

Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:
 Empirical ¹

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Comments	Section
	<p>Title and Abstract</p> <p>Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.</p>
	<p>Introduction and literature review</p> <p>To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).</p>
	<p>Methods and Research Design To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.</p>
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	description of critical findings.
	<p>Discussion and Conclusions ²</p> <p>To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.</p>
	<p>Presentation</p> <p>To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation</p>

² There is scope within qualitative dissertations for the RESULTS and DISCUSSION sections to be presented as a combined section followed by an appropriate CONCLUSION. The mark distribution and criteria across these two sections should be aggregated in those circumstances.

CARDIFF METROPOLITAN UNIVERSITY

Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

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TITLE: 'We're definitely cost effective as we cover teachers cheaply': A review of AOTT's impact on Primary PE.

(Dissertation submitted under the discipline of Sport and Physical Education Pedagogy)

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'WE'RE DEFINITELY COST EFFECTIVE AS WE
COVER TEACHERS CHEAPLY': A REVIEW OF
AOTT'S IMPACT ON PRIMARY PE

Cardiff Metropolitan University
Prifysgol Fetropolitan Caerdydd

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Abstract

The purpose of the study was to consider whether adults other than teacher's (AOTT's) have the content and pedagogical knowledge to deliver high quality physical education (HQPE) in primary schools. The study focused on what professional development and training was undertaken by AOTT's. The study identified what teaching styles AOTT's use and evaluated what informs their choice of teaching style. AOTT's knowledge of the national curriculum for physical education (NCPE) was also analysed. Additionally, understanding whether AOTT's teach the NCPE was considered in the study. Gaps in existing research, coupled with negative press surrounding AOTT's work provided the rationale for the study.

Eight semi-structured interviews were carried with AOTT's that work in primary schools in South Wales. All interviews were transcribed by the researcher immediately after being conducted. Data analysis was both inductive and deductive. Relevant literature was drawn upon to help emphasize the significance of the study's findings.

The study found that AOTT's don't have enough training to impact learning. They lack behaviour management skills, knowledge of the NCPE and content specific knowledge in dance and gymnastics. AOTT's lack pedagogical knowledge and tend to teach using direct methods. They lack knowledge of assessment for learning and don't have enough time with a single class to really impact learning. Companies recruiting AOTT's lack complexity in their recruitment processes, making it easy for candidates to obtain the role. Positively, AOTT's are viewed as role models by pupils, provide extra-curricular links, and help out in other areas of the school. Viewing AOTT's as role models and providing extra-curricular links must be interpreted with caution. This is because the study's findings indicate flaws in their role, making it unclear as to whether they are actually good role models.

Future research arising from the study identifies a clear need for an observational study reviewing the quality of AOTT's teaching. Additionally, research into sport specific courses would benefit the education sector, as there is a clear need for more pedagogical knowledge to be incorporated within them.

Chapter One

Introduction

1.0 Introduction

From a research perspective, little is known about adults other than teachers (AOTT's) in primary school physical education, (PE) but more concerning; little is known about the standard of AOTT's teaching. For clarity, AOTT's are anybody who does not hold a teaching qualification that teaches the PE curriculum (Petrie, 2010). Researchers including Petrie (2010) and Apple and Jungerk (1990) have expressed concerns about the fact that only few investigations have been conducted in relation to the quality of this provision. Furthermore, few of these studies actually focus on whether high quality physical education (HQPE) is delivered consistently by these individuals. Rather, most of these studies tend to merely scratch the surface of the issue by either describing what AOTT's do, or by comparing them to the competence of the classroom teacher to actually deliver PE. With question marks surrounding who is and who should be delivering primary PE evident within the education profession, (Lavin, Swindlehurst & Foster, 2008) it appears timely to pursue the topic (Petrie, 2010) and investigate AOTT's knowledge and understanding of PE. The evident lack of research, coupled with personal experience of working as an AOTT in schools in two different local authorities, created the opportunity to investigate further the issues surrounding this important part of a child's education.

Having witnessed AOTT's delivery of primary PE, questions emerged regarding the quality of AOTT's, and whether they were able to deliver HQPE consistently. Providing HQPE in primary schools is paramount as it begins to shape the pupils thoughts and beliefs about PE (Talbot, 2007; Blair & Capel, 2008a). In a time where teachers professionalism is gathering negative press, (Donnelly, 2005; Humphreys & Prior, 2006; Smythe, 2006) it appears that this gap in the research needs to be addressed and acted upon if quality in primary PE is to be maintained, developed and further enhanced (Ardzejewska, 2006).

Recent research by Petrie (2010) has begun to open a debate about who should teach primary PE. In light of her research Petrie's views changed, believing that it should not be the PE specialist, but the regular classroom teacher who delivers the lesson. Justification for this change was the belief that the regular classroom teacher has built a rapport with the class, and thus, has learnt valuable information about their preferred learning styles. Therefore, the methods used to teach the content can

be informed by the pupils learning preferences. With research by Calderhead and Shurrock (1997) and Wilson, Shulman and Richert (1987) conflicting this view by believing that the in school PE specialist should deliver primary PE, it is important that the current study focuses on addressing the gap in the research. This gap removes both the primary PE specialist and classroom teacher, and evaluates the role of AOTT's delivery of primary PE. Lavin, Swindlehurst and Foster (2008) reiterate the importance of research into who should teach primary PE. With this in mind, this study looks to add to existing research and clear up any confusion surrounding who AOTT's are, and what they can offer.

1.1 Aims and Objectives

The aim of the current study is to consider whether AOTT's have the content and pedagogical knowledge to deliver HQPE in primary schools. Therefore, the first objective is to consider the quality of professional development AOTT's delivering primary PE receive, and whether it is ongoing and comprehensive enough to ensure they have the skills to deliver HQPE. The second objective is to identify whether AOTT's follow the National Curriculum for PE, (NCPE) and understand what knowledge they have of it. The third objective is to identify what teaching styles AOTT's use in their lessons, and gain an understanding of what informs their selection.

Chapter Two
Review of Literature

2.0 Review of Literature

2.1 Introduction

This chapter will review critically primary school physical education research relevant to the current study. The review will therefore focus firstly on the professional development available to primary PE teachers, and how this has influenced the quality of primary PE. The chapter will then review research surrounding the NCPE, and will conclude with a review of research into teaching styles. Where possible, the review will look to critique previous literature which will ultimately unpick the gaps in current research, and thus justify the rationale for the study.

2.2 Background of Primary School PE

Historically, primary school PE was acknowledged as a fundamental curriculum subject (Graber, Locke, Lambdin & Salmon, 2008; Hunter, 2006; Kirk, 2005; Pangrazi, 2003). At present, the importance of PE within both the primary and secondary school environment is a debated topic (Petrie, Jones & McKim, 2007). Petrie et al. (2007) interviewed ten primary school teachers to gather their views on primary PE. In contrast to the statement found in Graber et al. (2008); Hunter, (2006); Kirk, (2005); Pangrazi, (2003) they found that these teachers believed primary PE was unimportant, and thus is a good time to pull pupils out to catch up on subjects perceived to be more important. Due to this studies small sample size of ten, it is important that the results are interpreted with caution.

2.3 The Influence of Professional Development on High Quality PE

Over the past two decades the quality of primary PE has been a common theme within primary PE research (Morgan & Bourke, 2008). The research focuses heavily on the infrastructure of professional development, questioning whether there is enough support available to primary school teachers to ensure they are able to deliver HQPE (Morgan & Bourke, 2005). Whipp, Hutton, Grove and Jackson (2011) evaluated primary school teachers' confidence to deliver HQPE after receiving training from a group of PE specialists. The researchers found that the teachers' confidence to teach HQPE had improved in light of the training. Furthermore, they felt better equipped with more content knowledge after observing the specialists in action. The validity of the results found here must be appraised with caution as the

teachers' abilities to teach HQPE were not assessed following the training. This meant a comparison of how they changed in light of the training could not be drawn. In essence, although the teachers appeared to gain confidence from the training, there is little research supporting a positive correlation between teachers' confidence to teach PE, and whether that affects the quality of it. The relevance of this study upon the current study is to outline examples of professional development available to primary PE teachers, and compare this to the professional development available or undertaken by AOTT's. Existing research in PE has pointed out that professional development opportunities can extensively improve teachers' abilities to teach PE (Faucette, Nugent, Sallis & McKenzie 2002; Rolider, Siedentop, Van Houten, 1984; Tsangaridou, 2008). Therefore, the interest to the current study is to find out what professional development AOTT's undertake to ensure HQPE is consistently delivered and maintained.

What constitutes HQPE is a research area common in the twenty first century (Flintoff & Scraton, 2005). It is necessary for teachers to understand what constitutes HQPE if they are to achieve high standards in their lessons. According to the DfES, (2003) HQPE allows pupils to gather the skills, understanding, desire and commitment to improve and progress in a variety of PE and sport related activities. Although Flintoff and Scratton (2005) believe that this definition is flawed as it fails to account for PE provision, focusing purely on the pupils, this definition will be accepted by the present study, with the belief that the learners are ultimately the most important part of the need for HQPE. Evans, Bryant, Hennink and Penney (1996) studied the NCPE post the education reform act, (1988) looking specifically at what changes have occurred since the reform act, and how these changes have enhanced the quality of primary PE. The study involving seventy seven primary schools found that teachers needed more professional development if they were to understand PE relevant pedagogical skills and have adequate content knowledge. In addition, primary PE is poorly resourced with 51% percent of schools involved in the study admitting to having no teacher employed with PE as their specialised subject (Evans et al., 1996). The implementation of planning, preparation and assessment (PPA) time by the government in 2005 has given primary schools the opportunity to consistently deliver HQPE. The implementation of PPA time was designed to allow teachers more time to plan lessons tailored to each individual pupils learning needs

(Herrick, 2005). It is apparent that across England and Wales this time has been seen as a business opportunity for companies providing AOTT's to offer a profitable service to primary schools (Petrie, 2010). With this in mind, the current study looks to modernise what primary PE looks like in many schools across South Wales at present.

2.4 National Curriculum for PE

In recent times, schools are increasingly using AOTT's to deliver primary PE (Petrie, 2010). Ardzejewska, McMaugh and Coutts (2010) challenge schools not to go down this avenue, with the view that AOTT's merely offer a pragmatic approach to primary PE. Apple and Jungerk (1990) agree with this argument, and too believe that AOTT's offer an efficient solution to primary PE. Furthermore, Apple and Jungerk (1990) conclude that the programmes delivered by AOTT's are put together by people that lack pedagogy, curriculum and content knowledge. The role of AOTT's currently and its implications on PE is an area where research is scarce, (Petrie, 2010) thus making it difficult to determine whether they should have a place in the future of primary PE. Burrows (2005) believes that AOTT's fail to individualise lessons, meaning that they are not tailored to the needs of the learners. Evans et al. (1996) recognise that the NCPE needs teachers to be child-centred in their approach to teaching and be able to meet the demands of all children. Middleton (2010) suggests that this is not a feasible request for AOTT's to fulfil given the nature of the programmes they provide, and the little time they spend in the school environment. Middleton elaborates suggesting that AOTT's offer a 'drive through' approach to PE, and therefore leave minimal opportunities for pupils to learn. Linked to this belief, Petrie (2010) proposes that the little time spent in the school environment means that AOTT's are unable to connect with the schools ethos and learning themes.

Petrie (2010) conducted a study where she immersed herself in the primary school environment observing, planning and delivering PE for six weeks. The most important finding of this study was that by staying with one class for a sustained period of time, she could gather an understanding of how each learner learns best. Petrie believes that this information is the most important to inform a PE lesson aiming to meet the aims and values of the NCPE. At the end of her six weeks she noted that her opinions of who should deliver the NCPE had changed. Although

Petrie continued to agree with other researchers (DeCorby, Halas, Dixon, Wintrub & Janzen, 2005; Faucette & Patterson., 1990 and Graber et al., 2008) in stating that specialist primary PE teachers have a greater understanding of best practice and relevant PE activities, she believes that the classroom teacher is better positioned to tailor a lesson to the learners needs. This is because they work with them day in day out and thus, understand the learners better. Although this appears a reasonable assessment, Petrie fails in her study to account for the emerging primary PE teacher, AOTT's. It is important to note that a number of researchers (Ardzejewska, 2006; McDonald, Hay & Williams, 2008) are quick to rule out this kind of solution to primary PE. With these researchers providing little justification, but more importantly little research to state why AOTT's should not be given the chance to prove their worth in primary PE, it appears timely to investigate the topic (Petrie, 2010).

Like to Petrie, (2010) Schulman (1987) believes that the classroom teacher is best equipped to deliver primary PE. Schulman (1987) believes that the classroom teacher has received comprehensive training in delivering inclusive, pedagogical lessons. If this is the case then can the issue of who should teach primary PE be resolved, looking no further than the classroom teacher? Fortunately we are not able to view this so rationally, with Calderhead and Shurrock (1997) identifying subject knowledge as essential in the development of a quality teacher. Wilson et al. (1987) take this a step further suggesting that the depth of content knowledge usually determines the effectiveness of the teacher. As we have already established that research shows that specialists hold expert subject knowledge, there is clearly conflicting beliefs about who is best equipped to deliver primary PE. The gap in the primary PE research however still surrounds the position of AOTT's, and whether or not they should have a role to play within primary PE.

2.5 Teaching Styles

Capel (2005) advocates that how PE is delivered, has a greater impact on learning than the content of the lesson. Although this comment is directed towards Mosston's (1966) spectrum of teaching styles, it is important to note that this statement doesn't account for teacher characteristics' such as enthusiasm and general likeability. In 1966, Mosston provided the first research into teaching styles (Byra, 2000). Since then this work has been used as a framework for further research (Gerney & Dort,

1992; Greenspan, 1992; Mellor, 1992). Additionally, Mosston's framework has been utilised in an applied way, being used by teachers to help deliver HQPE. Mosston and Ashworth (2002) split the different teaching styles into two clusters; the productive cluster and the reproductive cluster. The productive cluster (for example command and practise teaching style) stimulates the memory, aiming to generate knowledge beyond what is provided by the teacher. Oppositely, the reproductive cluster (for example guided discovery and self-teaching) looks at recall and how the learner can replicate movements. It has been advised (DES, 1985; DES/WO, 1992; DfE, 1995) that in order to attain HQPE coinciding with the NCPE that teachers use an array of these teaching styles. Mawer (1993) suggests that the most effective teachers benefit from using a variety of styles in one lesson. Although this may be the case, limitations of this statement are that teaching styles need to be adopted carefully to cater for the needs, ability and age of the participants (DES, 1985; DES/WO, 1992; DfE, 1995). In essence, it may not be beneficial to use as many different teaching styles as possible in one lesson; rather, it may be worthwhile carefully selecting which style or styles best fit the individuals' requirements and the intended outcomes of the lesson. For example: Metzler (2000) creates a scenario whereby a teacher has twenty five, eight year old, non swimmers who are learning to swim. The outcome of the lesson would be to teach the learners to swim, however the safety of the children must come first. Therefore, in this instance an approach such as guided discovery would be inappropriate, with a more direct approach being necessary.

