

Cardiff School of Sport
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Comments	Section
	<p>Title and Abstract (5%)</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>
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CARDIFF METROPOLITAN UNIVERSITY
Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

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**AN INVESTIGATION IN TO WHAT EXTENT IS YOUNG
PEOPLE'S PHYSICAL LITERACY SKILLS DEVELOPED
IN PE?**

**(Dissertation submitted under the discipline of
pedagogy**

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PE?

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LIST OF ABBREVIATIONS

PE - Physical Education

NCPE – National Curriculum for Physical Education

MAT – More Able and Talented

HQPE – High Quality Physical Education

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ABSTRACT

The aim of this study was to explore the concept of Physical Literacy within Physical Education (PE). The concept of physical literacy is formed with the attributes motivation, confidence, physical competence, knowledge and understanding and effective interaction which are all interlinked and share reciprocal interrelationships with each other (Whitehead, 2010). There has been very limited research on how Physical Literacy can be fostered within a Physical Education environment. This study explored the importance of Physical Literacy within lessons and the current strategies being used by teachers to develop this concept. Four PE teachers in two secondary schools were each interviewed by the researcher in order to explore their thoughts, feelings and opinions of Physical Literacy. Two of the PE teachers were heads of department (PE) at their school and the other two PE teachers were newly qualified teachers with just one to four years experience within the teaching field. The semi-structured interviews focused on four key themes; motivation, confidence, physical competence and knowledge and understanding. Both inductive and deductive content analysis was used to analyse the data collected from these interviews and to obtain the results. The results of this study identified that Physical Literacy was a requirement within Physical Education lessons in order for children to be physically literate and to lead physically active healthy lifestyles. The study also identified a relationship between a lack of knowledge of Physical Literacy and how it can be embedded into Physical Education lessons. Future studies could look at a case study approach implementing in two different secondary schools to gain a further understanding of Physical Literacy and the strategies currently being used to develop this emerging concept.

CHAPTER 1
INTRODUCTION

1.0 INTRODUCTION

Physical Education can be defined as planned, progressive learning within the curriculum and includes both 'Learning to Move' and 'Moving to Learn' (AFPE, 2008). Physical Education is seen as a potentially valuable resource in combating sedentary lifestyles by facilitating the development of movement skills and engagement with lifelong physical activity (Dismore and Bailey, 2009). Being involved in Physical Education helps to develop an individual's movement skills and enhance their chance of being physically active later on in life. Physical Education is defined as through physical activity and experiences, a formal inculcation of knowledge and values develop (Davis, Roscoe & Bull, 2005, p.462). Physical Education is a core subject within the national curriculum in England and Wales, making it compulsory for school children between early foundation years to school leaver at Key Stage 4 (Laker, 2000). Pickup et al. (2007. pg.1) described Physical Education as "the most appropriate place for high quality, motivational and individually relevant provision is therefore within a fully inclusive, statutory curriculum."

Within PE teachers teaching methods, they aim to promote success and encourage lifelong participation in sport (Model & Todorovich, 2005). Physical activity habits need to be developed in early life and that early, positive, physical activity experiences may increase the likelihood of maintaining a physically active lifestyle (Alderman, Beighle & Pangrazi, 2006). The enjoyment experienced in effective physical activity is said to reinforce and develop a child's self-esteem and in turn motivate them to further participate in physical activity (Sonstroem, 1997; Fox 1988). Mandigo et. al (2009) stated within educational settings, the role of PE is to move beyond the physical development of students. High Quality Physical Education (HQPE) and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health enhancing physical activities in line with their abilities (Green and Hardman, 2005).

The effects of Physical Education have been understood to stimulate the physical literacy of an individual throughout life. Doherty and Brennan (2008) have undeniably demonstrated Physical Literacy can be defined as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level throughout life. Physical Literacy is also seen as a human capacity that is acquired in education, drawn upon and further developed throughout life, enabling the individual to benefit from a worldwide range of opportunities (Capel,

2004). Physical Literacy in physical activity has been proven to have a positive impact on the individuals learning across the whole of the curriculum including more than just in physical movement but also enhancing individuals ability to 'read' the environment and respond effectively (Whitehead, 2001).

Physical Literacy is therefore sometimes seen as more than just being educated in Physical Education, it involves a universal concept that is an end state relating to full human capacities involving larger muscle groups that physically challenges individuals (Whitehead, 2001). Physical Literacy is best developed in a school environment as one of the purposes of the school is to promote a pro-fitness lifestyle. This means that after completing education, the individual will be able to engage in different forms of physical activity on a regular basis and further their skills and qualities across the curriculum and enhance their learning in their extra-curricular activities (Tomik, Olex-Zarychta and Mynarski, 2012). One of the main purposes of Physical Literacy is that pupils leave school with a rich and rewarding experience that motivates them to continue with physical activity once they have finished education (Whitehead, 2005b).

