), engaging on fieldwork experiences which might link with aspects of Adventurous activities, or with music and drama through Creative activities such as dance (Welsh Government, 2008, p. 8).

The developments of the secondary NCPE in Wales in 2008, provided the opportunity (at least on paper) for a subject that was more strongly connected to other areas of the curriculum. In 2015, such possibilities were further enhanced through the development and implementation of the new CfW.

As stated earlier, the design and implementation of the new CfW is a central feature of a wider transformative agenda for education in Wales (Welsh Government, 2017). Based on the recommendations outlined within the Successful Futures report (Donaldson, 2015), the new CfW is structured to enable learners' development around four key purposes,

- (1) 'develop as ambitious, capable learners, ready to learn throughout their lives'
 - (2) 'enterprising, creative contributors, ready to play a full part in life and work'
 - (3) 'ethical, informed citizens of Wales and the world'
 - (4) 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society'.
- (Welsh Government, 2019, p. 6)

Whilst beyond the focus of the paper to outline the new CfW in detail (see Alfrey et al., 2021; Gray et al., 2021), as recognised by Aldous et al. (2022), there are several elements of official guidance that have been influential in the continued re-positioning of secondary PE in Wales. The implementation of the six integrated Areas of Learning and Experience (AoLE) is central to achieving the purposes above. Whilst all the six AoLE's have the potential to re-imagine secondary PE, arguably the most significant of these (for re-imagination) is the Health and Well-Being (HWB) AoLE. As illustrated by the Statement of What Matters, the HWB AoLE places focus on,

- Developing physical health and well-being has lifelong benefits.
 - (2) How we process and respond to our experiences affects our mental health and emotional well-being.
 - (3) Our decision-making impacts on the quality of our lives and the lives of others.
 - (4) How we engage with different social influences shapes who we are and our health and well-being.
 - (5) Healthy relationships are fundamental to our sense of belonging and well-being.
- (Welsh Government website, 2019)

The new HWB AoLE represents a notable shift from the existing NCPE, where content was structured around explicit activity areas. As such, following Penney's (2013) commentary regarding developments of the Australian curriculum, the possibilities for re-imagining secondary physical education are evident. For example, as illustrated by the new CfW guidance (Welsh Government, 2019), the new HWB AoLE can,

Support learners to value physical activity, including sport, which in turn can motivate them to lead physically active lives. Learner-centred pedagogies such as purposeful play, a multi-skills approach, the Teaching Games for Understanding (TGfU) approach and the Sport Education Model (SEM) can all contribute to a learning culture where physical activity is enjoyed by all.

Thus, the new CfW represents generative opportunity to re-imagine the purpose of secondary physical education *and* how the discipline of physical education can make a positive contribution to whole-school health and well-being and physical activity provision within secondary schools. Returning to the work of Davies et al. (1997) and Penney (2013) it may be argued that the new CfW finally represents an opportunity for the secondary PE community in Wales to embrace possibilities that are more innovative and progressive ideals of what secondary and secondary PE provision might look like within schools.

That said, whilst presenting new possibilities, the re-positioning of PE as a disciplinary subject within the HWB AoLE is reflective of an endemic socio-political struggle around what constitutes official knowledge regarding health, sport and physical activity in England & Wales (Estyn, 2019; Fairclough et al., 2002; National Assembly for Wales, 2019). Here, we align with the position of Gray et al. (2022) to suggest that this re-positioning of PE within the new CfW HWB AoLE requires secondary PE teachers 'to develop a critical understanding of health discourses within their curriculum' (p. 2), so that they may be able to 'navigate, interpret and enact curriculum in an informed way'. Furthermore, echoing the work of Alfrey et al. (2021) and Aldous et al. (2022), the design and implementation of the workshops were in response to the co-authors' desire to provide spaces for the secondary PE community where they might be able to interpret and translate the new CfW. In so doing, they could consider what possibilities it might provide for the re-imagination of secondary PE in Wales. In what follows, we illustrate how the use of design-thinking methodology offered such a space.