The purpose of reviewing literature on teaching styles on the current study is to establish which appear most commonly used, and establish how primary PE teachers' decide on their strategy for the lesson. As well as this, there is little research reviewing which teaching styles are used by AOTT's, and what factors they consider when deciding how they are going to teach their lessons. Secondly, we wonder if AOTT's are aware of what different teaching styles are available to them. Essentially, does Apple and Jungerks (1990) theory that AOTT's lack pedagogical knowledge, however have a wealth of content knowledge hold true? Research by Curtner-Smith (2001) found that approximately 74% of teachers (with qualified teacher status) deliver direct, formal practice, and only 7% allow for learning via shared, problem solving. Although this study is over ten years old and is not specific

to PE, it does show that the majority of teachers are still delivering against what research suggests they should be. The interest of this upon the current study is to look at whether AOTT's are enhancing learning by using different teaching styles, or if they are too, guilty of sticking to what Placek (1983) describes the 'busy, happy, good' approach.

It is worth noting that other research has suggested that the teaching styles used should differ depending on the gender and content being taught. Kane (1976) reports that boys prefer direct methods and guided discovery, whereas girls prefer problem based learning and guided discovery. Penney and Evans (1995) found that more formal teaching approaches were used in athletics, outdoor activities, adventurous activities and games, whereas more informal practices were used in dance and gymnastics. Again, these studies are now beginning to date and with the NCPE ever changing, it is important to note that these studies need to be viewed with an open mind. Additionally, these studies have been conducted in a secondary PE context; therefore they are not directly transferable to the current study. There is however, less research that evaluates what teaching styles are used in primary PE. Therefore, the current study will look to contribute to knowledge within this area.

Chapter Three

Methodology

3.0 Methodology

3.1 Introduction

This chapter will provide a detailed overview of the methodology adopted for the study. It will include details of how the findings will be analysed and discussed, and will explain who the participants were within the study. The chapter will conclude with justification for how the study's findings are trustworthy, with the work of Guba and Lincoln (1981) underpinning and supporting key issues surrounding trustworthiness.

3.2 Research Design

A qualitative approach to research actively engages the researcher by forcing them to speak with research participants about their experiences, views, attitudes and perceptions (Polit & Hungler, 2003). It also allows the researcher to tease out information and knowledge from the participants (Patton, 2001). With this in mind, a semi-structured interview guide was created to understand and interpret information given by the participants' about their knowledge and understanding of primary PE. The qualitative design replicates that used by Evans et al. (1996) in their study of the NCPE. They gathered opinions about the NCPE from PE teachers using semi-structured interviews. They discussed them by comparing and contrasting the opinions, which ultimately uncovered patterns that contradicted the intention of the NCPE. They revealed that pre and in service training is vital in the development of a successful curriculum.

3.3 Pilot Study

A pilot study was carried out prior to the true interviews. The pilot study tested the clarity of the interview guide and compared the findings to the aims and objectives of the study. It also identified any modifications that needed to be made to the interview guide (Appendix A). In light of the pilot study, the interview guide was adapted so the questions were shorter, with less structure (Appendix B). Questions were changed so that almost every question was open-ended, as the closed questions failed to find the detailed data anticipated. The original opening question was re-located to the closing question; as it appeared too testing, making the participant feel uncomfortable and consequently less likely to open up as the interview progressed. Patton (2001) suggests that being sensitive towards interviewee's feelings and

comfort is as important as the content of the questions. This is because interviewee's may not open up if they do not feel comfortable and relaxed (Patton, 2001). Therefore the modifications albeit small, were very effective.

3.4 Sample

Eight AOTT's who currently deliver primary PE were used for the purpose of the study, with five being male, and three female. Eight participants were enough to represent the views of AOTT's, yet still remained manageable and ensured validity in the results (Vincent, 2005). The participants all worked in South Wales. This enhanced the quality of transferability in results, as they were a true reflection of that geographical area. The participants' were aged between twenty one and twenty seven (Appendix C).

3.5 Procedure

The participants were contacted by telephone to set dates and locations for the interviews to take place. The interviews were conducted in quiet, relaxed environments. The studies aims and objectives were explained to each participant prior to the start of the interview. Limited prompts were given throughout the interviews so that the researcher could gage the level of understanding the participant has about the themes in question. All interviews were recorded using a Dictaphone.

3.6 Data Analysis

Immediately after the interviews were completed, the data was transcribed by the researcher (Appendix D). The content of the transcripts were then evaluated critically in order to identify common themes. Content analysis was used to make sense of the data, placing it into context in order to provide new knowledge, new insights and interpretation of facts (Krippendorff, 2004). Therefore, the analysis was both inductive and deductive, as the themes outlined in the review of literature were explored, as well as new, emerging themes (Patton, 1990). An open coding system was used for the inductive analysis, with notes and headings being written on the transcripts to identify the emerging themes (Strauss & Corbin, 1990). These notes were then grouped into categories. This process was repeated a number of times to ensure that no important data was missed. To conclude the content analysis, the

categories were analysed in an exploratory way in order to identify relationships, anomalies, and any other information that looked to have an impact on the aims and objectives of the study.

3.7 Ethics

To ensure the welfare of the participants, ethical approval was ascertained from the Cardiff Metropolitan University Ethics Committee (Appendix E). The ethics form justified how the study would ensure the confidentiality and anonymity of the participants. In light of the ethical approval, the methodology was changed from an observational study to a semi-structured interview. This was because of the practicality of getting parental approval for the study. Furthermore, an informed consent form was devised and filled out by all participants prior to the interviews. This form explained participants' rights and provided a brief synopsis of the study. (Appendix F).

3.8 Trustworthiness

New knowledge arising from a study must be reliable and trustworthy (Patton, 2011). Readers must believe the data was accurately collected, thus, making it dependable (Patton, 2001). Therefore, measures had to be in place in this study to ensure that the results were trustworthy. Lincoln and Guba (1980) suggest that for qualitative results to be trustworthy, they must be credible, transferable, dependable and confirmable. Accordingly, procedures have to be put in place to combat potential scrutiny that could arise from a study that lacks trustworthiness. Therefore, the study maintains high levels of credibility and dependability, as all transcripts were reviewed by the participants to ensure the information accurately reflected the participant's views. The study maintains high levels of transferability as in depth descriptions of each participant can be seen, (Appendix C) which allows the reader to interpret findings from each individual, and thus, decide whether the results are relevant to their context. As qualitative research can be viewed subjectively, (Hoepfl, 1997) the researcher must remain neutral when interpreting data (Lincoln & Guba, 1985). The study catered for this limitation by being both inductive and deductive during data analysis.

3.9 Limitations

The use of focus groups as well as semi-structured interviews could have provided more in depth data. A greater richness of data may have been gathered if triangulation of the method occurred. For example; multiple perspectives would have been gathered if interviews and focus groups were conducted. This would eradicate biases and issues surrounding credibility that can naturally occur from using a single method approach (Denzin, 1989b). Patton (2001) believes that using a single method can lead to bias or false responses being given by interviewee's. Taking the notion of triangulation further, the data was analysed by only the researcher. Using multiple analysts to review data allows a more thorough review of findings, (Patton, 2001) as the data has been interpreted by more than one person.

Chapter Four

Results and Discussion

4.0 Results and Discussion

Based on the review of literature and themes that have emerged from inductive data analysis, the results have been split into four categories. Dividing categories enables the researcher to organise large amounts of data into meaningful and specific themes, making it easier to organise and discuss (Patton, 2001). Placing the results and discussion together allows relationships to be outlined, and immediately followed up with the implications they have on practice. This lends itself to the qualitative nature of the study, with large amounts of data being outlined, interpreted and discussed.

4.1 Professional Development

The first objective of the study was to consider what professional development AOTT's receive and whether it is comprehensive enough to ensure HQPE is delivered consistently. Therefore, professional development was a theme that provided vast amounts of data, forcing the theme to be split into three sections. These sections are recruitment, training, and perceptions of what training is required.

4.1.1 Recruitment

Contextually, recruitment is concerned with how the participants obtained the post of AOTT. Given that teaching is complex and requires high end thinking, (Calderhead, 1987) it would be assumed that the recruitment process would be rigorous. However, the study found this was not the case, with only one out of eight participants being observed for quality assurance prior to starting the post. Two participants were recruited as follows:

I basically had an interview and this sort of made up the recruitment process . . . Well they said to me as you have a degree I would be fine.

Given that the majority of teachers complete a year-long Postgraduate Certificate in Education (PGCE) to become qualified, (Mawer, 1995) it appears that companies recruiting AOTT's do not carry out the necessary checks to ensure that the AOTT they provide can deliver HQPE. Mawer (1995) outlines the stresses and anxiety felt by those carrying out PGCE's. As a PGCE or equivalent is mandatory in order to

become a qualified teacher, the lack of complexity during recruitment of AOTT's undermines the tough process undertaken by those that are qualified. Given that AOTT's are still working in a professional environment, it is apparent that recruitment processes need reviewing. Assuming one's ability is enough to employ them in a messy, ambiguous environment (Calderhead, 1987) is not only wrong, but also unsafe for the individual, company, school and pupils.

Although the following heavily relies on interpretation, suggestions indicating why recruitment processes appear simplistic were found in the results. One participant hints at why recruitment may lack complexity, by outlining what they believed to be the main benefit of employing AOTT's to the school.

We're (talking about company) definitely cost effective as we cover teachers cheaply.

As was the case in Petrie's (2010) research, the current study found that covering PPA time presents a financially beneficial business opportunity for companies providing AOTT's. From a company's viewpoint, it may be beneficial to deploy as many staff as possible into as many schools as possible, consequently saving time and money on recruitment. As schools have been advised to cover PPA time with specialist staff as opposed to teaching assistants, (ATL, 2005) a company of this type is much sort after as it provides a pragmatic solution to not just PPA cover, but the teaching of primary PE (Ardzejewska, 2006). As a number of qualified primary school teachers find the endeavours of PE difficult, (Caldecott, Warburton & Waring, 2006) research observing unqualified, untrained and under-recruited AOTT's may prove to be beneficial in attempting to gauge whether AOTT's deliver HQPE.

4.1.2 Training

Armour and Duncombe (2004) are quick to remind primary PE stakeholders about the inadequacy of evaluation about what training is available and undertaken by primary teachers in PE. The current study found that on-going training received by AOTT's was not only minimal in one case, but non-existent in most. When asked about what training or professional development had been provided to support AOTT's development, the following responses were given:

None at all, I've not had any . . . Well, I attended a child protection workshop but that was off my own back.

Seven of the eight interviewed participants stated that they had not received any training since the start of their post. This means only one participant has received ongoing training. Of most concern is the fact that only one of the eight participants had attended a child protection workshop courtesy of the company. With this workshop being mandatory for anybody wishing to pursue a career coaching children, this is extremely alarming. Furthermore, child protection workshops give teachers knowledge of legislation, safe practice and how to prevent physical and emotional harm to a child (DfE, 2012). Additionally, the DfE (2012) stress the importance for teachers to make themselves familiar with internal school policies regarding child protection. We do not know if the AOTT's interviewed in the current study are aware of policies within the schools they teach. Therefore, future research questioning what knowledge AOTT's have of school policies would be advantageous to companies providing AOTT's, as well as the schools they work in.

One participant interviewed did receive on-going training and described it as follows:

We have monthly meetings where we meet up and discuss issues and things and get advice on things. Actually, I say that, they did put me on a child protection workshop.

This participant outlined the extent of training received by the employer. Although it may be more than the other participants, it still highlighted a clear lack of professional development opportunities available to AOTT's. With Evans et al. (1996) suggesting that primary PE teachers need more training if they are to understand PE relevant pedagogical skills, it is apparent that AOTT's, like primary teachers, are failing to receive adequate training.

4.1.3 Perceptions of what training is required

Discussing professional development and training with AOTT's resulted in interesting information emerging regarding what training they felt they required. Collectively, participants believed that there were a number of areas where training would be helpful. Gymnastics and dance training, behaviour management, and

pedagogical knowledge were prominent areas where training was perceived to be required.

Maybe sort of behavioural training. You can obviously have good classes but it's hard to manage a badly behaved class. To put it politely, it's difficult to manage a class of naughty kids . . . How to improve the behaviour of badly behaved kids would be a good thing to have some training on . . . I think it would give me more confidence (in response to being asked if any training would be helpful). I think some behaviour management training would be good.

These responses highlight many complex issues. Participants seeking behaviour management training indicates that AOTT's lack knowledge of how to create a motivational climate. Therefore, it is necessary for AOTT's to engage with theory on how to create the right sort of learning environment for children (Bishop, 2012). Building a positive class environment and atmosphere "is an important aspect of preventative class management. Happy, interested, successful and contented pupils want to learn and please their teacher" (Mawer, 1995, p121). Furthermore, this has major implications on practice, indicating that companies providing AOTT's should consider training on motivational climate, but more specifically the TARGET structure. This is a technique used to prevent poor behaviour, (Mawer, 1995) which in turn effects classroom management.

Further perceived training surrounds units of work on gymnastics and dance, with a lack of pedagogical knowledge underpinning the need for this.

Maybe like on gymnastics. Understanding the difference between dance and gymnastics as I've noticed that the teachers and pupils can get confused between the two. Also learning like, how to teach them. We all have lesson plans but they're difficult to deliver if you don't know how, especially in gymnastics . . . Certainly yeah (in response to the need for more training). I think I'd know a bit more about what I was teaching and how it's beneficial to the kids . . . Content knowledge would be good. Like when I teach rugby it's fine, but

when I teach gymnastics and dance it would be good to know a bit more and have a few more idea's.

These responses evidence the need for sport specific training. Requiring sports specific training contradicts the main advantage of employing AOTT's, given that they are believed to possess greater knowledge of sport and PE than the classroom teacher (Apple & Jungerk, 1990). Schulman (1986) outlines content knowledge as essential in his seven categories of required teacher knowledge. Schulman takes this further believing that pedagogical knowledge is as important as content knowledge. In essence; how to teach is as important as what to teach. This finding suggests that AOTT's require training in both pedagogical and content knowledge. Ball, Phelps and Thames (2008) would be critical of AOTT's here as they believe that any teacher at any level must understand their subject matter. Ball et al. (2008) suggest that if a teacher isn't fully aware of the subject themselves, they cannot effectively transmit the correct knowledge to the learners. Although this training is perceived to be needed, Ball et al. (2008) stress the need for improvements in training, advocating that subject specific courses provide information that is far from the reality of teaching. This is evidenced in the study as the one participant that received training believed it wasn't transferable in practice.