The purpose of this study was to explore the concept of Physical Literacy within a Physical Education environment. The study:

- Considered the way in which teachers maximised children's Physical Literacy skills within a Physical Education environment.
- Explored the way in which Canadian and Australian teachers have incorporated Physical Literacy into their PE lessons.
- Considered how Physical Education teachers aim to increase and develop a child's Physical Literacy skills within PE.
- Investigate how beneficial the teaching strategies are that are currently be used by PE teachers within the Welsh Initiative and how they plan to develop these skills with new Physical Literacy frameworks being put in place.

In order to achieve the aims of this study, a quantitative research method will be used to interview four Physical Education teachers in two Secondary Schools. This method will be used to record statements for teachers' experiences within Physical Education lessons relating to the aspects of Physical Literacy.

CHAPTER II
REVIEW OF LITERATURE

2.0 REVIEW OF LITERATURE

The rationale of a literature review is to explore the previous research related to the research topic (Whitehead, 2001). Gratton and Jones (2010) noted that:

The literature review provides a background to the research, where it is important to demonstrate a clear understanding of the relevant theories and concepts, the results of past research into the area, the types of methodologies and research design (p.55).

A review of the previous research needs to be addressed in order for the researcher to conduct their research area in further detail. This chapter aims to research the key themes of Physical Literacy in a Physical Education environment.

2.1 Physical Literacy

It is proposed that nurturing and establishment of Physical Literacy should be the underpinning goal of all movement work in pre-school, school, extra-curricular and post-school settings (Whitehead, 2007). Physical literacy is appropriate to each individual's endowment and can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life-course" (Whitehead, 2013, p. 1). The attributes of physical literacy motivation, confidence, physical competence and effective interaction with the environment form the concept of physical literacy are all interlinked and share reciprocal interrelationships with each other (Whitehead, 2010). According to UK Sport (2002) Physical Literacy 'is the development of an individual's agility, balance, coordination and skill across a wide range of activities.' Physical Literacy is seen to be the foundation of an individual's social/cognitive, behavioural and fitness related that children need to process or develop in order to receive the inherent benefits of taking part in physical activity and sport for life-long enjoyment and success (Tremblay & Lloyd, 2010). Physical Literacy is also seen as the way in which children and young people develop skills, knowledge and attitudes with poise and confidence (Mandigo et al. 2009). Similarly Whitehead (2001) suggests that the characteristics of a physical literate individual are that they move with poise, economy and confidence in a wide variety of physically challenging situations.

Physical Literacy has emerged as a critical factor in athletic development and is seen as essential to enhancing young athletes as it can prepare them for situations that they might not have previously experienced as part of their fundamental movement skills training (Sullivan et al., 2010). The Sports and Physical Activity Review (2013) revealed that early work on Physical Literacy in the school environment was an important preliminary for young people to develop the confidence and competencies to be active throughout their lives. Physically Literate individuals not only move efficiently but they also move creatively, competently, ethically, enthusiastically and in socially responsible ways (Mandigo et al, 2009). Hence individuals who are Physically Literate have the knowledge, skills and attitudes to lead healthy lifestyles for themselves as well (Mandigo et al, 2009).

A physically literate individual has the capacity to interact skilfully in a wide variety of contexts, familiar and unfamiliar (Whitehead, 2007). Developing Physical Literacy in the early years provides the tools for this skilful mastery of self in the environment. Sheehan & Katz (2010) similarly agree and state that Physical Literacy addresses the development of the whole child from the perspective of the physical, cognitive, social and affective domains and missing out on the vital building blocks for participation could stifle the opportunity for young people to develop confidence and competence during the crucial physical skill development stages. Compared with the UK Sports Council's (1992) National Fitness Survey found that 25% of those who were 'very active' between 14–19 years were still active in later life, whereas only two per cent who were currently active had been inactive at these ages.

Physical Literacy is the application of foundation knowledge and understanding in ethical and proficient ways across a wide range of environments, tasks and situations that makes an individual truly literate (Mandigo et al, 2009). The individual is perceptive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to those with intelligence and imagination (Whitehead, 2007).