Using design-thinking to support the re-imagination of physical education

A key element of our response has been the use of design thinking (Brown, 2008) in the development of a series of workshops that were established in October 2020. The adoption of design thinking as a methodology was informed by previous work where it was used to guide practitioners in generating solutions that supported the 'redesign of pedagogies for physical literacy' (Chambers et al., 2020, p. 50). Whilst it is not the intention of this paper to provide a comprehensive overview of the intricacies around design thinking (see Chambers, 2018; Hassi & Laakso, 2011; IDEO, 2009) we now outline how our interpretation of design thinking influenced development and implementation of the workshops.

Following Chambers et al. (2020, p. 43), the workshops were structured around a series of principles including ‘problem centeredness, nonlinearity, optionality, and the presence of uncertainty and ambiguity’. The use of such principles focused on encouraging physical educators’ curiosity and creative realisations of the new CfW and how the ideas within the HWB AoLE could be used to inform the transformation of secondary PE. Like ideas outlined by Lambert and O’Connor (2018), the workshops were also framed around the idea of a non-hierarchical professional culture, in which learning around the new CfW and possibilities for re-imagining could be developed by allowing educators to share their interpretations and translations. Additionally, it provided them the opportunity to ask questions of university academics who are also authors of this paper.

As illustrated by Figure 1, a starting point for the workshops was the development of a ‘wicked problem’.

Blackman et al. (2006) describe a wicked problem (complex problem) as one where the issue is not stable but are constantly evolving and mutating and have many causal levels (p. 70). The development of the problem statement emanated from the lived experiences of several of the co-authors who worked with members of the secondary PE community in South Wales and had captured their initial engagement with the new CfW HWB AoLE. Thus, the wording of the problem statement was intentionally used to encourage the participants to explore how secondary PE provision could emerge from multiple interpretations of what was considered a complex curriculum document.

The principles outlined above were used to shape a series of three workshops that were conducted virtually between October 2020 and June 2021. As illustrated by Table 1, the structure of the workshops adopted the Hasso Plattner Institute six-stage model of design thinking (2018). Following Ball et al. (2012), this enabled the development of a space from which educators were able to engage with forms of pedagogical work (listening, acting and doing) that shaped interpretations and translations of the new CfW. Each of the three workshops lasted approx. 90 min, and were facilitated by the co-authors. Specifically, this guidance focused on encouraging interpretations of the new CfW and HWB AoLE, actively listening to the participants’ ideas and solutions for re-imagining secondary PE provision and engaging in dialogue about the design thinking process itself. Thus, a key feature of the workshops was how they enabled the facilitators and educators to make sense of the professional cultures they were working in and to have a space

Summarising the challenge...

“(How to) Realise the possibilities of Curriculum for Wales 2022 (in order to) teach for meaningful and inclusive physical-health-education”

Figure 1. Illustration of the ‘Wicked Problem’ used within workshop 1.

Table 1. Outline of the workshop design.

Workshop	Phase	Description	Activities/outcomes
1. 5 October 2020	Context	Focus on ensuring that groups are organised and the Design-Thinking process is introduced. Attendees will have an opportunity to read through the challenge, clarify any questions about the process.	Understanding the context and the purpose of the challenge. Discussing how a 'challenge' may enhance voice of the educator in the implementation of policy and curricula.
	Clarify	Groups introduced to the design-problem, begin clarifying key terms within the case, trying to understand the case at hand. Use department personas to generate ideas/begin empathy process.	Clarify and discuss the key-terms within the challenge. Defining the key terms and discuss our existing knowledge/ experience of these.
	Define	Based on the case groups begin considering stakeholders who inform our understanding of the presented challenge. Feedback to main group.	Post-session Task 1: Based on your experiences and context develop a stakeholder map. These will be shared across the groups in workshop 2.
2. 10 December 2020	Empathise	Group members to share their and stakeholder maps. Using these develop empathy maps of possible end-users. Groups to begin collating resources that will inform the solution prototype in week 3.	Generating empathy: Developing empathy maps and deciding on the 'end-user' for the solution.
	Explore	Group to use empathy/stakeholder maps and other resources (e.g. professional learning standards/new + old curriculum) to generate knowledge map of the design problem.	Develop knowledge map/Point of View (POV) sentences – begin thinking about the different end-users that solutions will be designed for.
	Ideate	Each member of the group generates 'how might we' statements from the knowledge maps. Group share ideas. Group decide on best ideas to go forward to prototyping.	Post-session Task 2: Based on the developed empathy maps, groups to begin empathy mapping with possible end-users (over 18's). Groups to begin collating resources to share in Workshop 3.
3. 21 January 2021	Prototype	Each member of group produces an ideas napkin for each of the two ideas selected. These are then synthesised into one response.	Groups to agree on end-user. Based on resources collated in task 2, groups to generate Idea Napkins.
		Group reflect on the process so far reflect on how they developed the idea and present this to other sub-groups.	Storyboard of idea/group discussion on possible solutions.
		Introduce plan for rest of term (i.e. testing ideas) and then take any questions.	Groups to present the prototype of the solution. Post-session Task 3: Groups to use term time to test, evaluate and reflect on their solution.
4. June 2021 (TBC)	Presentation of Solution	Within Microsoft TEAMS, groups will be asked to present how they have used the process to generate their solution to the problem.	Groups to share their solutions and reflect on how these were developed through practice