I went on a training day which was 9:00am-4:00pm which covered all parts of the job, but to be honest, it's easy to learn what to do there (on the training course) but in the classroom it's completely different.

Although this appears to have been a course that covered all aspects of the job, not just the teaching elements, it is apparent that the participant agrees with Ball et al. (2008) in that the training received was far from the reality of teaching. Therefore, future research should consider how sport specific courses could be adapted to make them easier to apply in the practical context of teaching. Based on the findings of the current study, this would be done by placing a greater emphasis on teaching pedagogy.

4.2 National Curriculum for Physical Education

Following the Dearing report (SCAA, 1994) and the revision of the NCPE by the DfE, (1995) Evan's et al. (1996) hypothesised that the NCPE offers greater clarity for primary PE teachers about how and what the subject should entail. Accordingly, the findings in this study look to consider the knowledge AOTT's have of the NCPE, and come to a conclusion about whether they use this knowledge to underpin their lessons. Data analysis showed that five participants believed that they did deliver lessons consistent with the NCPE. Unfortunately, not all perceptions were astutely justified, with a lack of curriculum knowledge being displayed by a number of participants.

The company make the plans then give them to us. So they make them based on the curriculum . . . I'd think so because the teacher tells you what to do so like, you'd think so . . . They should be yes because the sessions I get given have usually been paid for in packs taken from the NC . . . Yes, I think they give a broad range of sports, they are the correct length needed, so I think so.

These responses prompted thoughts about where AOTT's get their lesson plans from. It is apparent that three responses talk about receiving plans from either the school or company. With this being the case the participants assume that their lessons must be NCPE specific. Despite this appearing to be positive as pupils are receiving lessons coherent with the NCPE, it raises an important issue, questioning the knowledge AOTT's have of the NCPE. Additionally, if the AOTT is receiving a plan to deliver, it is unlikely that the individual will know how to best deliver this plan. Again, this poses questions about AOTT's pedagogical knowledge, which Schulman (1987) reiterates is essential to the successfulness of a teacher.

I try to include what's in the pack the school gives me, but I throw in my own things too to make it fun. So most of the time they are consistent with the NC, but not always . . . I think so, but my knowledge of the curriculum isn't that good so I might not cover everything.

To a certain amount yes and to a certain extent no (talking about delivering the NCPE). I sometimes use my own plans that I know have worked and use my own knowledge from sessions I've created.

These responses explain what informs the make-up of a lesson. For example: One participant adapts lessons to incorporate elements of fun, whereas one participant changes plans to teach lessons that have worked in the past. Teaching lessons that have worked previously indicates a lack of teaching knowledge and adaptability. The individual clearly wants to deliver a lesson that is going to be a success personally, forgetting the needs of the learners. The remaining participant accepts liability for having a lack of knowledge, which indicates that either more training is required, or the role may be too demanding. More worrying than this is that most participants appear to follow plans set by either the company or school. One participant provides a reason for why this should not be the case:

I think they're pretty crap plain and simply. Not very realistic for some of the age groups.

With knowledge of learners being essential when planning, (Wilson et al., 1987) it would seem sensible for the content of the lessons to be differentiated to meet the needs of the learners of different ages and abilities. If plans are provided they cannot take this into consideration. This participant stresses that plans are 'not very realistic' and are therefore ineffective. Unless the AOTT has the necessary knowledge to adapt, it is unlikely that lessons are going to be child centred, which Evans et al. (1996) believe is imperative if each individuals needs are to be met.

The final area to discuss regarding the NCPE is the actual purpose of AOTT's lessons. Thus far, it appears fair to suggest that AOTT's knowledge of implementing the curriculum is below the level required to really have an impact on learning. However, if the ethos of AOTT's lessons is to install fun into schools physical activity programmes, it may prove to be an enjoyable luxury for schools that can afford it. With the health of the nation an enduring issue, Haydn-Davies, Jess and Pickup (2007) recognise primary PE as the starting point for educating those about healthy lifestyles. Therefore, if schools took charge of the learning aspects of PE while AOTT's concentrate on injecting fun into physical activity; it could prove to be

a combination that significantly impacts young people's lives and physical activity experiences.

4.3 Teaching Styles, Learning and Assessment

Data analysis allowed learning and assessment to emerge as an important theme. Therefore, the following section will focus firstly on addressing the studies third objective; identifying what teaching styles AOTT's use. Secondly, this section will address the data that emerged concerning learning and assessment.

4.3.1 Teaching Styles

The work of Mawer (1993) highlights the fact that effective teachers interchangeably switch between teaching styles in one lesson. Findings in the current study show that perceptions of participants are mixed which makes the findings inconclusive. Four participants agreed with the research stating:

I agree that all children are different so you need to use a range of different styles . . . I think different students require different approaches . . . I would agree with that yes (referring to the benefits of mixing teaching styles) . . . I'd agree with this (referring to benefit of mixing teaching styles). I think it's true that if you use a variety of different teaching styles it's better than using one because some kids might not like just the one.

This is positive as research shows that the best teachers can mix their teaching styles. However, two participants raised interesting points, suggesting that mixing teaching styles is age appropriate.

I think that depends on the age group to be honest. I'd rather tell foundation kids what to do . . . I think if their sort of reception age, you're best of sticking to a direct approach. As they get older it's more important for them to experience not just this as it helps them with their development I think.

It appears that participants believe that a mix of teaching styles is only appropriate for older age pupils. Mawer (1995) opposes these views, suggesting that mixing teaching styles should be based around the learning outcomes. Siedentop (1991)

and Williams (1993) contest that there is more to consider than just simply matching a learning outcome with a teaching style. These researchers suggest that the learners preferred style, previous experiences including; stage of learning the activity and behaviour should have some impact on the teaching styles chosen for a lesson. Additionally; content, facilities and safety implications should also affect the teaching style chosen. Comparing this research to the findings in the current study, not one AOTT mentioned any of the above when asked about mixing or selecting teaching styles. Shockingly, one participant said:

I think that's a load of rubbish. No good a teacher trying to teach differently if they can't do it. I reckon you would be better off teaching the way you know, especially if you've been doing it like that for years and it's worked.

This, 'if it's not broke don't fix it' approach to teaching may have some credibility, however is still too rational for modern day PE. Irrespective of this, not all AOTT's agreed with existing research, which again, raises issues about the general level of pedagogical knowledge of AOTT's.

When asked what style of teaching AOTT's prefer to use when teaching, the following responses were given:

I tend to use a quite direct approach . . . I just try to keep them as active as possible and try to get them to demonstrate what I want them to do . . . I tend to tell them what I want them to do and then they do it . . . At the beginning children follow us exactly, then further on in the class we will give them a task and they will go away and try to be creative with it . . . A lot of guided discovery.

These responses outline the diversity in the way in which AOTT's tend to teach. This makes it difficult to understand exactly what styles are predominantly used by AOTT's. However, four participants agreed with existing research, believing that teachers should mix their styles. Furthermore, only one participant actually hints at using more than one style in a lesson, (command and divergent discovery) which shows a lack of consistency in what AOTT's believe, to what they do in reality.

Again, it is likely that this is due to the lack of training AOTT's receive, which ultimately means they don't have the pedagogical knowledge to be able to mix their teaching styles. The remaining participants are vague about how they teach, which makes it difficult to definitively say what teaching style is used predominantly by AOTT's. However, interestingly it is feasible to suggest based on responses and existing research that AOTT's teach based on their own experiences of PE.

Well, I've always been taught coming from a solid rugby background. I've always been taught very directly myself, so a very straight up, this is what should do approach, do it this way. So I guess that may have had some impact as it's the way I was always taught myself.

With the lack of professional development available narrowing options for where AOTT's teaching styles are shaped, the response above offers an interesting discussion point. Lawson (1983) suggests that younger teachers particularly try to emulate the way in which they were taught themselves. The quotation above backs up Lawson's research however places it in a new context. Based on the current studies findings, it may be that AOTT's deliver similarly to the way in which they were taught themselves. This has implications on practice as modern day PE is trying to move away from traditional teaching ideologies.

4.3.2 Learning and Assessment

Inductive data analysis allowed assessment to emerge as an important theme. With the DES (1989a) emphasizing the importance of monitoring pupil progress, assessment makes up an important part of the NCPE. Placing this concept into the current studies context, we are concerned about how AOTT's assess learning in PE. Seven participants accepted that they don't assess pupil learning, with three stating that the classroom teacher assesses.

No, their (talking about pupils) teacher does that . . . No, The assessing is done by the classroom teacher . . . I'm not too sure, but I would guess the teacher does it (when asked who is responsible for assessing learning).

Although assessment should occur during every interaction between teacher and pupil, (SEAC, 1991) the interview questions focused more on end of year attainment reports (summative assessment). Findings showed that seven out of eight participants did not assess or contribute to pupils' end of year reports. Alarming, six of these seven believed that they were the sole teacher of PE throughout the year, indicating assessments had been carried out blindly by classroom teachers. The issue here is how the classroom teacher can do this if they have not taught any regular PE throughout the year. These findings indicate flaws in communication between the classroom teacher and the AOTT taking their class. One participant explained how assessments for end of year reports in one out of six schools attended throughout the year takes place:

At the end of the year I get given a register with all kids' names on it. I will set up like may be a big game of rounder's and I'll rate their all round ability from 1 – 5 . . . the classroom teacher then takes a PE lesson and does the same basically, then we see if the assessments are consistent.

This appears an effective way of assessing as it gives both the classroom teacher and the AOTT an opportunity to assess. However, this process still appears to base attainment grades around two lessons. Again, if the system whereby schools hire AOTT's is to be effective, training is required immediately on how to assess effectively.

4.4 Impact on learners and schools

The impact of AOTT's is twofold. Firstly and most importantly is the impact that AOTT's have on the learners. Secondly is the consequence of this impact which ultimately affects the school. When asked about the impact they have on the pupils and schools, mixed responses emerged, making it difficult to accurately make sense of what impact is being made. With this in mind, the data has been split into two categories; impact on learners and impact on schools.

4.4.1 Impact on learners

Four out of eight AOTT's suggested that pupils view them as role models.

I think that being a fairly young age I think that I'm kind of like a role model to them . . . The class always run up to me when I come in and enjoy my lessons I think . . . I think that I definitely improve their everyday life and enjoyment. I think they see me as more as a friend and someone to look up to . . . The kids always high five me as I walk in and always run up to me shouting my name.

Seeing the AOTT as a role model has positive implications on practice, with research suggesting that role models positively impact learning by helping to motivate and change attitudes towards subject matter (Elzubeir & Rizk, 2001). Additionally, role models can effect emotional, moral, and social development (Femiak & Rymarczyk, 2010). As the NCPE claims to contribute to social and moral development, (QCA, 2007) this is a finding with huge significance. Providing AOTT's conduct themselves professionally, this finding helps to support their worth in primary PE, and thus helps to counteract many of the flaws discussed in this chapter.

Unfortunately, not all AOTT's responded so positively when being asked about the benefits they have on their learners. Two participants gave similar responses which raised valid points about the actual impact that they have on learners.

Only being in a school for a small amount of time, I probably don't have enough time to get to know the pupils and how they learn best.

Implications here are that AOTT's do not have enough time with a single class to really build a rapport with the pupils. Participant three expands saying:

. . . I'm not really in a single school enough to make an impact on their learning.

This would appear to hold true as the majority of AOTT's deliver during PPA time which is limited to three hours per teacher per week (ATL, 2006). From personal

experience, it is likely that in these three hours, three lessons lasting one hour each would be carried out with three different classes. In essence, what is being suggested here is that AOTT's impact on learning is limited, as they do not spend enough time with pupils. However, we already know that this has been contradicted by four participants who believe they do have a positive impact on pupils. Furthermore, it would be useful to talk to pupils firsthand to gain a greater understanding of the impact of AOTT's on the learners themselves.

4.4.2 Impact on schools

Although the impact AOTT's have on schools is linked to that of the learners, alternate benefits were identified from the interviews. It is apparent that not only do AOTT's deliver PE; they also act as an extra pair of hands helping out in other areas of the school.

I allow teachers time off from their teaching and I do help with other jobs such as putting up displays and playground duty, registers and stuff like that . . . I'm always there early and I help out with other bits and bobs . . . I went in early once . . . and I ended up supervising wet play . . . I helped to organise sports day last year which the school seemed to appreciate.

Although two participants felt they spent too little time with pupils to be effective, these four responses indicate that AOTT's can still be beneficial to schools. The challenges faced each day in a primary school can be stressful and diverse (Mawer, 1995). Therefore, AOTT's appear to help balance teachers workload by going above and beyond their expected duties. Furthermore, irrespective of the many flaws apparent in AOTT's work, acting as an extra body in an ambiguous, ever changing environment, is considered to be a major strength in their work.

It is important when discussing what impact AOTT's have on schools and pupils to consider the strengths as well as limitations of their work. With this in mind, extra-curricular PE emerged as an important strength.

I think because the company I work for are linked to the school, quite a lot of children go to the company outside of school and

carry on with dance outside of school and I think that's a positive thing.

There is more opportunity for pupils to participate in physical activity beyond the school day when AOTT's deliver extra-curricular activities. Lawhorn (2008) advocates that pupils pursuing extra-curricular activities develop personal and social skills quicker and also increase employability skills. In Wales particularly, extra-curricular links need to be improved (Thomson, 2012). With the Olympic fever still illusive, schools are currently trying to link pupils with local clubs to retain engagement in sport (McAllister, 2012). More significantly, the above statement indicates that dance in particular can be pursued beyond school hours. Connell (2009) believes dance should be a pivotal part of a young pupils PE experience as it promotes learning about aesthetics and body control in contrast to traditional PE which focuses on tactics and competition. This argument is highly credible given that the 2012 Olympics opening and closing ceremonies were geared around music and dance (Thomson, 2012). In 2008 The Youth Sports Trust (YST) noted an increase of 28% in pupils opting to take dance at GCSE. With research recognising the need for more specialist dance teachers, particularly for primary PE, (YST, 2008; DCSF, 2008) this is a major benefit not just to schools and learners, but the whole sport and education sector in general.