Physical Education can help develop Physical Literacy in young people by providing youngsters with an environment that is structured to increase their motivation to become and remain physically active (Alderman, Beighle & Pangrazi, 2006). Physical Education in schools should be less focused on specific activity skill development and immediate fitness and more concentrated on developing and maintaining all round embodied competence, together with positive attitudes towards this sphere of human activity (Whitehead, 2007). Sheehan & Katz (2010) state that being unable to participate fully in daily school activities

can lead to feelings of exclusion which can affect a child's self esteem and academic performance. This negative cycle must be improved through creative high quality physical education and unique extra-curricular programmes. No matter how limited an individual's capacities such as in respect for those with embodied impairment, any increase in Physical Literacy will have a marked effect on their quality of life (Whitehead, 2007).

Without an inherent desire to participate in physical activity, some children will continue to 'slip through the cracks' towards a lifetime of obesity-related health issues. Youngsters have to have an innate desire to be active and it is the responsibility of the Physical Education specialist to fuel these desires. The willingness for youngsters to try new experiences and continue to participate in physical activity depends on a youngster's perception of his/her ability or perceived physical competence. Students who are not given an opportunity to learn, sufficiently practice and develop perceived competence in performing physical skills will likely develop negative feelings towards Physical Education and be less likely to engage in physical activity later in life (Alderman, Beighle & Pangrazi, 2006). Mandigo et al. (2009) state the term 'competence' as inclusive, implying that it is unique to each individual rather than being based upon norms for skill acquisition. It is based upon various skills and not population norms.

Youngsters participate in physical activities for inherent reasons such as enjoyment and the pleasure of accomplishment that comes from learning and improving skills (Alderman et al. 2006). A high perception of a mastery climate has been shown to increase enjoyment, satisfaction and attitudes towards PE (Escartí and Gutiérrez, 2001). Specifically, promoting intrinsic motivation, enhancing perceived physical competence and creating a mastery-orientated physical activity environment are three key areas that have been identified as important components of physical activity motivation, one of the key concepts within Physical Literacy. Intrinsically motivated youngsters are more likely to perceive their physical activity experiences as positive, thus leading them closer to a physically active lifestyle. To increase motivation within a PE environment, it is important to allow students the freedom to make choices during Physical Education (Alderman et al., 2006).

2.2 Canadian model of Physical Literacy

The Sports and Physical Activity Review (2013) reported that in Canada Physical Literacy has been recognized as being an important outcome of education and they have made changes to their curriculum to enhance the development of Physically Literate young people. Physical Literacy has also been used by some National Governing Bodies of Sport in Canada as part of their talent pathways, underpinning the importance of developing Physical Literacy at an early stage to nurture future talented athletes. Canadian Sport's (2006) Long Term Athlete Development Plan (LTAD) recognizes Physical Literacy as the foundation for developing the skills, knowledge and attitudes needed for the nation to lead healthy lives (Mandigo et al. 2009). The model is based on exposing Canadians to developmentally appropriate physical activity and sport across their life span (Higgs, 2010). The definition of Physical Literacy provided by the Canadians is 'the development of fundamental movement skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic and sport situations' (Mandigo et al. 2009., pg.27). This differs from the research of Whitehead (2013) as the author believes children need more than just confidence and good physical skills to be physically literate. Motivation, confidence, physical competence and knowledge and understanding are key assets to maintaining purposeful physical pursuits/activities throughout the life-course" (Whitehead, 2013, p. 1). Each attribute within physical literacy affects each other. If an individual's motivation is increased then this can lead to increased participation which can enhance confidence and physical competence. If these attributes are increased then other characteristics such as knowledge and understanding develop (Whitehead, 2010).

Physical Literacy has been identified in LTAD as fundamental to the development of an athlete suggesting that individuals who have the necessary background to be competent athletes and to be physically active throughout their lives (Sullivan et al. 2010). Athletes who progress through the LTAD process experience training and competition in specifically designed programmes that consider an individual's biological and training ages when creating periodised plans, specific to their development needs. According to Higgs (2010) Physical Literacy has been made a key component of current discussions about how sport, recreation, health and physical education can help Canada deal with its growing problems of increased levels of physical inactivity and obesity.

2.3 Long term athlete development (LTAD) Model

The Canadian LTAD model divides the human life span into seven activity-related stages (Higgs, 2010). These are designed to provide everyone with the skills, attitude and knowledge required for healthy engagement in life-long physical activity. The LTAD model has three stages varying from a young age up until teenage years. Active start is from birth to age 6 where children develop basic human movement skills and positive attitudes towards being active and habits of engaging in regular frequent activity. They should be active for 60 minutes per day and should not be inactive for any period of one hour unless they are sleeping.

Fundamentals includes boys from age 6-9 and girls ages 6-8 due to the faster maturation of girls at this stage. This stage is where they master the fundamental movement skills such as agility, balance and co-ordination in various environments such as swimming, skiing and running. They will also learn to master body control skills, locomotor skills, sending and receiving skills and object manipulation skills.