from where to start beginning to transform these through exploring the interpretation and translation of policy into different forms of practice.

Methods and analysis

After gaining university ethical approval in June 2021, the 20 PE teachers and facilitators involved in the workshops were offered the chance to voluntary participate in semi-

structured interviews between July 2021 and January 2022. Given the pressures educators, were facing due to the pandemic, recruitment proved to be challenging. Consequently, of the initial 20 educators involved with the workshops, only five chose to participate in the semi-structured interviews.¹ Consequently, the final sample for data collection comprised five secondary physical educators who had completed all the workshops. [Table 2](#) outlines the different educational positions of the five participants.

The participants who engaged with the interview process constituted colleagues of the first, third, fourth and fifth authors and have acted in various roles related to the Physical Education Teacher Education (PETE) programme at the university. Data were generated through five 1–2 h semi-structured interviews with secondary physical educators who engaged with all three of the workshops. The second author acted as the principal researcher and was responsible for undertaking the semi-structured interviews and helping to organise the analysis process. Having not been directly involved with the workshops, giving this role to the second author also enabled a degree of critical distance from the workshop experiences, thus providing a sounding-board for interpretations of the data during analysis. Using an interview guide, the interviews placed focus on understanding how engagement with the workshops had influenced their interpretations of the new CfW and subsequent ideas for the re-imagination of secondary PE provision within their schools. All interviews were conducted by the second author (principal researcher), digitally recorded and transcribed verbatim.

The interviews were analysed through multiple readings using a combination of inductive and deductive coding (Braun & Clarke, 2013; Saldana, 2011). Firstly, the interview transcripts were read for familiarisation by the first author and second author. Secondly, informed by Ball et al.'s (2012) principles of interpretation and translation, the transcripts were openly coded by the second author. Here, focus was placed on identifying any key phrases that illustrated the experiences of the participants. Thirdly, a degree of deductive analysis was undertaken by the first and second authors. This third phase was undertaken to ensure that the categories being developed were meaningfully connected to the focus of the study. The data generated were organised into three inter-related themes: (1) foundations for re-imagination, (2) re-imagining secondary PE provision and (3) emerging pedagogic realities. Following principles outlined by Burke (2016), the themes were further reflected upon by the first author and second author (principal researcher) and shared with the other co-authors and a critical friend, whose role was to encourage deeper reflection on the themes generated. Participants were then offered the opportunity to review the transcripts to check for accuracy and identify any elements that they did not want to be shared.

Table 2. Table to illustrate the professional positions of the participants involved in the study.

Name (pseudonym)	Position within school
Dylan	Subject Lead of Health and Nutrition
Charlie	Lead of PE, well-being, food and nutrition
Sandra	Subject Leader for PE
Jason	Director of Learning Health & Wellbeing
Kirsty	Head of Health and Wellbeing

Findings and discussion

Findings related to the themes above illustrate how the workshops provided foundations for participants to (i) interpret the new CfW guidance, (ii) reflect on existing strengths of their practice and (iii) begin translating conceptual ideas into practice. Furthermore, the findings of the analysis suggested that the workshops encouraged participants to make connections with health and physical activity stakeholders *beyond* PE. As a result, participants began to translate these ideas that focused on developing health and physical activity provision within their school context and wider community. In constructing this discussion, consideration has been made to the representation of the participants' experiences.² Illustrations that relate to each of the themes are provided below.