This chapter has critically discussed many findings with significant implications on practice. Underpinning the whole study is the mixed views about AOTT's delivering primary PE. It is therefore important to summarise the key findings in relation to most recent research. In the autumn 2012 Physical Education Matters magazine, Bishop (2012) expresses his dissatisfaction about the quality of AOTT's work and released the following summary:

Poor planning, lack of learning objectives, limited behaviour management skills, repetitive lessons, nominal differentiation techniques, no assessment for learning and minimal progression (p 23).

This powerful attack on AOTT's work has caused much controversy, with head teachers now expecting much more from them (Bishop, 2012). Bishop (2012) suggests that the quality of service provided must improve. The current study has,

like Bishop, (2012) found that AOTT's tend to have limited behaviour management skills, a lack of differentiation techniques and limited knowledge of assessment for learning. The current study proposes why this may be the case, hypothesizing that the lack of professional development opportunities available and undertaken by AOTT's leaves them with gaps in their knowledge of teaching. In light of this, these constraints should be looked for during the recruitment process, and ironed out prior to starting the post.

Chapter Five

Conclusion

5.0 Conclusion

The aim of the study was to consider whether AOTT's have the content and pedagogical knowledge to deliver HQPE in primary schools. Professional development, the NCPE, and teaching styles have all been appraised in light of interviews with AOTT's. Additionally, the benefits to the learner and school, along with assessment for learning are themes that have emerged from this research.

The data found that AOTT's lack extensive, on-going professional development. With existing research (Evans et al., 1996) suggesting that teachers need more professional development to appreciate PE specific pedagogy skills, this finding has major implications on practice. AOTT's perceived that they required training to increase their dance and gymnastics knowledge, behaviour management skills and pedagogical knowledge. Additionally, it was apparent that the majority were not recruited thoroughly, with only one being observed prior to taking on the role. Although research surrounding recruitment of AOTT's is lacking, findings suggest that a complex recruitment process would ensure that only the right candidates get the chance to teach in schools.

The second objective looked to establish whether AOTT's follow the NCPE. Based on the data gathered it was difficult to identify if they do or do not. What was indicated in the results was the AOTT's lack of knowledge of the content of the NCPE. Findings also pointed out that the majority of AOTT's follow plans given to them by their companies. This means that the lesson plan is not child centred. Child centeredness is a notion that Evans et al. (1996) believes is imperative in successful teaching.

Like Curtner-Smith's (2001) research, findings showed that AOTT's predominantly teach directly. As one participant believed they used guided discovery as their teaching style, this finding must be interpreted with caution. Furthermore, this anomaly makes it unreliable to generalise that all AOTT's teach directly.

Emerging from the data were issues surrounding assessment. Almost every participant admitted to not assessing learners, although they were the sole teacher of PE in the school. If this is the case, we question how the classroom teacher can accurately monitor progress in PE if they do not teach it. Bishop (2012) expressed

his dissatisfaction at the lack of assessment for learning by AOTT's. Therefore, this is an issue that needs reviewing. Regular feedback by the AOTT to the classroom teacher about pupil's progress may solve this issue.

Emerging from the findings was the belief that AOTT's don't spend enough time in school to really benefit pupils learning. However, it was apparent that AOTT's still feel they have an impact on the school as they help out with other things such as sports day and displays. As well as this, pupils tend to see the teacher as a role model, which is positive providing they behave professionally. Also worth noting is the fact that companies of this type often provide links to extra-curricular activities that pupil's can engage with. Providing these activities are delivered to a high standard, this is a major strength in AOTT's work.

5.1 Future Recommendations

In light of this study, it is apparent that an observational study needs to be carried out to assess the quality of AOTT's. This is because the current study interviewed AOTT's to gauge the standard of their teaching. An observational study would make it easier to analyse whether AOTT's deliver HQPE. A study looking to modernise the views about why AOTT's teach the way they do would be beneficial to the education sector, (Bishop, 2012) especially as Lawson's (1983) research looking at reasons why teachers teach the way they do is now outdated. With the current study revealing patterns suggesting that it is likely that AOTT's teach the way they were taught as a student, a study of this nature would be beneficial. Research into how sports specific training courses can be improved would be beneficial to all teachers and coaches. Again, it appears that these courses currently provide ideas of what to teach, however fail to provide pedagogical knowledge of how to teach it. Finally, a study talking to pupils about their experiences of being taught by AOTT's would be beneficial. Although primary school pupils are a vulnerable population, this research would be beneficial if AOTT's teaching is to be improved.

5.2 Study Limitations

Although the study targeted AOTT's and has gathered some valuable and insightful findings; one limitation is the small sample size that was used. The use of only eight participants meant that findings are not conclusive enough to generalise to all AOTT's. Additionally, the sample contained participants based only in South Wales. Therefore, the findings are not transferable to all areas of Wales. The credibility and transferability of the findings would have been greater if participants were taken from various geographical areas.

Chapter Six

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Appendix A

Appendix A

Interview Guide (Semi Structured)

Date:

Name:

Gender:

Age(s) you teach in school:

Highest qualification gained:

Study Aim

The aim of the study is to consider whether AOTT's have the content and pedagogical knowledge to deliver HQPE in primary schools.

Objective One

To consider the quality of professional development AOTT's delivering primary PE receive, and whether it is ongoing and comprehensive enough to ensure they have the skills to deliver HQPE.

Objective Two

The second objective is to identify whether AOTT's follow the National Curriculum for PE, (NCPE) and understand what knowledge they have of it.

Objective Three

To identify what teaching styles AOTT's use in their lessons, and gain an understanding of what informs their selection.

Opening/General Question

Q1. My study looks to evaluate the role and effectiveness of AOTT's of P.E. Being one of these yourself, what impact do you feel you have on the individuals that you teach?

- What makes you think this?

- Do you have any examples of feedback you have received about your performance from either you're company or the school?
- What benefits do you feel you have to the school?

Teaching, Learning and Assessment

Q2. What style of teaching do you prefer to adopt when teaching you're learners?

- Why is this?
- Does one work better than the other?
- Have you tried different styles?
- Do you differentiate you're approaches to adapt to different learners?
- Tailored to learners needs? (Do they mention this)

Q3. Research tends to lean towards the 'mix' of teaching styles being the most effective method to teach. What is your view on this?

- Do you receive any training on how to enhance learning? If so explain how this runs?
- Are you aware of teaching styles yourself? If so what styles are you aware of and what are your opinions of them?

Q4. What ultimately informs how you teach? For example: Does the content of the session inform the teaching approach, or does you're preferred teaching method inform the content?

Q5. Are you responsible for assessing you're learners?

- If yes, what ways do you do this?
- Are you aware of any others ways in which you could assess?
- Could you talk to me about the four aspects of AFL (ipsative, formative, summative, diagnostic) and how you use them?
- What are your thoughts on the use of peer assessment?

- Does your questioning inform any part of your assessment, if so how do you make note of this?
- If no, who is in charge of assessing?
- Do you believe this person has observed enough PE to make an accurate assessment?
- Anything else you can add on AFL?

NCPE

Q6. Explain how you decide what content you are going to deliver?

- Are the session plans you have consistent with the NCPE?
- How do you know this?

Q7. Are you aware of the different modules inherent within the NCPE?

- If no, what informs the makeup of your sessions?

Q8. How do you plan your sessions? For example are sessions planned week by week or do you follow a plan for the year?

- Week by week – Do you adapt them based on your assessment of how well the learners are grasping the lessons?
- Do you follow a rigid plan or do you allow for it take its own course and adapt it accordingly?
- Who from the school sees and reviews your plans?
- Yearly – How do you review and check that outcomes are being met?
- Do you consider the intended outcome in relation to the plan that you have set?
- Do you have any ownership in what these plans are?
- If no – Can you tell me who is in charge of setting these plans for you to deliver?

Q9. What do you see as the most important element to inform what content is taught?

Looking for either needs of learners, content or lesson outcomes

Professional Development

Q10. Explain the training you received in order to obtain the post of primary PE teacher?

Q11. Since this, how much PD have you received?

- Who delivers these PD sessions?
- Are they helpful?

Q12. Do you feel you have enough training and professional development to be the best teacher you could possibly be?

Q13. Can you describe the format of a typical professional development session?

Closing Question

Q14. The aims and values of PE are to develop physical competence through a wide range of activities that are inclusive for all. How do you feel that you coincide with these values in your teaching?

Q15. Is there anything else you would like to add?

Appendix B

Appendix B

Interview Guide (Semi Structured)

Date:

Name:

Gender:

Age(s) you teach in school:

Highest qualification gained:

Study Aim

The aim of the study is to consider whether AOTT's have the content and pedagogical knowledge to deliver HQPE in primary schools.

Objective One

To consider the quality of professional development AOTT's delivering primary PE receive, and whether it is ongoing and comprehensive enough to ensure they have the skills to deliver HQPE.

Objective Two

The second objective is to identify whether AOTT's follow the National Curriculum for PE, (NCPE) and understand what knowledge they have of it.

Objective Three

To identify what teaching styles AOTT's use in their lessons, and gain an understanding of what informs their selection.

Opening/General Question

Q1. Having read the aims and objectives of my study, you may have recognised that I am interested in finding out a bit more about what outside providers such as yourself do in primary schools. Therefore how would describe what you do in the schools in which you teach?

Teaching, Learning and Assessment

Q2. Explain the way or style of teaching that you use when teaching?

- Why is this?
- Does one work better than the other?
- What other styles have you tried?
- Do you differentiate your approaches to adapt to different learners?
- Tailored to learners needs?

Q3. Research tends to lean towards the 'mix' of teaching styles being the most effective method to teach. What is your view on this?

- Do you receive any training on how to enhance learning? Explain how this runs?
- Are you aware of teaching styles yourself? If so what styles are you aware of and what are your opinions of them?

Q4. What ultimately informs how you teach?

Q5. Who is responsible for assessing your learners or classes?

- If you, what ways do you do this?
- What other ways could assess?
- Talk to me about the four aspects of AFL (ipsative, formative, summative, diagnostic) and how you use them?
- What are your thoughts on using peer assessment?
- Does your questioning inform any part of your assessment, if so how do you make note of this?
- If somebody else, who is in charge of assessing?
- Do you believe this person has observed enough PE to make an accurate assessment?

- Anything else you can add on AFL?

NCPE

Q6. Explain how you decide what content you are going to deliver?

- Are the session plans you have consistent with the NCPE?
- How do you know this?

Q7. What different modules inherent within the NCPE are you aware of?

Q8. How do you plan your sessions?

- How do you adapt them based on your assessment of the learners progress?
- What do you do if the lesson isn't working?
- Who from the school sees and reviews your plans?
- How do you review and check that outcomes are being met?
- Do you have ownership over your plans?
- If not, who sets the plans for you to deliver?

Q9. What do you see as the most important element to inform what content is taught?

Professional Development

Q10. Explain the training you received in order to obtain the post of primary PE teacher?

Q11. Since this, how much PD have you received?

- What PD did you have prior to starting?
- Who delivers these PD sessions?
- Are they helpful?

Q12. Have you had enough training/professional development to be the best teacher you could possibly be?

- What makes you think this?

Q13. How is a typical professional development session run?

- Would you run it differently, if so, how?

Closing Question

Q14. My study looks to evaluate the role and effectiveness of outside providers of P.E. Being one yourself, what impact do you feel you have on the individuals you teach?

- What makes you think this?
- Do you have any examples of feedback you have received about your performance?

Q15. What benefits do you feel you have to the school?

Q16. The aims and values of PE are to develop physical competence through a wide range of activities that are inclusive for all. How do you feel you coincide with these values in your teaching?

Q17. Is there anything else you would like to add?

Appendix C

Appendix C

Participant Breakdown Sheet

Participant Number	Age	Gender	Occupation Brief
1	22	Female	Education student and AOTT of primary PE.
2	22	Female	Education student and AOTT of primary PE.
3	24	Male	Part time teaching assistant and part time AOTT of primary PE. Holds a Bsc Sports Studies.
4	21	Female	Part time AOTT of primary PE and third year student studying Bsc Sport and PE.
5	21	Male	Part time AOTT of primary PE and third year student studying Bsc Sport and PE.
6	21	Male	Previously worked full time for an AOTT of primary PE. Now only works part time due to being a first year university student studying Bsc Sports Science.
7	27	Male	Holds a Bsc in Sport Development and works full time as an AOTT of primary PE.
8	23	Male	Holds a Bsc Sport and Business Managemnt. Now works part time as an AOTT and works for the local government authority as well as another AOTT company.

Appendix D

Appendix D

Interview transcript Participant One

Int: Having read what the studies about and agreeing to participate; as an outside provider of primary school PE, how would you describe what you do in the schools that go into?

Par: I go in and take over from teachers in PPA time and I do an after school netball and hockey club once a week.

Int: Ok, thank you. When you go into these schools and you decide what you are teaching, what sort of methods do you prefer to use with your learners?

Par: I just try to keep them as active as possible and try to get them to demonstrate what I want them to do.

Int: So as opposed to having them stood around you prefer to keep them active?

Par: Yes

Int: Ok [pause]. Research as you may know tends to lean towards best practise being to use a mixture of teaching styles. Do you feel this holds true; some work better. What do you think?

Par: I would definitely agree with that yes.

Int: Ok . . . thank you . . . So what would you say informs you're teaching, for example: If you know what content you're lesson will be, do you tailor the session outcomes to that, or do you look at the learners and think they learn best like that. How would you decide what and how you're going to teach?

Par: [pause] Erm . . . I think I definitely look at the learners first. But what I have taught so far has been quite guided as well but I have had to tweak it to different behaviours and things.

Int: I'm with you. So when you say it's been guided, how do you mean?

Par: Well . . . the teacher from the class I've taken over has given me a booklet on dance and has asked me to teach it, but I had no instruction on how to do it.

Int: Right . . . so they gave you the content of what to teach, but did they give you any instruction of how to teach it?

Par: No

Int: Ok . . . thank you. We're going to move onto assessment now. When you go into schools are you in charge of assessing you're learners?

Par: Erm . . . No. The assessing is done by the classroom teacher. I mean . . . I have been allowed to assess but I don't feel that my assessment of them is that accurate and I wouldn't say I have enough knowledge to assess them at this point in time.

Int: So would you like a greater opportunity to assess?

Par: No. . . I don't think I'd really know what to look for to be honest.

Int: Ok cool. Moving onto the national curriculum for PE now, how do you decide what you are going to deliver?

Par: The school tells me.

Int: Ok . . . so do you think what the schools tell you to teach is consistent with the national curriculum?

Par: I think so. But my knowledge of the curriculum isn't that good so I might not cover everything.

Int: Do you think your knowledge could be enhanced by a bit more professional development?

Par: Definitely.

Int: Ok thank you. So thinking about the different modules in the NCPE, what ones are you aware of?