Learn to train is the third stage of the model where boys aged 9-12 and girls aged 8-11 learn specific fundamental sport skills as it is the stage of development where the brain reaches close to adult volume. Physical Literacy is being educated into PE lessons to help educate and motivate young people to participate in physical activity from a young age as its then part of their daily routine.

The Canadian Assessment of Physical Literacy has been split into four domains to help assess children's learning within PE: a) Physical Fitness: cardio-respiratory, muscular strength and flexibility. b) Motor Behaviour: fundamental motor skills proficiency. c) Physical Activity Behaviours: directly measured daily activity. d) Psycho-Social/Cognitive factors: attitudes, knowledge and feelings (Tremblay & Lloyd, 2010). Being Physically Literate is achieved through the integrated interaction of these domains to facilitate lifelong healthy physical activity all of which are key elements.

2.4 Australian model of Physical Literacy

Physical Literacy in PE is also being developed in Australia as sedentary lifestyles are the fourth highest risk factor in reducing Australian productivity. A recent Australian review paper (Keegan et al. 2013) reports that Australia needs to ensure its citizens are willing and able to be more physically active, and this can start at pre-school and primary school. The quality of children's early experiences in physical activity can be highly variable and if these experiences fail to be enjoyable and build basic movement capacities, then children will be less likely to try, enjoy, and succeed in their future physical challenges. It is therefore considered important to master this at a young age to ensure they are promoted with physical activity and therefore lead healthy lifestyles.

Australia's concept of Physical Literacy includes the ability to move effectively, the desire to move, the perceptual abilities that support movement, the confidence and assurance to attempt movement challenges and the subsequent ability to interact effectively with their environment and other people. Australia's model is similar to the Canadian model starting with active start and following through the other development stages. Australia's model proposes that failure to develop relevant capacities during these critical periods will forever undermine the child's capacity for key athletic skills. Recent strategies promoting Physical Literacy have suggested any physical activity for health is acceptable and has moved away from the 'sport only' viewpoint.

'Getting Australia Moving: Game Plan' document researched several journal articles within a PE environment that incorporated the use of Physical Literacy, all of which has positive benefits. Telford et al. (2012) study revealed that schools with more active children contained healthier children and achieved better performance within their Physical Education lessons. Trudeau and Shepherd (2008) and Taras (2005) both found that increased time in PE increases learning in class and increased physical activity linked to an improvement in fitness, concentration, memory and classroom behaviour. Tomporowski et al. (2009) found positive effects of exercise and physical activity on children's cognitive performance, intelligence scores and academic performance. All studies identified have all been positive experiences of physical activity. Australia's Physical Literacy model emphasis seems to be that once the fundamentals are learnt, everyone will stay involved in sport in the longer term, with the goal of becoming excellent or competitive. This

emphasis once again focuses on sport and performance over-and-above active lifestyles, health and quality-of-life.

2.5 Welsh Proposal of Physical Literacy

A recent proposal 'Developing Physical Literacy in Wales' by Jan English is an initiative currently being designed in Wales where the main aim is to develop Physical Literacy through a Dragon Multi-skills & Sport (DMSS) approach. This approach values the 'how' rather than 'what'. This Welsh initiative is helping children develop a set of transferable skills in a fun based activity way, that will support the child to make choices and be more successful, leading to enhanced Physical Literacy, increased participation and frequency of participation, improved performance and life-long participation that impacts positively on every child's health and wellbeing. The DMSS supports the development of skills for a life in sport, providing children with the skills and confidence from an early age to be Physically Literate through High Quality Physical Education (HQPE) and engaging sporting experiences.

The DMSS includes activities based on what the child can do and what they would like to do rather than what the deliverer wants them to do. It also involves listening to the child and valuing their contributions in class, giving them an increased responsibility and ownership for their own learning. Fun and motivating games will be incorporated into a PE lesson rather than specific sport drills where they can still develop their technical skills, but in a fun way. Wider skills such as thinking, communication, personal, social and emotional, teamwork, leadership and alternative roles such as being a captain or a leader are crucial to developing Physical Literacy.

2.6 Rationale of the study

Research from Whitehead (2007, 2010,2013), Mandigo et al. (2009) and Higgs (2010) has shown that Physical Literacy has a positive effect on children during Physical Education lessons and that it should be incorporated from a young age to ensure that all young people will lead a healthy lifestyle and life-long participation in physical activity. Each attribute of Physical Literacy (motivation, confidence, physical competence, knowledge and understanding) are inter-linked and when one attribute is encouraged, the others are increased. Physical Literacy is still an emerging concept in the research field which this

study hopes to make contribution to. This study will analyse the relationship of how Physical Literacy is incorporated into Physical Education lessons in two Secondary Schools prevailing the research of Whitehead (2013).