Foundations for re-imagining existing secondary physical education provision

The data illustrated how the workshops provided foundations which provided a catalyst for re-imagining their secondary PE provision. Specifically, such foundations were based around the opportunity to share understandings of the new CfW. Similar to the work of Alfrey et al. (2017), this involved pedagogical work focused on sharing experiences of interpreting the new CfW and exploring understandings of what health and well-being meant in relation to their school context. Such pedagogical work is exemplified by one participant, Jason.

You know, what is the meaning of health and wellbeing? You know, from that traditional PE ... ? I've got different visions and facilities, so you know what does health and wellbeing mean to them? But it can differ can't it from school to school ... what does it mean to us and our pupils? (Jason)

Here, similar to findings presented within the work of Atencio et al. (2012) and Lambert (2018) the data draw attention towards how, in interpreting the new CfW, Jason was reflecting on the need to question meaning around discourses of health and well-being and the ways in which these discourses relate to what he termed 'traditional PE'. Furthermore, as indicated by Dylan (another participant), participation enabled reflection on how engagement with the workshops provided some reassurance in starting to discuss engagement with the new CfW in developing secondary PE provision.

The whole identity and landscape of physical health education in Wales is sort of maybe up for grabs, and I think people are like looking and thinking 'what are they doing?' or 'should we be doing that?'. There was very much a lot of that [within the workshops], which in some ways was quite reassuring [Dylan].

Alongside being able to reflect on the meaning of health and well-being discourses, participants also recognised the benefits of collaboration within the group in developing ideas around how the purposes of the new CfW HWB AoLE are unique to the context of the school.

I've come away from this, realising that even though we're all doing different things, it's not a threat. This doesn't mean one school is better than you, it's catering for your children There is no set-in stone way. You are designing a curriculum to suit your children. [Kirsty]

Similarly, Sandra emphasised how engagement within the workshops enabled her to begin generating ideas and approaches for re-imagining secondary PE provision within her school.

I want to go fully armed with some ideas and some approaches ... [the opportunity to] to get ideas from others, the pioneer schools and just other staff who had started to think, who were a bit further down the road like what works? What doesn't work? [Sandra]

The data presented illustrate how the workshops were reflective of Gray et al.'s (2022) observation that physical educators in the UK need to be supported in further understanding the meaning behind discourses of health and well-being. Moreover, similar to the findings of Alfrey and O'Connor (2020) and Bryant et al. (2020), the data also illustrate how the workshops enabled participants to begin considering how to collaboratively engage with the re-imagination of secondary PE provision in their schools. Dylan highlighted how the collaboration within the university provided a unique opportunity for collaboration.

It [the workshops] provided the contacts, the networking, the problem solving, just that collective and safe space. I don't think you would get that anywhere else, well I know you wouldn't get that anywhere else. It's been, you know, great for us [secondary physical educators] just to tap in. [Dylan]

The data above also reinforce the importance of historically developed connections between the university and the secondary PE community that have been previously outlined by Aldous et al. (2022). In reflection, such opportunity to share these was significant in providing confidence to the participants that engagement with the workshops would help in the re-imagination of their secondary PE provision.

Re-imagining secondary physical education provision

The confidence to engage with the workshops enabled the participants to begin considering how the new CfW could be used in re-imagining what secondary PE provision might constitute within the school context. For example, Sandra highlighted how engagement with the workshop facilitated ideas around re-branding secondary PE.

It's like a re-branding of our subjects we discussed. Are we physical health educators who perhaps re branding and naming, giving ourselves a different name rather than PE teachers ... Throughout the whole process, you're constantly thinking 'how could I apply that to my school? Would that work in my school? Would the kids take to that?' [Sandra].

Furthermore, as illustrated by Jason (another participant), the workshops provided space for the participants to interpret key components of the new CfW guidance, such as the 'inspiration statements'.

I would never really thought about inspiration statements before and perhaps I would have thought about something or mentioned something. I liked the stakeholder mapping. Stakeholders internally and externally, will always be there within education, but that's the first time I think I've ever sat down and wrote them out and how we can link them. [Jason]

The insights of Sandra and Jason are illustrative of how the opportunity to write out inspiration statements in the workshops encouraged participants to begin translating

the new CfW into practices that were specific to what Brown and Penney (2017) have previously referred to as the pedagogic realities of the school context.