Par: I just know the modules that I've taught myself. Because I do part time and don't work in the schools full time, I don't have a great deal of knowledge in PE. I just know what I've taught myself.

Int: Ok so thinking about your sessions. Do you plan sessions week by week or stick to a yearly plan?

Par: Week by week, but again I was given like a dance folder and was just given it and told to teach from there [laugh].

Int: Ok; so say for example one week it didn't quite go to plan, would you still deliver the plan for next week in the folder or would you change it?

Par: I'd change it.

Int : Ok . . .that's cool. So linking back to professional development a little bit more, could you explain the type of training you received to obtain this post?

Par: I basically had an interview . . . and this sort of made up the recruitment process.

Int: Ok . . . so what training did you receive prior to going into schools?

Par: Well . . . the company itself didn't give me any training. But as I am midway through my degree I've received training from there.

Int: Ok . . . so the company didn't provide you with any?

Par: No . . . None.

Int: What about during the post? Have you received any training since starting?

Par: [laugh] No

Int: Do you think that some training would be beneficial to help you be more effective in the schools you teach?

Par: Yes. I think it would give me more confidence. I think some behaviour management training would be good.

Int: Ok. So the NCPE looks to provide learners with meaningful physical activity lessons that aim to develop physical competence, while including everybody at the same time. How do you feel you coincide with these values in your teaching?

Par: To be honest I'm not too sure. I mean, I guess if the pupils are active which they are I'm developing their physical competence.

Int: Ok thank you. So . . . to finish, my study looks to evaluate the effectiveness of those who aren't quite qualified, who go into schools to deliver the PE, what impact do you feel you have on the individuals that you teach and the schools that you go into?

Par: I think it's good as I allow teachers time off from their teaching and I do help with other jobs such as putting up displays and playground duty, registers and stuff like that.

Int: Ok . . . thats cool. So would you say you make an impact on the pupils learning?

Par: To an extent yes, but only being in a school for a small amount of time, I probably don't have enough time to get to know the pupils and how they learn best.

Int: Ok . . . finally then to wrap up, is there anything you would like to add that we haven't covered. Anything that you've noticed in schools that I haven't asked or we haven't covered?

Par: I don't think so no.

Int: Thank you very much for your time and participating in my study.

Interview Transcript Participant Two

Int: Ok, so having read the aims and objectives of the study you may have understood that I'm looking to find out a bit more about what you guys do in primary schools. So how would you describe what you do in the schools that you teach in?

Par: Erm [pause] basically I go in and . . . erm . . . try and improve their skills and well-being.

Int: So is it the primary school P.E curriculum that you teach?

Par: Yes

Int: Ok . . . lovely. So thinking about teaching, learning and assessment now, what style of teaching do you prefer to use when you're teaching?

Par: Erm [pause] A lot of guided discovery. . . sort of give them a task and sort of leave them to it to try and figure out for themselves.

Int: Ok . . . have you tried any other ones?

Par: No, not really, I try to use this as often as I can.

Int: Cool, so if you notice that the pupils aren't adapting to this style and require a little more guidance, do you step in, or how would you act upon that?

Par: Yes. If someone's struggling I'd step in and try to give them pointers on how to improve and sort of take them to the side and give them some one on one teaching to make sure that I'm teaching them individually as well as in a group.

Int: Perfect. Ok. You may be aware that research tends to lean towards using a mix of different teaching styles in one session, what's your view on this?

Par: [pause] I'd agree with this. I think it's true that if you use a variety of different teaching styles it's better than using just one because some kids might not like just the one. For example: If a child doesn't like my way of teaching their probably not going to learn a lot from the lesson.

Int: Ok. Do you receive any training by the school or company to enhance your knowledge of how to use different teaching styles?

Par: No

Int: None whatsoever?

Par: Nope

Int: Ok . . . that's cool. Moving on. Ultimately what informs how you teach? For example do you look at the learners and then decide on your session or do you already have the session planned?

Par: Erm [pause] Just pretty much on the day when I turn up its more a case of trying to see what ability the kids are at and sort of plan it on the day really, when I get there.

Int: So do you know what module you are teaching? For example, you know you're doing football, but you'll decide on the session when you get there.

Par: Yes

Int: Ok so who actually decides what content you are going to teach?

Par: The school tells me what they want.

Int: Ok . . . moving on to assessment. Who is responsible for assessing the learners?

Par: I'm not too sure [pause] but I would guess the school does.

Int: Ok, so it's not actually you?

Par: No

Int: So would you assume that it's the classroom teacher that assesses the learners?

Par: Yes. Well . . . it must be.

Int: Do you think that they've got a good enough opinion of where the learners are at?

Par: Well . . . No, because they don't teach their P.E

Int: So do you feel that you are best suited to assess the learners?

Par: I think that I should, but I should do it joint with the teacher

Int: Ok . . . by this do you feel that you have enough knowledge of assessment, in order to assess the learners effectively?

Par: Maybe. Not too sure.

Int: Ok thats fine. What is your view on peer assessment?

Par: To be honest I don't really use it. To me . . . I don't think that the kids have the knowledge to be able to assess each other well.

Int: Ok. Thinking about the NCPE now and what you have already said about how you decide on how you teach your lessons. Do you create sessions that are consistent with the NCPE?

Par: Erm [pause] to a certain amount yes and to a certain extent no. I sometimes use my own plans that I know have worked and use my own knowledge from sessions I've created. I do try to as much as I can.

Int: Are you aware of all different modules inherent in the NCPE?

Par: Not really.

Int: Ok, so which ones are you aware of?

Par: Erm [pause] invasion games, dance. That's it really to be honest.

Int: So how do you know those ones?

Par: There just ones that I've been asked to teach to be honest.

Int: So how do you plan your sessions, are they done weekly?

Par: Yes I decide weekly

Int: Does the school see these plans?

Par: No

Int: So if you notice one week that your plan doesn't quite go to plan, do you adapt what you intended to do for the following week or weeks?

Par: No . . . I just stick with what I was going to go with.

Int: Is that because you don't have the knowledge to change?

Par: Kind of yes, but partly it's just me being lazy [laugh]

Int: [Laugh] Do the company ask to see your plans?

Par: No

Int: What do you see as the most important element to inform the content that you teach?

Par: How do you mean?

Int: For example do you decide what you are going to teach based on you feeling comfortable, the learners or anything else?

Par: Ok. It's a mix of how the learners learn best, but yes, also what I feel comfortable teaching and what I think they will enjoy.

Int: Ok so thinking about professional development now. Can you talk about the training you received prior to starting your post?

Par: [Laugh] I didn't have any

Int: None whatsoever?

Par: None

Int: Ok, so how did they decide that you were good enough to obtain the post?

Par: Erm . . . basically I applied and they said that saw that I was studying Sport And PE and assumed that because of this I had the knowledge of what they were looking for.

Int: So did they question what your degree entails?

Par: Well when I applied I explained what I'd learnt from my course, so I think that might have nudged them towards giving me the job.

Int: Ok. So since you've had the post how much professional development have you received?

Par: None at all

Int: Ok so since starting, neither the school or company have provided you with any training days, experience days or even got you to watch others?

Par: No

Int: Ok so do you feel that if they did offer you more training you would be better at what you do?

Par: Yes. I think I'd be open to knowing a bit more about teaching and see other ways of teaching.

Int: Do you feel that if you did have training, besides learning about ways of teaching, would there be anything else that you would want to be trained on?

Par: Erm . . . maybe sort of behavioural training. You can obviously have good classes but it's hard to manage a badly behaved class. To put it politely it's difficult to manage a class of naughty kids.

Int: [Laugh] yes . . .

Par: So something like that would be quite helpful

Int: Ok, thanks for that. Ok almost done now. My study looks to evaluate the role of and effectiveness of people like yourself who teach PSPE. So what impact do you feel you have upon the learners when you go into their schools?

Par: Erm . . . I'm not too sure on how much I improve their skills, but I think that I definitely improve their everyday life and enjoyment. I think they see me more as a friend and someone to look up to other than the teacher, which I quite like in some ways.

Int: So would you say that the children look forward to being taught by you?

Par: Yes . . . [laugh] well I'd certainly like to think so, rather than them dreading the subject or the teacher they seem to get along with me.

Int: That's cool. So when you say that you're not sure whether you improve their skills, do you feel that a bit more professional development may allow you to have a greater impact?

Par: Yes . . . It would be nice to see them improve. I know they enjoy it so if I could get them to develop a bit more too, that would be an ideal mix.

Int: Ok. So finally the aims and values of PE look to provide learners with meaningful and insightful, inclusive sessions that enhances physical well-being for all learners. Could you just briefly explain how you meet these aims and values?

Par: [Laugh] Ok. Tough one that [laugh].

Int: If you aren't too sure not to worry.

Par: Well no, I try to include everyone wherever possible but you always get the odd one that doesn't want to join in which disrupts the class. Sacrifices then have to be made due to that.

Int: Ok that's cool. Is behaviour management something that you could improve upon with a bit of training?

Par: I think so yes. How to improve the behaviour of badly behaved kids would be a good thing to have some training on.

Int: Ok cool. Well thank you for your time. To finish is there anything that we haven't covered that you would like to add? Anything to do with your role, is there anything you would like to ask?

Par: Erm . . . all I would say is that I love teaching and I think that that is shown when I teach.

Int: Always a bonus if you enjoy your work. Again, thanks for your time.

Interview Transcript Participant Three

Int: Having read what the studies about and agreeing to participate; as an outside provider of primary school PE, (PCPE) how would you describe what you do in the schools that go into?

Par: I go in during PPA time, mainly in the afternoons and also cover after school clubs.

Int: Ok, thank you. When you go into these schools and you decide what you are teaching, what sort of methods do you prefer to use with your learners?

Par: Erm . . . because I work with younger children I prefer to be as practical as I can with them.

Int: Do you think this works better than any other method?

Par: Yes . . . so far anyway

Int: Ok . . . Research as you may know tends to lean towards best practise being to use a mixture of teaching styles. Do you feel this holds true, some works better . . . what do you think?

Par: I agree that all children are different so you need to use a range of different styles.

Int: Have you received any training on how to teach using different styles?

Par: No . . . it's a bit vague really, you're not really told.

Int: So would you say you lack guidance from the schools and company you work for?

Par: Definitely

Int: Int: Ok . . . thank you . . . So what would you say informs you're teaching, for example: If you know what content you're lesson will be, do you tailor the session outcomes to that, or do you look at the learners and think they learn best like that. How would you decide what and how you're going to teach?

Par: Its more what I've been told by a teacher whose in charge of that class, rather than what I already no.

Int: So you don't necessarily have ownership completely, you would be inclined to do what the teacher does already?

Par: Yes, its more likely to be that way, because they've already covered part of the curriculum so I'd just carry it on.

Int: Ok . . . thank you. We're going to move onto assessment now. When you go into schools are you in charge of assessing you're learners?

Par: No . . . their [the learners] teacher does that.

Int: Done by the teacher . . . ok. So do you find that you are often in charge of delivering all the PE, but you don't actually assess them?

Par: Yes. Week by week I teach the PE, but I don't assess them.

Int: Do you think this is an effective way of assessing learning?

Par: Well . . . not really. I think that because the teacher doesn't watch my lessons, I'm probably in a better position to assess the pupils.

Int: Ok cool. Moving onto the national curriculum for PE now, how do you decide what you are going to deliver in schools?

Par: The school tells me what they want

Int: Do you think it works well them telling you what they want, then you deliver it?

Par: Erm . . . I'd prefer to decide but I guess it depends on what they'd already done and you have to cover different things so its easier just to go with what the school tells you even though that's not really what I'd like to do.

Int: Fair enough. Do you think the sessions that you teach are consistent with the national curriculum?

Par: I'd think so because the teacher tells you what they want you to do [laugh] so . . . like . . . you'd think so.

Int: Ok thank you. Ok . . . so thinking about the different modules in the NCPE, what ones are you aware of?

Par: Erm . . . movement patterns . . . gymnastics, net wall . . . mainly the ones I've been asked to teach to be honest.

Int: Ok so thinking about you're sessions. Do you plan sessions week by week or stick to a yearly plan?

Par: I plan weekly

Int: Ok . . . so if a session didn't quite go to plan, would you review you're weekly sessions and allow that to be part of your thinking for next week's plan?

Par: Sometimes. Depends how much time I have to review and change things.

Int : Ok . . . so linking back to professional development a little bit more, could you explain the type of training you received to obtain this post?

Par: . . . Erm . . . [laugh] I didn't really receive any.

Int: So how were chosen for the job?

Par: Well . . . they said to me as you have a degree I would be fine.

Int: Do you think that this is a fair reflection of you, or the process could have been a little more rigorous?

Par: Well . . . I was expecting be observed to be honest. I'd think they'd need to watch you teach before giving you the job really.

Int: Ok so prior to starting you didn't have any training, but what about once you'd started? Have you received any training since beginning the job?

Par: No I haven't

Int: Do you think that some training would be beneficial to help you be more effective in the schools you teach?

Par: Definitely

Int: Ok thank you. So . . . to finish, my study looks to evaluate the effectiveness of those who aren't quite qualified who go into schools to deliver the PE, what impact do you feel you have on the individuals that you teach and the schools you go into?

Par: Well . . . we're definitely cost effective as we cover the teachers cheaply, but I don't think it gives us the opportunity to get to know the children enough and erm . . . understand their learning

Int: Ok, so you would say that to the school you are beneficial?

Par: Yes

Int: But what about to the learners?

Par: Well I'm not really in a single school enough to make an impact on their learning but as I said its more beneficial to the staff.

Int: Ok . . . finally to finish, is there anything you would like to add that we haven't covered?

Par: Nope. I can't think of anything [laugh].

Int: Ok thank you very much for your time.

Interview Transcript Participant Four

Int: Having read the aims and objectives of the study you may have noticed that the study sets out to find abit about what outside providers of PE do in Primary schools. With this in mind how would you describe your role specifically in the schools you go in to?

Par: Well . . . as a full time member of staff I work in a number of different schools and my role varies from school to school. But basically I go in and deliver the PSPE during PPA time.

Int: When you say it varies from school to school, how do you mean?

Par: Well . . . in one school I might teach year two gymnastics, then in the next I might teach year six orienteering.

Int: I see . . . keeps you on your toes then?

Par: [laugh] Yes it does

Int: So when you say that you may teach gymnastics then orienteering, what qualifications do you have to justify being able to teach these successfully?

Par: [laugh] well I attended a PESS course specific to gymnastics which gave me enough knowledge to teach a block in it. Orienteering I was given a booklet and told to teach from this.

Int: Ok . . . what was inside the booklet?

Par: Basically a load of session plans and hand outs.