CHAPTER III
METHODOLOGY

3.0 METHODOLOGY

The purpose of this chapter is to provide an overview of the methods adopted for this study. A method should be detailed enough for a competent researcher to reproduce the study (Thomas, Nelson & Silverman, 2010). This chapter explores the different elements of the process used to conduct this study.

3.1 Research Design

A qualitative approach was adopted for this study as it provided a wealth of detailed information about a group of people's experiences, perspectives and behaviours; increasing the understanding of a specific phenomenon (Patton, 1990; Johnson & Christensen, 2008). Qualitative research aims to capture qualities that are not quantifiable and that is reducible to numbers such as feelings, thoughts and experiences (Gratton & Jones, 2004). The aim of this study is to add to the research about Physical Literacy within secondary schools and how it can be used to ensure every child can lead a physically literate life.

The method used for the principle focus of this study was that of semi-structured interviews. Interviews provide qualitative data through the use of open-ended questions, enabling researchers to gain in depth understanding of a person's perspectives, entering the inner world of another person (Patton, 1987; Johnson & Christensen, 2008). A semi-structured interview was used in this study as it allows a large degree of flexibility but maintains a structured approach (Sloan, 2010). Rainer et al., (2012) recommended by using interviews the researcher was able to explore the participant's opinions and experiences whilst retaining a core of standard questions.

Qualitative methods such as using interviews tend to use open-ended questions that get at the 'why' and 'how' of an individual's perception of a phenomenon (Bamberger, 2000). A semi-structured interview uses a standard set of questions that the researcher conducts in regards to the research question. By using a sequence of questions the researcher is able to probe questions for more information (Gratton & Jones, 2004). As this study focused on the teachers perception of Physical Literacy within a PE environment, semi-structured interviews were the most effective method of data collection compared to questionnaires.

This is because interviews can provide a broad range of information about a participant's thoughts and feelings around this topic area.

3.2 Ethical Approval

In order for the research to take place, ethical approval must be granted beforehand. This was done through the Cardiff School of Sport Ethics Committee at Cardiff Metropolitan University and approval for this study was granted in October 2013.

This code of conduct was followed to protect the participants and the researcher within the current study. All participants were given information about the purpose of the study, the benefits from the study and the potential risks that could occur (Kvale, 2007). Informed consent was collected from all participants. Each school participating in the study was given information sheets and consent forms to outline the rights and risks of the study, to express the confidentiality within the study and a contact number for the participant if there were any issues to be raised. "Informed consent means that no one should be involved in research as a participants without knowing about this and without having the chance of refusing to take part" (Flick, 2007, p.69).

Every effort was made to ensure that each participant felt at ease in completing the interview. Building a rapport with the teachers before the interview made both the participant and the researcher feel at ease. Each PE teacher was informed of the interview process and the right to withdraw at any time. Each interview lasted around thirty minutes. To maximise confidentiality, all data received and transcribed from the interview was stored in a secure place where only the researcher has access to. In order for the information to be released, consent forms were signed at the end of the interview showing an agreement between the researcher and participant.

3.3 Participants

For the purpose of the study, three female PE teachers and one male PE teacher in two secondary schools were interviewed. The study included one Head of PE from two of the schools along with one member of their PE department. The male participant used was a newly qualified PE teacher with just one year experience in the teaching field. A total of two Secondary schools were used for this study. All schools and participants will remain

anonymous and will be recognised with pseudonyms in the results and discussion section of this study.

3.4 Sample

Sampling occurs when larger group's characteristics are selected from a population (Johnson & Christensen, 2008). The researcher was interested in PE teachers' perception of Physical Literacy in lessons and the tools currently being used to develop this. The teachers were able to identify the benefits within Physical Literacy and the strategies they have been using as a school to educate children to be physically literate. As a result of this research question, a total of two secondary schools within the South Wales area participated within this study on the basis of personal contacts and availability. Both schools were mainstream and located in an urban environment with approximately 1000 students in each.

3.5 Pilot Study

A pilot study was conducted prior to the collection of the data. A pilot study should be used to practice the researcher's interview technique and to check the quality of the recording equipment (Greenbaum, 2000). A pilot interview took place with a newly qualified PE teacher in a familiar location to make the participant feel at ease. The pilot interview helps determine the time taken to undertake the interviews and any questions that need to be revised. Thomas et al., (2010) recommended amendments which are observed within the pilot study help to produce a more valid and reliable instrument for use with the main research. Furthermore, it allows the researcher to identify any barriers or ideas they may not have foreseen before the pilot which can be refined before the main study, increasing the likelihood of its success of the interview (Simon, 2011).