The workshops also encouraged participants to consider how re-imagination of secondary PE could be facilitated through connections with different health and activity stakeholders in Wales. This is exemplified by Kirsty who noted how,

As a result of this [engagement with workshops], I have now contacted Public Health Wales. We've [also] got the SHRN³ data ... it's all of them contacts that this process has kind of helped me with ... I feel like I've been able to go that one step further. Because of this have reached out to external providers which I probably wouldn't have done that otherwise. [Kirsty]

This quote gives insight into how the structure of the workshops provided encouragement for the participants to begin exploring developing relations with organisations responsible for health provision in Wales. Similar to previous studies (e.g. Gray et al., 2022; Leahy et al., 2013) the development of such relations raises questions concerning how organisations and stakeholders beyond PE shape interpretation of curriculum and what consequences this has for PE practice within the classroom. Nevertheless, for the participants, the opportunity to connect with these stakeholders undoubtedly helped in their re-imagination of secondary PE provision. Such thoughts are captured by Sandra.

When I go to those meetings [curriculum design meetings] I'm thinking 'think outside the box now', 'think of something different'. I'm not doing it just because it ticks boxes for the new curriculum ... This process has helped me think about our new build [of the PE curriculum]. What I want in the new build. So yeah, it's good [Sandra]

The opportunity to 'think outside the box' was another strong feature of the workshops. This reflects findings of other projects (Chambers, 2018) that have used a design thinking methodology to support practitioners explore possibilities towards practices that support the implementation of sport, physical activity and education policy. It is this exploration of possibilities of practice that is arguably a key feature of how the secondary PE community in Wales could further engage with stakeholders across health, physical activity and education in the continued realisation of the new CFW.

Emerging pedagogic realities

As the data below indicate, the workshops enabled participants to focus on developing classroom activities that drew upon inspiration from sport, health and physical activity. For example, some of the participants highlighted a translation of the new CfW that provided integrated learning between fitness, nutrition and the body.

Our faculty have now gone away from the traditional views of PE ... They have three lessons a week. One of them is a fitness lesson, which focuses on the body, the heart, nutrition. We have a games lesson which looks at your traditional netball, rugby, football and then they have a classroom lesson which then focus on physical health, mental health, and social health. [Sandra]

Crucially, engagement with the workshops also led to the implementation of ideas that focused on enabling pupils to have further ownership over the development of health and well-being practices.

We were trying to focus on the ‘five ways of wellbeing’ and with them we got connect, take notice, keep learning, be active, and give ... I’m going to be speaking at the whole school inset where we’re going to try to launch it whole school level. [Jason]

The prominent focus placed on solutions that centred on different areas of health is reflective of other curricula realisations in PE (see Gray et al., 2021; 2022). Furthermore, echoing the findings of Alfrey et al. (2017), some of the participants indicated how ideas developed through the workshops were beginning to inform the development of school-level translations of the new CfW that linked different practices of health, including nutrition aspects.

We are linking food, nutrition and well-being ... We haven’t got it right yet in that what it should look like as a whole department as a whole AoLE. We are still quite separate, we are trying to bring it together, but I think that design thinking will be integral in bringing that those three departments together. [Dylan]

Here, the data exemplify the challenges of re-imagining health and PE provision within schools that integrate rather than separate health, education and physical activity principles. Such challenges indicate how secondary educators in Wales need further support in assimilating connections between health, activity and education. Importantly, such translations focus on whether solutions work within the school context and be of benefit to pupils and the community. This was also evident within Charlie’s (participant) experience of developing a curriculum that focused on links between the community and school.

It was a lovely link between the community and the school ... it’s making sure that our pupils you know that they were being supported in school but also in the community to be successful in PE and sport ... So, gymnastics, a local boxing club, local athletics I think, and one session we had about 11 people from around the community and all around the table and we worked with. [Charlie]

Interestingly, the data supports findings elsewhere (Brett et al., 2022) in illustrating how the workshops enabled the participants to begin translating the ideas from the new CfW into solutions that were focused on enhancing sport, physical activity and health provision in schools and the community. In what follows, we summarise the key messages of the paper before suggesting some steps forward in providing continued support for the secondary PE community in Wales.