Int: Did it give you any ideas of the best ways to actually teach the session plans?

Par: Not really. It explained things like grouping and how many should go in a group and stuff.

Int: Ok lovely . . . thinking about the way you teach now, what style of teaching do you prefer to adopt in your lessons?

Par: [pause] I tend to tell them what to do and then they do it.

Int: Ok . . . have you tried any different approaches to teaching?

Par: How do you mean?

Int: [pause] well do you ever ask them to teach each other or solve problems that you have set?

Par: Sometimes . . . depends on the age group really.

Int: Ok. Research into best practise tends to promote mixing teaching styles is best to promote learning. What's your view on this?

Par: [pause] Again, I think that depends on the age group to be honest I'd rather just tell foundation kids what to do. Not saying that's necessarily right but it's how I do it.

Int: Do you consider how each learner is different and choose your approach to the lesson based on that?

Par: To be honest I only stay with the same class for a maximum of two hours a week. Obviously I notice a couple of kids usually because their naughty and change my sessions for them, but the rest I wouldn't say that I do.

Int: Ok . . . so ultimately what informs how you teach?

Par: How do you mean?

Int: For example, does the content you plan to teach dictate how you teach it?

Par: Well I have the session plan already, so yes, I decide how to teach it from that.

Int: Ok. Who is in charge of assessing the class?

Par: I'm not too sure.

Int: Ok, so do you assess the group and feedback to their classroom teacher?

Par: Erm . . . not really no.

Int: Are you aware of the four aspects of assessment for learning?

Par: [pause] . . . erm . . . Not really, I know that they need assessing for their reports though.

Int: No problem. Ok so thinking about the NCPE now. How do you decide what content you are going to deliver?

Par: I get given session plans by the company and the school tells the company what they want them to teach.

Int: Ok. Are the session plans consistent with the NCPE?

Par: They should be yes because the session I get given have usually been paid for in packs taken from the national curriculum.

Int: What sports or modules are you aware of that need covering in the PSPE syllabus?

Par: There's loads. Gymnastics, dance, netball, invasion games, cricket, rounders, patterns of movement. Can't think now but a couple more as well.

Int: Lovely. How do you plan your sessions?

Par: As I said, I get given them and I try to stick to what I get given.

Int: Ok. Do you adapt these sessions weekly based on your assessment of how the pupils are grasping what you are teaching them?

Par: I always recap the week before so I know what they have learnt. But I have a block to go through so I teach all the lessons then if there's time at the end of the block I'll go back over what I didn't think they grasped very well.

Int: Do the schools see your plans?

Par: I leave them in a PPA folder, so they can see them if they want to.

Int: Ok thinking about Professional development now. Explain the training that you received in order to obtain your post?

Par: I went to a training day which was 9:00-4:00 that covered all parts of the job.

Int: Ok, could you tell me about what was covered in this session?

Par: Ok, was a while ago now but it covered behaviour management, how to build a good relationship with the school [pause] A lot of it was role play, like, what to do if a child is being disruptive and things like that.

Int: Ok. Did you find it helpful?

Par: At the time I did, but to be honest it's easy to learn what to do there but in the classroom it's completely different.

Int: I get what you're saying. So who delivered this session?

Par: The recruitment manager.

Int: Has he or she got much teaching experience?

Par: He worked for the company for a while and then got a promotion to that role. But he definitely knows what he's doing.

Int: Ok cool. Since the training have you received any more professional development or ongoing training?

Par: Not really. We have monthly meetings where we meet up and discuss issues and things and get advice on things. Actually I say that they did put me on a child protection workshop.

Int: Do you feel you have enough training to be the best teacher you can be?

Par: Could have a bit more I think.

Int: Ok nearly finished now. As this study looks to evaluate the role and effectiveness of people such as yourself, what impact do you feel you have on the pupils you teach?

Par: I definitely think my impact is good. The class always run up to me when I come in and enjoy my lessons I think. I've never been told I'm doing a bad job put it that way.

Int: Excellent, sounds like you do a good job. Do you feel that you are beneficial to the schools you go into?

Par: Yes.

Int: What makes you think that?

Par: Well . . . im always there early and I help with other bits and bobs. I free up the teacher to go and do other things. In one school I teach in, before me they used to have a teaching assistant take the hour and just mess about with the kids, so I offer more than that.

Int: Really?

Par: Yep.

Int: Ok, the aims and value of P.E seek to offer meaningful and inclusive sessions to all pupils. How do you ensure you coincide with these values?

Par: Well I try to make my lessons enjoyable to start. I try and make sure everybody's involved but at times I do accept that some pupils just won't join in.

Int: Ok thank you. Finally, is there anything else you would like to add or say about anything we have discussed or anything related that we haven't discussed?

Par: The only thing I would say is that its a rewarding job and I don't think that anybody could just walk in and do it.

Int: I agree with you there, must bring enjoyment seeing pupils enjoying themselves?

Par: Without doubt yes.

Int: Anything else you would like to add.

Par: Nope, don't think so.

Int: Thank you for your time to help out.

Par: No probs.

Interview Transcript Participant Five

Int: Having read the aims and objectives of the study you might have recognised I want to find out a bit more about what people like yourself do in primary schools, so how would you describe exactly what it is you would do?

Par: [pause] Well what I do is go into the local schools and teach a variety of sports, so they will have different sports taught to them throughout the week.

Int: How many schools do you go into?

Par: At the moment I'm only in three.

Int: Ok so thinking about the way you actually teach, what style do you tend to use when you teach/.

Par: I tend to use quite a direct approach

Int: Ok, so when you say direct, could you take this a bit further about what you mean by direct?

Par: Well, I've always been taught coming from a solid rugby background, I've always been taught very directly myself, so a very straight up, this is what you should do approach, do it this way, so I guess that may have had some impact as it's the way I was always taught myself.

Int: Ok, does it work?

Par: I think it works. I think they know exactly what they need to do and how to do it really.

Int: Ok, have you ever tried any other styles?

Par: I haven't, I stick to that which is what I know really.

Int: Ok, research does tend to suggest using more than one style can be beneficial. What's your view on that?

Par: [pause] Probably can be, I think different students require different approaches.

Int: So would you try and incorporate any different styles of teaching?

Par: No, just because the way I was taught I think had a huge impact on me, so I try to convey that the pupils I teach.

Int: Ultimately then, when informs how you teach when you are making a session?

Par: [pause] The competence of the children I'm teaching really is the main thing. I don't want to them things either too easy or too hard really.

Int: So you consider the learners more so than anything else?

Par: Yes. Has to be learner centred definitely.

Int: Ok, thinking about assessing learners now. So first of all do you do this in the schools you teach?

Par: No, no, I don't. Not my job that.

Int: Ok, do you know who it is down to?

Par: Not too sure to be honest, probably the classroom teacher though.

Int: I see, does the teacher deliver any P.E do you know?

Par: Not in the classes I teach. That's the idea, that I teach the P.E so the classroom teacher doesn't have too.

Int: Ok, so do you think they've got a fair opinion of how well the child's progressing?

Par: Not really thought about that, but I think I'd probably be better positioned to do it to be fair.

Int: Ok. Has the company that you work for ever given you any training on how to assess?

Par: No they haven't. No specific training.

Int: Ok, so do you think you would be able to accurately assess without having any training on how to do it?

Par: I think so, possibly anyway.

Int: No problem. Do you ever use peer assessment in your lessons?

Par: No, I don't.

Int: Any reason why not?

Par: Not really, I guess linking back to how I've been taught before I've never been taught in that way, so I don't think it's really that appropriate to be honest.

Int: Ok, so thinking about the NCPE now, and we've already touched on what informs your sessions; do you feel that your lessons are consistent with the NCPE?

Par: Yes. I think they give a broad range of sports, they are the correct length needed, so I think so.

Int: Ok, regarding content, are you aware if your lessons coincide with the NC?

Par: Not so aware

Int: Ok, so do you receive any help from the company or the school to ensure that you make a session that is?

Par: No I don't. It's just down to me really.

Int: Ok, so what you decide to teach, do the school oversee?

Par: No, I get complete freedom to turn up, give my session and go again.

Int: So do you feel the school trusts what you deliver?

Par: Yes, definitely.

Int: Ok. Are you aware of the different modules inherent in the NCPE?

Par: I'm not fully aware of them all no.

Int: Ok, no problem. Ok so thinking about your plans now, do you stick to a weekly plan or do you have a yearly guide?

Par: No I definitely change my plans weekly, I always have new ideas for warm up and things in my plans. I rotate that every month or so. I think the pupils need different things to keep them motivated and prevent tedious activities.

Int: Ok, so if what you had in mind in your lesson wasn't working, what would you do?

Par: If it wasn't working I'd, well sometimes I have a contingency plan but I's perhaps move on to the next think, notify how it wasn't working and think about that for the following week.

Int: Ok, so thinking about professionally development now and when you got the job; what training were you given?

Par: No particular training, straight out of sixth form I just got it really.

Int: Ok, so did they come and watch you or anything like that?

Par: One person from the company did yes. They came to the first session.

Int: Ok, did you find them helpful? Did you receive much feedback?

Par: Very short bits of feedback, was positive which was nice. Lacked a bit of critical evaluation but it was Ok.

Int: Cool. So since then have you had any other PD from the company?

Par: [pause] No not really.

Int: Ok, so more at the beginning, but not ongoing?

Par: Definitely yes.

Int: Ok, do you feel that if you did have some PD or training alongside the job, you would be better at your job?

Par: Certainly yeah. I think I'd know a bit more about what I was teaching and how its beneficial to the kids I guess.

Int: Ok, not too much to go now. Ok, so my study looks to evaluate the role and effectiveness of people like you who go into primary schools and deliver PE, so what impact do you feel that you have on the actual individuals that you teach?

Par: Well, on the individuals, I think that being a fairly young age I think I'm kind of like a role model to them. I think they have a different frame of mind when it's me rather than the classroom teacher. I think they see me as a less authoritative figure and find it easier to listen and learn from me I guess. I think they find it an environment where they're not afraid to make mistakes because I have less authority.

Int: Ok, sounds good. We've talked about the learners, but what about the benefits to the school itself?

Par: I mean they get ideas from outside of the schools for P.E plans they can do. Remember that the schools that employ us or me are usually ones that don't have a specialist P.E teacher in the school. So sometimes a TA may come out and take ideas back to the school, so they gain ideas from me.

Int: Ok. Has the school ever asked you to take on any additional roles in the school that has benefited them?

Par: [pause] Not really. I went in early once as it was raining to see what facility I was going to be able to use and I ended up supervising wet play until my session which was interesting to say the least, but besides that I don't think so.

Int: Ok, so the aims and values of PE are to provide meaningful, inclusive lessons for all involved, giving them an opportunity to try a variety of sports in an enjoyable way. How do you coincide with these values when you teach?

Par: I definitely try and tailor my lessons to the individuals themselves and make sure everybody gets an equal opportunity to get involved. Basically giving the time that I give equally across all the students, not just focusing on a few that are say the best. So I give them all an equal opportunity.

Int: Ok. That's cool. So finally, is there anything I haven't covered that you would like to add. This could relate to experiences or anything that you feel is worth knowing about?

Par: All I'd say is that in me going in, I think the kids see me as a role model and that makes the process a success. They're also getting PE from somebody that I feel knows more about it than the other teachers in the school, so that makes the experience better for them.

Int: Sounds good. Thank you for taking the time to participate.

Interview Transcript Participant Six

Int: Ok, so having read the aims and objectives of the study, you will have realised that I am interested in finding out a bit more about people like yourself who go into primary schools to teach PE. Therefore what is it that you do when you go into the schools?

Par: [pause] So I, or we as a company basically go in and teach the PE lessons and we specialise in dance. So at the moment I am teaching dance to year two's so basic movements like jumping and turning. I'm trying to reiterate that you have to have like a starting position and a finishing position.

Int: Sounds cool. Will it change if you were to teach it to older pupils or would it stay the same?

Par: It would change yes to be more complicated as you get up to GCSE and A level.

Int: Ok so do you not just do primary?

Par: Predominantly primary but can go higher. I haven't done higher yet though.

Int: Ok so thinking about the way you teach; what style of teaching do you use when you deliver in the schools?

Par: At the beginning the children follow us exactly. So we try to get their concentration and brains going. So they follow exactly what we do. Then further on in the class we will give them a task and they will go away and try to be creative with it.

Int: Ok, so research tends to suggest that mixing teaching styles in one lesson is better. What's your view on that?

Par: I think if their sort of reception age, you're best off sticking to a direct approach. As they get older it's important for them to experience not just this as it helps with their development I think.

Int: Fair. So when you teach the lessons, thinking about the content and how you actually create your plans, what informs what you decide to teach?

Par: It would be the age that they're at mainly and what kind of space you have. So if you have a big or small room, how many children you're teaching and things like that.

Int: Ok so a few things then really?

Par: Yeah.

Int: So when you go into the school, do you assess the learners?

Par: No

Int: In which case, whose job is it?

Par: The class teacher. They sit and watch.

Int: So, when you take the lesson the teachers always there watching?

Par: Yeah.

Int: Does that put pressure on you?

Par: Yeah it is pressure sometimes but they trust that you know what you're doing so it's not too bad.

Int: Do they take ideas from you whilst watching?

Par: Yeah, because we tend to have more knowledge than them. I think they can then encourage the children as they are enhancing their knowledge as well.

Int: Ok. So does it change the children's mindset having them there?

Par: Yeah. I think it was just us I think it would be more relaxed but because the teachers there they know that they have to keep their discipline. So I think they would probably be more relaxed if it was just with us.

Int: Ok. Do you ever use peer assessment?

Par: Not with year twos no. Well they do watch each other and they have to say what they thought was good or what they liked about what the other person did.

Int: Ok, do you think that works?

Par: Yeah. But then sometimes their concentrating in the slightest so they actually can't even answer the question [laugh].

Int: [laugh] Cool. So thinking about the NC now. How do you decide what content you are going to deliver?

Par: [pause] The company make the plans then give them to us. So they make them based on the curriculum.

Int: Ok, and do the schools have any input?

Par: No

Int: So, you obviously do dance, but are you aware of any other modules within the NCPE?

Par: I know they have enough gymnasium where I guess they do indoor sports; gymnastics and things like that.

Int: I see. So how do you actually plan the sessions, or do you literally cope they exact plan you get given?

Par: Their pretty much just given to us and, well, I just follow the plan.

Int: Ok so if a plan wasn't quite working on the day; how would you tackle that?

Par: [pause] Well I guess just use your initiative and sort of, well, you wouldn't stick 100% to it if wasn't working or if you'd already worked your whole way through the plan you'd have to obviously think of something on the spot.