3.6 Procedure

The two Secondary schools were contacted via phone and email, requesting their participation in the study which both agreed to after the Christmas holidays. Each School was given clear aims and objectives of the study an information sheet around the study topic and a consent form in to which they signed and agreed to the terms and conditions of the study.

Unfortunately, one of the schools that agreed to participate within the study did not respond to email after the Christmas period and therefore left the researcher to find another school in very limited time.

Another school was contacted and agreed to participate in the study. The school was given information sheets and consent forms and then both schools arranged a time suitable for the interviews to take place.

Before each interview, the interviewee was given an introduction highlighting the aims and objectives, the confidentiality of the study and the fact they had the right to withdraw from the study at any time. The best form of information collection was that of using a Dictaphone (Holloway & Wheeler, 2002). Each interview lasted between 20 and 30 minutes where the same questions were asked to all participants. At the end of the interview, all participants were thanked for their involvement and time.

3.7 Data Analysis

The research was a qualitative study being defined as a “research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh and Shannon, 2005, p1278). A deductive content analysis was conducted in three stages, preparation, organization and reporting to produce replicable and valid implications (Krippendorff, 1980). First the researcher prepared the data by transcribing each of the interviews and re-reading the transcripts to develop key concepts that emerged through the collection of the data. Following this, themes for analysis were identified by using a coding system to translate the data (Kerlinger, 1970). After key themes were identified through the reading of each concept, all the information processed was transferred into a table so that comparisons and similarities could be made between the two schools and to see if new information could be added to the current literature within Physical Literacy.

3.8 Trustworthiness

Within qualitative research, it is crucial that trustworthiness is obtained to prove that the results are of a high quality and worth taking into account (Robson, 2002). Lincoln and Guba (1985) used four criteria to judge trustworthiness, these being: credibility, transferability, dependability and conformability. This criteria has been implemented into this study to highlight the importance of trustworthiness. Trustworthiness has been reinforced in this study by sending back the transcripts to the participants to ensure they have been transcribed correctly and also been listened to a numerous amount of times to ensure everything has been included in the transcripts. All participants were asked the same questions in the interview and all the findings have been drawn from the table of results within the transcripts.

3.9 Limitations

The time scale of the study resulted in only four PE teachers being interviewed. It would have been useful to have included more participants from a variety of different secondary schools.

CHAPTER IV
RESULTS AND DISCUSSION

4.0 RESULTS AND DISCUSSION

This chapter will establish the connections between the findings of the current research and those of the main themes that arose during the interviews. The results and discussion are presented together to present the findings coherently and avoid repetition (Smith, 1997). The key themes that were identified included: motivation, confidence, physical competence and knowledge and understanding. Each theme will be discussed individually into four sections of the chapter.

4.1 Motivation

Motivation is one of the key aspects that an individual requires for a life-long skill. Mandigo et. al (2009) stated within educational settings, the role of PE is to move beyond the physical development of students. When asked about knowledge of motivation within PE lessons, all participants had some understanding of the concept. All four participants agreed that motivation can be developed through Physical Education lessons but it was up to the teacher to ensure that this happens. Most participants had their own teaching style and way of developing a child's motivation in a Physical Education lesson. For example Mrs Smith suggested, "The most important thing that motivates children is praise." Motivation takes the form of approval and praise from another person or some form of reward such as a treat for a young person (Whitehead, 2010). Praising young people is essential in PE whether they performed the skill correctly or not. It is important to recognise achievement in young people to enhance their motivation levels for next lesson. Whitehead (2010) believes all of the attributes are inter-linked with each other and if one is being encouraged then it will contribute to the other attributes. Mr Jones stated, "I tend to spend a lot of time on trying to create the correct climate for the class." Each participant outlined the importance of increasing motivation within a PE environment and two participants in particular believe it is their duty to act as a facilitator rather than a teacher to provide this life-long skill. By applying the correct climate in the class enhances the motivation of young people to take part in PE lessons. This is best summarised in the comments Miss Davies and Mrs Evans in the same PE department:

Giving them responsibility is a high motivator. It's that perception of I'm in charge here, I can do this and that would motivate them for the next lesson. What they'll do is they'll be in four groups, each group will have a leader and

they'll have to organise their own doubles tournament, they'll keep their own score so they are very much responsible for everything.