Conclusion

The aim of this paper was to provide insight into the experiences of five secondary PE teachers who were supported to begin re-imagining secondary PE provision in light of the new CfW. It has illustrated how implementation of a series of design thinking workshops provided the foundations for participants to explore realisations of the new CfW and raise questions regarding what this meant for the re-imagination of secondary PE provision and associated pedagogies. Moreover, the data illustrate how the workshops encouraged participants to make connections with health and physical activity stakeholders *in* Wales and in turn, begin to translate ideas into practices orientated towards the pedagogic realities of their school context and wider community.

Whilst we acknowledge the small-scale of the research, echoing existing research (Brett et al., 2022; Chalkley et al., 2022), the experiences of the participants demonstrate how the implementation of innovative professional learning enables educators to make interpretations of the new CfW based on ideas drawn across the interrelated fields of education, physical activity and health. These outcomes also build upon the suggestions outlined by Gray et al. (2022) who note how PE teachers in the UK need to be supported in navigate, interpret and enact curricula in an informed way. Although the workshops have demonstrated much promise, we end the paper by calling for secondary PE teachers in Wales to be further supported in their realisation of new (and future) curricula through continued development of innovative and sustainable professional learning provision. Echoing conclusions and ideas from Atencio et al. (2012) and Armour et al. (2017), further development of professional learning provision in Wales should also integrate disciplinary and practical ideas from university departments, professional associations and other stakeholders across Wales and other global contexts. Most importantly, such provision should also focus on amplifying the ideas and enthusiasm of PE communities in Wales.

Notes

1. It is acknowledged that the participant sample size represents a small number of those physical educators who participated in the workshops. This has made us reflect on the design and methods used in future evaluations of our workshop programme.
2. Attempt has been made by the authors to ensure that each of the participants' experiences is represented within the discussion. However, we acknowledge that this representation is selective.
3. SHRN is the acronym for the Schools Health Research Network. Further information can be found using the link: <https://www.shrn.org.uk/about/>.

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Appendix: Illustration of PE curriculum changes in Wales 1988–2021.

Date	Change	Curriculum content for physical education
1988	Education Reform Act	<ul style="list-style-type: none"> • Subjects split into two categories or either Core or Foundation. PE as a Foundation subject was divided into the areas of: <ul style="list-style-type: none"> – Competitive Games – Athletics – Gymnastics – Dance – Adventurous Activities
1992	Smaller revisions to existing curriculum document	<ul style="list-style-type: none"> • Small revisions to the curriculum, providing limited scope to change the delivery of PE.
2001	Publication of The Learning Country	<ul style="list-style-type: none"> • Document outlining the Welsh Government's plans to move education forward post-devolution. Whilst this report is

(Continued)

Continued.

Date	Change	Curriculum content for physical education
		aspirational in its approach, there is a lack of focus on Physical Education, with PE, Sport and Healthy Lifestyles being kept to two bullet points within the 75-page document. One looks at the recommendations of the PE & School Taskforce Report and the other to the use of money dedicated to PE & Sport via the New Opportunities Fund.
2008	Revision of Welsh National Curriculum	<ul style="list-style-type: none"> • Curriculum in Wales moves from traditional sports categories (above) into a broader set of activities. Schools then had the choice over what was delivered under each of the below headings. <ul style="list-style-type: none"> – Competitive Activities – Creative Activities – Adventurous Activities – Health, Fitness and Wellbeing activities – Release of Food & Fitness which was the first time that Physical Education and Design & Technology focussed areas of the curriculum were linked. – Foundation Phase replaced Early Years & Key Stage 1 providing more opportunity for play.
2010	PISA Results (2009)	<ul style="list-style-type: none"> • Whilst not focused on Physical Education, the PISA results of 2009 fundamentally changed the way in which education was run in Wales. From this point forward, the foci of curriculum at school level changed to allow the core subjects further time. In future years, the OECD would play an influential role in future changes to the curriculum, as evidenced in the 2014 Improving Schools in Wales report.
2015	Educational Review undertaken by Professor Graham Donaldson	<ul style="list-style-type: none"> • Publication of Successful Futures in which suggestions for the subject of Physical Education (PE) and the whole school Personal and Social Education (PSE) to be combined into the Health and Wellbeing Area of Learning and Experience (AoLE) are outlined.
2021	Publication of Curriculum for Wales	<ul style="list-style-type: none"> • Here we see the moving away from activities areas as given in the 2008 NCPE to what is named Statements of What Matters (SWM). It is these SWM that guide the creation of local curriculums at a school level.