Int: Ok, cool. How do you monitor if the outcomes of the lesson have been met?

Par: [pause] I think just from sort of talking to the people you're working with, because if you're working with someone else when teaching you have a de-brief at the end to discuss how the children were in the class and gage by their reaction.

Int: Ok, so what roughly is the ratio of pupils to staff when you go in?

Par: About, well, maximum in a class I've had is 23, with two of us leading

Int: So you always go in with more than one of you?

Par: Yes. There are always two of us.

Int: Ok. So thinking about PD, what PD did you receive prior to the start of your post?

Par: Well, I'm part time so I really just , picked it up on the job from what the other person was doing; but she was an apprentice with the company before she started full time. So her training was through an apprenticeship scheme.

Int: So her training, essentially, was more intense that yours as she's full time?

Par: Yes.

Int: So have you had any on the job training? Anything done to aid your PD?

Par: No

Int: If you were to have some, how helpful do you think they would be?

Par: Yeah, helpful, because at the moment we are working with a particular age group. But it would be interesting to learn about different age groups or groups of people, so what it might be like in a secondary school.

Int: Ok, so you say that; if you were to choose a specific area to receive extra training on that might be helpful, what would you go for?

Par: Maybe like on gymnastics; understanding the difference between dance and gymnastics as I've noticed that the teachers and pupils can get confused between

the two. Also learning like how best to teach them; we all have the lesson plans but they're difficult to deliver if you don't know how, especially in gymnastics.

Int: So you think some people know what to teach, but don't really understand how to teach it?

Par: Yeah, definitely. Especially in gymnastics.

Int: Ok. So my study looks to evaluate the role and effectiveness of people like yourself. So what impact do you feel you have on the learners in the classes you teach?

Par: Definitely a positive impact. It shows them that exercise can be fun and not a chore. It helps them to be creative working not just on their own but in groups, encouraging teamwork and communication skills which I think are quite important. In my lessons as I said this is usually via dance.

Int: Ok. Do you find any issues encouraging people to dance when you go in?

Par: No. I actually haven't. Because most of them are engaged so if one isn't, they stand out and they don't want to stand out so they'll join in.

Int: So they don't like standing out for negative reasons?

Par: [laugh] No.

Int: [laugh] Ok. So we've just talked about the benefits to the learner. What about to the actual school itself?

Par: I guess its offering them a specialist service that they wouldn't be able to offer themselves, so they will have positive feedback from Estyn because they've got a broader range of subjects that they can teach because they've got specialists coming in to teach them.

Int: Ok, that's cool. So the aims and values of PE are to provide meaningful, inclusive PE lessons that develop physical competence through a wide range of physical activities. So how do you feel you or your company coincide with these values?

Par: Well to start we deliver physical activities, particularly dance. So that box is ticked. Also everyone is involved, so example if there were to be an odd number in the class we would always make sure they work in a three or arrange something so every child is involved.

Int: Ok. Finally, is there anything that you would like to add? Anything that's not been covered, any positive or negative experiences you've had; just generally anything you would like to add?

Par: I think because the company I work for are linked to the school, quite a lot of children go to the company outside of school and carry on with dance outside of school and I think that's a positive thing.

Int: Ok, I agree. Anything else you would like to add?

Par: I don't think so no.

Int: Ok, well once again thanks very much for taking part.

Par: No problem.

Interview Transcript Participant Seven

Int: Having read the study aims and objectives you may have realised that I am particularly interested in finding out more about what you do in the primary schools that you teach in. Therefore how would you describe what it is you do in the schools you teach?

Par: So I go into different primary schools each week and deliver sport. Sometimes this is in lunchtime or after school, but usually its more during PPA time.

Int: Ok that's cool. So how would your lessons differ if they were to be during lunchtime as opposed to PPA?

Par: Well, to be honest they stay similar but lunchtime and after school clubs the kids have usually chosen and paid to come so they are more geared around fun. If it's PPA time they are still fun, but I'm usually delivering their P.E for the week so it has to be educational as well.

Int: I see. So how would your style of teaching change if you were teaching a more educational lesson?

Par: Well it doesn't really. I sort of have my way of teaching so that's going to stay the same whatever I teach.

Int: Ok, so what is your style of teaching would you say?

Par: Well I like to be fun with the kids, make them enjoy it and hopefully they learn at the same time.

Int: Ok, so if you were to describe how it is exactly you teach, how would you describe it?

Par: Well as I said, I try to be funny, chat to them about things they like, like their favourite T.V programmes and just generally get down to their level.

Int: Ok. Do you feel that works?

Par: I think so.

Int: So thinking about how you teach your content. How do you go about doing that?

Par: [pause] Well . . . I tell them what I want them to do. Then I add in my progressions.

Int: Ok, do you ever give the children ownership in what's going on?

Par: Not really. The kids are pretty young you no. So I don't think it would work too well.

Int: Ok. So do you change your style to cater for different individuals?

Par: Kind of. But I have my way of teaching as I said, so in my eyes if I teach it well, they are more likely to enjoy the lesson and learn something.

Int: Ok. Research into teaching styles suggests that a quality lesson entails the teacher mixing their styles to cater for the changing environment. What is your view on this?

Par: Honestly [pause] I think that's a load of rubbish. No good a teacher trying to teach differently if they can't do it. I reckon you would be better off teaching the way you know, especially if you've been doing it like that for years and it's worked.

Int: That's cool, I see where your coming from. Ok so moving on. What actually informs how you teach?

Par: How do you mean?

Int: What is it that actually makes you teach the way you do?

Par: It's what I feel comfortable with. I've been out with other lads from the company when they've needed two coaches and they all do it the same way and it works.

Int: Ok, I guess if it's not broke don't fix it. Ok, so thinking about assessment now. Are you responsible for assessing your classes?

Par: In some schools I am partly, but most I'm not.

Int: Ok, so in the schools where you partly assess, how does this process work?

Par: Basically at the end of the year I get given a register with all kids names on. I will set up like may be a big game of rounder's and I'll rate their all round ability from 1 – 5.

Int: I see. Do you base the assessment on that one game or from what you know of the children from working with them all year?

Par: Bit of both.

Int: I see. So you said you only partly assess them, so what happens after you have done that?

Par: The classroom teacher takes a P.E lesson and does the same basically, then we see if the assessments are consistent.

Int: I see. Do you feel that works?

Par: Yep

Int: Ok. So how many schools do this out of all the ones that you teach in?

Par: I'd say [pause] Well I'm in six schools at the moment and only one does it this way. But I was in one school last year and they did it this way too.

Int: Ok cool. What's your view on peer assessment?

Par: Plain and simply I think it's pointless.

Int: Fair enough. Why do you think this?

Par: Some kids are barely old enough to understand the basic principles of some sessions; so to ask them to assess somebody is just not realistic.

Int: Fair enough. Have you ever received any training on assessment for learning?

Par: No

Int: Ok. Moving on to NCPE now. How do you decide what content you are going to deliver?

Par: [pause] The school tell the company what they want me to teach. The company tells me and I go and do it basically.

Int: Ok, so what guidelines or content do you get given prior to teaching your lessons?

Par: Just the module information for that sport. So like last term I was doing net wall in a school. So the school gave me the net wall syllabus of what I should teach, then I do it.

Int: So are your sessions consistent with the NCPE?

Par: Well I try to include what's in the pack the school gives me, but I throw in my own things too to make it fun; so most of the time they are consistent with the NC, but not always.

Int: Ok. Are you aware of the different modules that make up the NC?

Par: Most yes

Int: Ok, so which ones are you aware of?

Par: Well firstly net wall, fielding sports like cricket and rounder's, invasion games [pause] Gymnastics [pause] and I think there may be one or two more.

Int: Ok. So how often do you plan?

Par: I plan each week what I'm going to do.

Int: Ok, so how do you decide what is going in the plan?

Par: Basically based on the previous week. So I'll follow the rough plan in the pack the schools given me, but I'll change it slightly if it doesn't work, or as I said, I want the kids to enjoy it, so I'll add in a few fun games, even if it's just for the warm up.

Int: Ok. So what element do you see as most important when making the plan?

Par: Fun. All about fun in my sessions [laugh].

Int: [Laugh]. Sounds good. So who sees your plans?

Par: Nobody sees them.

Int: So does the company or the school not need them or ask for them?

Par: Nope.

Int: Ok. So thinking about professional development now; could you explain the training you received to obtain your current post?

Par: Training [laugh] I didn't have any. Actually, tell a lie, I did shadow one of the more experienced coaches for a session.

Int: Ok. So since starting how much PD or training have you had?

Par: None. Well I attended a child protection workshop but that was off my own back as my other one had expired.

Int: Ok. Do you think having PD or training would make you a better teacher?

Par: Well as I've not had any I don't really know what they would benefit me, but they certainly aren't gonna have a negative effect are they?

Int: Well you wouldn't think so would you? So if you were to receive PD, what areas do you feel would be most beneficial for you to have them in?

Par: [Pause]. Not really too sure to be honest.

Int: That's fair enough. I'm just wondering if you can think of any areas where you struggle that you might think, 'yeah, actually that would be helpful'?

Par: [Pause] I have an autistic child in my one class to be fair, and although she has a T.A with her in the lesson, I guess I don't really associate with her that much because I don't really know what she can and can't do. So I guess some training on working with children with disabilities might be helpful.

Int: Ok. Sounds reasonable. Ok, so the study I'm undertaking looks to evaluate the role and effectiveness of people like yourself in the schools that you teach in. So to start, by thinking about the actual learners themselves, what impact do you feel you have on them?

Par: Well I think my impact is positive. The kids always high five me as I walk in and always run up to shouting my name and tell me what they've been up to and stuff, so they must enjoy me going in and teaching them.

Int: Sounds good. Rewarding feeling when that happens would you say?

Par: Definitely.

Int: Ok, so you feel you have a positive impact on the individuals, so what about the school itself?

Par: I'd say the same. I think they can see that the kids enjoy my sessions which obviously effects the school.

Int: Do you get much feedback from the school?

Par: Some schools. Depends really. The bigger schools you don't really see the heads, but in the smaller schools you tend to get told how you've done now and again.

Int: Ok cool. So the aims and values of P.E look to provide a learning experience for all that is meaningful and enjoyable. How do you feel you coincide with these values?

Par: Well I've mentioned fun the whole way through because I want the school kids to enjoy my lessons. So I certainly try and make sure they find the P.E that I teach them enjoyable.

Int: Sounds good. You'll be glad to know that was the last question, so is there anything else that you would like to add?

Par: [pause]. No, don't think so.

Int: Ok, thats great. Thanks very much for taking the time to be interviewed.

Interview Transcript Participant Eight

Int: Having read the aims and objectives of my study, you may have you may have recognised that I am interested in finding out a bit more about what outside providers such as yourself do in primary schools. Therefore, how would you describe the job that you do in the schools you teach?

Par: I work in three schools, one in Caerphilly and two in Cardiff. I go in for three hours a week in one school and two hours a week in the other two. Basically when I'm there I teach P.E, whatever P.E the school asks me to do. I have a teaching assistant with me in all schools, although I know that not everybody who works for the same company as me has this luxury.

Int: Ok cool. So you say you are in for two and three hours respectively, is this split between more than one day?

Par: No, it's all in one day.

Int: Do you have the same class each week?

Par: Yes

Int: Lovely. Ok, so thinking about teaching styles now. What is your preferred teaching style and why?

Par: I tend to allow pupil's to find answers to problems in which I've set.

Int: Ok, could you recall an example of this?

Par: Yes. Once I was teaching a games creation block of P.E to year 3 and 4. I gave them limited equipment and asked them to create a game using the equipment. So like I might have given one group two hockey sticks, five cones, three tennis balls and a hoop and said create a game.

Int: Ok and what was the purpose of allowing them make their own game?

Par: To get them thinking about things such as point scoring, working as a team, learn leadership skills, that sort of thing.

Int: Do you think it worked?

Par: I'd say so

Int: Did you have some sort of assessment in place to see what they had learnt?

Par: [pause] well I constantly asked them questions about what they were doing and why they were doing it and the responses usually indicated they were learning what was intended.

Int: I see, great, thank you. Besides this, what other teaching methods have you used?

Par: How do you mean?

Int: So you gave an example last time of problem solving based learning. Research tends to suggest that mixing teaching styles is the most effective way of teaching. So is there any other ways you like to teach besides this?

Par: To be honest I tend to use this where possible as it usually works.

Int: Ok, great, thanks. Are you aware of any other teaching styles?

Par: Not really. Well . . . obviously there's like telling the kids what to do and they do it and that sort of stuff. Personally I don't think that's right though.

Int: Ok, why not?

Par: It's just a bit boring to be honest. Who wants to be told what to do all the time?

Int: Fair enough. Valid point that. So ultimately what informs what you teach?

Par: Well, depends on what I get asked to teach by the school really.

Int: Ok, so do the schools give you the session plans?

Par: No, the company do.

Int: So do you stick to the company's plans or do you adapt them?

Par: I change them to be honest.

Int: How come?

Par: I think they're pretty crap plain and simply. Not really very realistic for some of the age groups.

Int: I see. So if you create a plan and it doesn't work, what do you do for next week?

Par: Luckily I've not had many plans totally mess up. But if they don't quite work, I try and do it again the next week but change it slightly.

Int: So do you stick to specific plans each week?

Par: No. I change them based on how the week be fore's lesson went.

Int: Fair enough. Ok, so do you assess the classes you teach?

Par: How do you mean?

Int: Well, you say you teach the P.E in the school, so do you write the P.E part of their report?

Par: No

Int: Ok. Do you think you should?

Par: No

Int: Why not?

Par: Well I only see them for like a couple of hours a week, so I don't really know how good they are.

Int: Does the classroom teacher see them for more than this to do P.E with them?

Par: I'm not too sure. I think the teacher does some P.E with them too

Int: I see, can you think of any effective ways you could assess the learners?

Par: No. It's the teacher's job. I mean, obviously I watch them each week and give a little bit of feedback to the teacher, but I've no idea if they take my feedback on board.

Int: Ok, have you ever heard of assessment for learning?

Par: No

Int: Ok, no problem. So thinking about the NCPE now, explain how you decide what content you are going to teach?

Par: Well as I said, the school tell me what they want me to teach. I then tell the company. They give me plans for that module, then I use those and adapt them a bit.

Int: Ok, so what module information does the school give you?

Par: None

Int: Ok, do your lessons coincide with the NCPE?

Par: I think so yes.

Int: Are you aware of the different modules that make up the NCPE?

Par: Well I've taught gymnastics, dance, football, rugby, hockey and probably a few more too.

Int: Ok. What do you see as the most important element to inform the actual content that you teach?