By giving pupils different roles and responsibilities such as coaches, statisticians and refereeing in a PE lesson is often a motivating factor for them engaging them in the Physical Education lessons that occurs in school. Physical Literacy can be described as a disposition characterised by the motivation to capitalise on innate movement potential to make a significant contribution to the quality of life (Whitehead, 2010). These findings support the idea of Whitehead (2010) that by being physically literate, young people will have the skills, motivation and confidence to be regularly active throughout their lives. Alderman *et al.*, (2006) found that enjoyment and the pleasure of accomplishment that comes from learning and improving skills are key factors that influence young people's life-long participation. If pupils enjoy their PE lessons due to the correct climate that is evident in the class then children will increase their motivation to participate. Most intrinsically motivated youngsters are more likely to perceive their PE lessons as positive which will lead them to a healthy active lifestyle. All of the participants in this study suggested that it was down to the teacher themselves to create and deliver a positive PE lesson to improve motivation within the class. This supports the literature as it suggests that teachers can encourage pupils to set achievable self-referenced goals, while providing differentiation of tasks to keep children engaged, raise motivation, increase enjoyment while also creating a mastery-oriented climate (Gower, 2004; Murcia, Coll & Perez, 2009;).

Additionally, participants in the current study suggested that it was important to allow students the freedom to make choices within Physical Education. Mrs Smith suggested, "I think the more choice we can give pupils, the more decisions they make then hopefully the more engaged they become in my lessons." Mrs Evans stated "A bit more flexibility in choice." Whitehead (2010) supports this finding as one of the fundamental aspects of intrinsic motivation is the perception of choice and control. If children are given the choice of what they want to do in their PE lessons then they are more likely to enjoy, engage and participate in physical activity increasing self motivation. This is a positive factor suggesting young people will be more physically active throughout their life as they will have the ability to choose which activity they enjoy and which suits them best. Mrs Smith suggested:

We've decided to give them choice earlier on down in the school, so in year 8 they're allowed some choice. By the time they come to year 8, as long as they've had in year 7 a taster of all these different activities we offer, they've already made their mind up.

By giving pupils the choice of what they want to do earlier on in the school years will give the children a 'taster' of what activities they enjoy and what they would like to be incorporated into their Physical Education lessons, building on the attributes of Physical Literacy. The proposal for Physical Literacy in Wales supports this finding by stating the DMSS provides activities for what the children would like to do rather than what the deliverer wants them to do. It also involves listening to the child and valuing their contributions in class, giving them an increased responsibility and ownership for their own learning. If participants are performing activities they enjoy then there is more chance of them engaging within Physical Education lessons.

Most participants suggested that school PE kit was a de-motivator especially in female participants. Mrs Evans suggested,

"I don't know whether kit is another motivating factor, we've got rules but were not super strict, we do have exceptions. I suppose if we made year 9 wear skorts then that's not gonna be a motivating factor. They have to be comfortable in themselves."

Mrs Smith similarly summarised her view on the clothing worn in PE:

We've modernised from the old pleated skirts to skorts but still that's leaving some girls feeling uncomfortable and again they're not gonna be motivated if they're feeling uncomfortable. So from September we're gonna allow pupils from year 7 to wear leggings or tracksuit bottoms so we try and remove any barriers or any worries about them taking part in PE.

Schools are trying to remove any physical barriers to emphasise the importance of Physical Education and to encourage all children to be physically active thus improving and developing their motivation skills. By giving young people the choice of which PE kit they wear during their lessons encourages all participants to be comfortable therefore won't be distracted from lessons with the way they look. Motivation is a key element of an individual's life and can be developed through individuals to help improve their quality of life (Whitehead, 2010). Physical Education can help develop Physical Literacy in young people by providing youngsters with an environment that is structured to increase their motivation to become and remain physically active (Alderman, Beighle & Pangrazi, 2006).

4.2 Confidence

Confidence is a key aspect that can also be developed throughout secondary school Physical Education lessons. Confidence is a fundamental life-long skill that each human being should acquire to live a quality life. Self-confidence is enhanced due to the self-realisation that is felt through experiencing success (Whitehead, 2005b). When experiences in the Physical Education environment are positive, effective, reinforced and recognition is given for improvement, self-confidence is developed (Grogan, 2008; Gallagher, 2005). Mrs Smith strongly agreed with this research stating:

Most of the time if we meet the pupil half way and provide them with kit and we make them feel good and even though they don't do anything then often or not they will engage.

The research supports this statement suggesting that building a child's confidence is essential in PE and can be done through positive feedback and recognition of achievement. The more confidence a child has the likelier the chance of them leading a physically active and healthy lifestyle. This is what is currently being promoted. Mr Jones stated:

You can see just through gradually creating an environment, creating lessons where they've improved, and their confidence is building and their motivation has got better and better. You can see, overtime they do become more confident in the sports they take part in within their PE lessons.