Par: Fun. The content must be enjoyable.

Int: Ok. I agree that's important. So thinking about professional development now; explain the training you received to obtain the post as PSPE teacher?

Par: The company watched me teach in a school in Newport, said I was good enough so job done.

Int: I see, did the school have any say in the recruitment process?

Par: No. The company just used them for the recruiting.

Int: Ok. Since this, talk to me about the professional development you have received?

Par: [Laugh] I've not had any.

Int: Ok. If you were to have come, what area's would you say would improve you as a teacher?

Par: [Pause] Content knowledge would be good. Like when I teach rugby it's fine. But gymnastics and dance it would be good to know a bit more and have a few more idea's.

Int: Ok fair enough. So to wrap that up do you think you have enough training to be the best teacher you could be?

Par: [Laugh] No.

Int: Ok, so my study looks to evaluate the role and effectiveness of people like yourself. So what impact would you say you have on the individuals that you teach?

Par: I'd say it's positive. I see them smiling and running around in the lessons. They always seem to be red faced by the end which indicates they are receiving a good hour or so of physical activity.

Int: Besides making them active, do you make an impact in any other ways?

Par: Well . . . they learn about different sports and things so it makes them more knowledgeable.

Int: Ok, thinking about the school then, what impact do you have to the whole school?

Par: [Pause] Well I get on with the teachers and head teachers so that's good. If they ask me to help them do things I will.

Int: Do you have any examples of this?

Par: I helped to organise sports day last year, which the school seemed to appreciate.

Int: Ok lovely. The aims and values of P.E seek to provide a learning experience for all that is meaningful and enjoyable. How do you coincide with these values?

Par: Well my lessons are enjoyable for a start.

Int: Ok, what about keeping everybody involved?

Par: I try where possible, but there is always a couple that mess about or just don't like P.E.

Int: Ok, fair enough. Do you try to involve these?

Par: To be honest, as long as their not affecting anybody else, I usually just let them get on with it.

Int: Ok. So finally, is there anything else that you would like to add?

Par: Can't think of anything no.

Int: Ok great. Again thank you for participating.

Appendix E

Appendix E

All Principal Investigators (PI) undertaking a research project which involves human participants should complete and sign this application form.

The document *Guidelines for obtaining ethics approval* gives full details of how to complete this form and is available via the research pages of the UWIC website. You should refer to this document in order to avoid unnecessary delays with your application.

As a PI, you are responsible for exercising appropriate professional judgement in this review and for operating within UEC (and any School and professional) guidelines in the conduct of the study.

Participant recruitment or data collection must not commence until ethics clearance has been obtained.

Principal Investigator:	Shane Owen
Supervisor (if student project):	Julia Longville
School:	School of Sport
Type of researcher:	Undergraduate Student
Programme enrolled on:	Sport And Physical Education
Project Title:	Are non-qualified external providers of Physical Education an adequate replacement for Primary school Teachers during PPA time?

PART ONE – ETHICS REVIEW CHECKLIST

ERC1: Will the study involve NHS patients or staff?	No
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If **YES**, you do not need to complete Part Two of this form. Instead, an application for ethics approval must be submitted to the appropriate external NHS Research Ethics Committee. Complete Declaration A overleaf and forward a copy of your NHS application plus Part One of this form to your School Ethics Committee for information.

ERC2: Does your research fall <i>entirely</i> within one of the following three categories: <ul style="list-style-type: none">• Paper-based, involving only documents in the public domain• Laboratory based, not involving human participants or human tissue samples (eg electronics, chemical analysis)	No
--	----

- Practice-based, not involving human participants (eg exhibitions, curatorial, reflective analysis, practice audit)

If **YES**, you do not need to complete Part Two of this form. Instead, complete Declaration B overleaf and send the completed form to your School Ethics Committee for information.

If **NO**, you must complete Part Two of this form and submit your application (Part One and Part Two) to your School Ethics Committee for consideration.

DECLARATION A

I confirm that the information contained in this form is correct

My research involves human participants and ERC1 indicates I must obtain ethics clearance from the appropriate external health authority ethics committee.

Signature of Principal Investigator:

Date: [Click here to enter a date.](#)

DECLARATION B

I confirm that the information contained in this form is correct

My research falls entirely within the categories described in ERC2 and I do not need to take further action to obtain ethics clearance.

Signature of Principal Investigator:

Date:

Brief synopsis of project:

Previous research within this topic has considered the use of subject specific specialists to facilitate all PE within primary schools. Professional development has been analysed and often concluded as weak in terms of providing teachers with enough scope to teach high quality PE. The purpose of this study is to observe external providers of PE and evaluate whether or not they deliver high quality PE to a standard that should allow them to be an adequate substitute for a classroom teacher. Therefore my method for data collection is an observation immersed in the primary school PE environment, using three questions from Estyn, 2:2 (teaching) criteria. The data will be analysed qualitatively with solid analysis describing the results.

FOR STUDENT PROJECTS ONLY

I confirm that I have read and agreed the information contained in this form

Name of Supervisor: Click here to enter text.	Date: Click here to enter a date.
Signature of Supervisor:	

School Research Ethics Committee use only	
<input type="checkbox"/> Considered and supported	<input type="checkbox"/> Considered and not supported
Name: Click here to enter text.	Date: Click here to enter a date.

PART TWO – APPLICATION FOR ETHICS APPROVAL

Expected Start Date:	05/10/2012		
Approximate Duration:	5 Months		
Funding Body (if applicable):	N/A		
Other researcher(s) working on the project	Julia Longville		
Does your project require ethical approval from an NREC or other body?			No
If yes, please name the NREC or other body		Click here to enter text.	
Does your project use Human Tissue?		No	
Has CRB clearance been given?	Yes	If yes, which organisation holds details of the check ³ ?	The F.A and UKA

DECLARATION	
I confirm that the information contained in this form is correct Signature of Principal Investigator:	Date: Click here to enter a date.
FOR STUDENT PROJECTS ONLY	
I confirm that I have read and agreed the information contained in this form	
Name of Supervisor: Click here to enter text.	Date: Click here to enter a date.
Signature of Supervisor:	

Research Ethics Committee use only

³ In cases where a CRB check has been sought by an external organisation, confirmation from that organisation that a satisfactory check has been received is required by UWIC at application stage.

Decision reached:		Project approved	<input type="checkbox"/>
		Project approved in principle	<input type="checkbox"/>
		Decision deferred	<input type="checkbox"/>
		Project not approved	<input type="checkbox"/>
		Project rejected	<input type="checkbox"/>
Project reference number: Click here to enter text.			
Name: Click here to enter text.		Date: Click here to enter a date.	
Signature:			

A – PROJECT DETAILS	
A1 In order to give members of the ethics committee some idea of the nature of your research, please answer the following questions with regard to this project:	
Will you take blood or tissue samples from participants?	No
Will the study involve prolonged or repetitive testing OTHER THAN repetitive training exercises of a type which form part of the participants normal activities (such as athletics or music training)?	No
Are drugs, placebos or other substances (eg vitamins) to be administered to participants?	No
Could the study induce physiological or psychological stress or anxiety significantly greater than the participants are likely to experience in their daily lives?	No
Does the study involve participants who are unable to give informed consent?	No
Will the study involve children? (NB: Projects in professional practice involving groups of children in a public place in school, with the permission of the school, are exempted)	No
Is pain or more than mild discomfort likely to result from the study?	No
Will financial inducements, other than reasonable expenses and compensation for time, be offered to participants?	No
Will deception of participants to necessary during the study?	No

A2 Briefly describe the rationale behind your project
Research into PPA time is limited; however the use of external providers within P.E is a growing issue within primary school PE. Furthermore the quality of external providers as an alternative to a classroom teacher is un under researched, (www.timeseducation.gov.uk accessed 26/05/2012) therefore the present study should

fill this gap.	
A3 What are the aims of the research?	
To recognise whether external providers of are able to consistently deliver high quality PE, coinciding with Estyn guidelines. To understand whether or external providers are beneficial to the school, and are competent enough to cover a qualified classroom teacher.	
A4 Will you be using an approved protocol in your project?	Yes
A5 If yes, please state the name and code of the approved protocol to be used⁴	
Estyn common inspection framework as of September 2010, section 2:2 (teaching).	

If your project does involve the use of an approved protocol, please indicate when answering the following questions, which areas of your study are covered by the protocol

A6 What methods of data collection and analysis will you adopt?	
Data collection will be completed by observing external providers of PE who work for a company in South Wales (Superstars). Observation findings will be recorded on section 2:2 of the Estyn marking criteria. Data will be analysed qualitatively with descriptions of unnamed provider's ability to deliver high quality PE as a classroom teachers' replacement. Having confirmed this with the company, observations of PE lessons will and must be accompanied by the company's quality assurance officer.	
A7 What remuneration (if any) will be offered to participants?	
N/A	
A8 From which group(s) will participants be recruited and what sampling method and criteria will be used?	
I will observe 6-10 members of staff based on convenience to the company. For example: I will travel with the quality assurance officer to the school where he is also observing a staff member.	
A9 How many participants will be involved?	
6-8. Having spoke to my supervisor we agreed that somewhere between this number will be sufficient to gather a range of results, representative of external providers. It prevents too much disruption in the schools and the providing company, however remains a sufficient number to gather comprehensive results.	
A10 Where and how will the participants be recruited and what method of initial contact will you use?	
Having contacted the company, the staff participant will be contacted beforehand to give consent by the company, however in general the participant will be chosen based around the companies assurance officers' duties. E.g. Which provider is next on their list to visit in which schools.	
A11 What previous experience of research involving human participants relevant to this	

⁴ An Approved Protocol is one which has been approved by UWIC to be used under supervision of designated members of staff; a list of approved protocols can be found at [INSERT LINK]

project do you have?
My modules at university have given me experience in observing and marking student's ability to deliver PE based practice to their peers. This is the games and body management modules. Here I have set criteria (similar to my research study) to follow and resultant marks have to be allocated. Not only this but my research methods module has given me the knowledge to analyse qualitatively and quantitatively as well as analyse data using relevant correlation software. I have filled in questionnaires for professors and lecturers in order to help them with their studies. This has given me knowledge of how to write a letter asking for participants as well as how to conduct a questionnaire based method of data collection.
A12 Student projects only What previous experience of research involving human participants relevant to this project does your supervisor have?
Click here to enter text.

B – POTENTIAL RISKS
B1 What potential discomfort or inconvenience to the participants do you foresee?
The major discomfort potentially felt by my participants is anxiety about being observed. This may not hold true however as they are regularly reviewed by the companies assurance officer.
B2 How do you propose to deal with the potential risks?
Being sat with a member of staff from the company that knows the provider well will reduce the uncomfortable feeling surrounding the observation. I will also relay the nature of my study to them and reassure them that the data collected is confidential and by no means am I there to make the participant look bad. I will emphasize my neutral stance on the data being collected and make it clear I am looking for patterns to emerge, not existing ideas.
B3 Do you intend to use a questionnaire to ascertain an individual's level of physical fitness or health before accepting them as a participant? If yes, please give details.
No
B4 What potential risks to the interests of the researchers do you foresee?
Opinions of primary school PE may change for the worst. If the researcher witnesses unsatisfactory PE it may determine the way the researcher generalises it to all primary PE quality. As well as this the schools that are allowing me to use their facility may see my study as negative, and therefore have negative pre-determined ideas about the researcher's personality.
B5 How will you deal with these potential risks?
The risks will be eliminated by being as open and honest with the schools. Enforcing the fact the study is completely inductive, meaning that the findings could turn out as either positive or negative in terms of the delivery of high quality PE would narrow the risk of poor relationships with participating schools.

C – CONSENT

C1 Will informed consent be sought from participants?	Yes
C2 IF NO, explain why informed consent will not be sought	
C3 IF YES, describe how informed consent will be obtained and attach copies of relevant documents	
Consent will be obtained by asking the participant to sign a consent form, which will emphasize that the participants data collection can be withdrawn from the study at any point.	
C4 If you are using an approved protocol, has the approved wording for participants been included in your Participant Information Sheet?	No
C5 If NO, why not?	
As the protocol is simply the marking criteria that the participant should be used too, it is not relevant to show them this beforehand.	
C6 If there are doubts about participants' abilities to give informed consent, what steps have you taken to ensure that they are willing to participate?	
I will speak to a contact close to them and checking with the provider of PE beforehand.	
C7 If participants are aged under 18, describe how you will seek informed consent	
Informed consent will be obtained by speaking to asking a parent or guardian to sign the consent form on their behalf. This is unlikely as the vast majority of employee's working for the PE providing company are 18 or above.	
C8 How will consent be recorded?	
Consent will be recorded using a consent form, which will be kept until the study is completed. After this the consent form will be disposed of.	

D – OTHER DETAILS	
D1 Will participants be informed of their right to withdraw without penalty?	Yes
If no, please detail the reasons	
Click here to enter text.	
D2 How will you ensure participants' confidentiality and anonymity?	
The information that is disclosed about the individual's performance will be referred to as "participant number 1, 2" etc (depending on which participant it was). Therefore the individuals name will not be given. In line with this, the school I enter will be referred to as "primary school 1, 2" etc (depending on what number school is attended). Therefore the actual schools names will not be used in the study.	
D3 How will issues of data storage be addressed?	
All data will be kept in a secure folder, hidden away. This is because the data will be hand written as my method is observation, following approved Estyn criteria. Anything typed up will be on a secure computer with passwords needed for access.	
D4 Are there any further points you wish to make with regard to the proposed research?	
No	

NB: When submitting your application, in addition to this form your School Ethics Committee will expect to see copies of the documentation you will use during your project. Depending on what your project entails, this may include:

- Participant information sheet (See Section C)
- Participant consent form (See Section C)
- Parents information sheet (See Section C)
- Parents consent form (See Section C)
- Participant questionnaire (See A6)
- Health questionnaire (See B3)
- Letter to the organisation at which research will take place

Refer to the document *Guidelines for obtaining ethics approval* for further details on which documents you should provide and exemplar forms for your reference when compiling this information.

Appendix F

Appendix F

**CARDIFF METROPOLITAN
INFORMED CONSENT FORM**

CSS Reference No:

Title of Project: Are non-qualified external providers of Physical Education an adequate replacement for Primary school Teachers during PPA time?

Name of Researcher: Shane Owen

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated for this observation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

3. I also understand that if this happens, our relationships with the Cardiff Metropolitan University, or our legal rights will not be affected

4. I understand that information from the study may be used for reporting purposes, but I will not be identified.

5. I agree to take part in this study on

Name of Participant

Signature of Participant

Date

Name of person taking consent

Date _____

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher's files.