This finding supports the work of Escartí and Gutiérrez (2001) that a high perception of a mastery climate has been shown to increase enjoyment, satisfaction and attitudes towards PE. Morgan *et al.*, (2005) uncovered that the most predominant predictor of a mastery-orientated climate was the recognition and evaluation in a PE lesson. To promote physical literacy, teachers provide methods of using recognition and evaluation within PE lessons in order to raise pupil's enjoyment within the lessons. Teachers should use positive feedback based on self-improvement (task-orientated) as oppose to judging pupils on normative comparisons (ego-orientated). Participants in this study agreed with this statement as they also believe that creating the correct climate in the class enhances confidence skills and participation rates in Physical Education lessons.

Most participants suggested that giving the pupils choice and control or responsibilities they do in their PE lesson is a confidence booster. Grogan (2008) stated when experiences within the PE environment are positive, effective, reinforced and recognition is given for improvement, self-confidence is developed." By giving pupils choice of which activity they want to do enhances the participation rate and engagement within PE

lessons. If an individual chooses an activity they enjoy then more often or not they will engage. Grogan's (2008) idea supports Mrs Smith's statement:

We've decided to give them choice earlier on down in the school, so in year 8 they're allowed some choice. By the time they come to year 8, as long as they've had in year 7 a taster of all these different activities we offer, they've already made their mind up.

Miss Davies stated, "We also have some more able and talented days so our More Able and Talented (MAT) pupils in PE run workshops for those pupils who are not as confident in PE to increase their skills. Whitehead (2010c) stated teachers can use differentiated tasks in different environments to produce increased levels of self-confidence within pupils. By organising MAT days teachers give more responsibilities in the schools and giving responsibility to pupils and this helps to increase their self-confidence. This strategy of improving confidence within young people is a really good way of engaging young people especially before they come to secondary school, so they are more confident when they walk through the door at the start of term according to participants in this study.

Most participants in the study agreed that forcing a child and using old school PE where the competitive element is key, leads to disengagement and lack of confidence within the subject. It is the teacher's role to ensure they promote a mastery climate where PE is inclusive for all children and all abilities. For example one participant stated, "I think if we force pupils into something they don't want to do, we are letting the team down." Miss Davies stated:

The fear of failure is massive with pupils in whatever lesson and sometimes they feel quite exposed especially in PE when doing a range of different activities. For some it's putting them on the spot. They're afraid of giving the wrong answers.

According to the NCPE, "All children and young people must be provided with an education that develops their personality and talents to the full" (NCPE 2008, p.4). Low self-esteem affects pupils' attitude to Physical Education as they maintain little intrinsic motivation to show competence as they feel pressure and tension within the task they have to perform. By forcing pupils to engage in something they don't want to participate in is a de-motivator and confidence levels drop. It is essential that this doesn't happen within a PE environment as when pupils have dis-engaged it is very hard to get them back and motivated into PE lessons again. Mrs Smith stated, "If you haven't got any confidence in what you're doing then you're always gonna struggle to achieve your potential." It is a teacher's duty to raise a pupil's self-esteem within lessons to increase confidence levels. This can be done through high levels of praise and recognition of achievement whatever

the achievement. Whitehead (2005a) stated that teachers as well as the NCPE need to move away from an activity centred performance model, to a more person centred participation model. This she suggests will help to achieve a mastery climate for the PE class and a sense of accomplishment to self and not others. Using this type of climate within a PE environment will help to increase the confidence levels of the young people who are engaging in Physical Education.

4.3 Physical Competence

Physical competence is the third concept within Physical Literacy. Competence is defined on an individual-by-individual basis and is based on various skills and not on population norms (Mandigo et al. 2009). However it must be remembered that this attribute alone can never be the sole constituent of physical literacy and the expression of physical competence must be accompanied by a positive attitude towards activity (Whitehead, 2010). Miss Davies and Mr Jones in the current study stated:

Well it (physical competence) all fits in together doesn't it? From the confidence and motivation our pupils are using the correct vocabulary more often and they're more confident and competent in performing their actual skills then. I think this is the thing (physical competence) we should really concentrate on to improve in schools and give the pupils the knowledge and the tools to really look after their bodies and be physically competent throughout their life.

This is supported by Whitehead (2005a) that physical activity and PE are vital events in obtaining the goal of physical literacy and the work we do in PE is aimed at producing physically educated individuals. Physical competence alongside other attributes of physical literacy is evident and indeed of value beyond structured physical activity settings into life as a whole (Whitehead, 2010). Physical Education is one of the only subjects where physical competence can be developed so teachers should take advantage of this and help children develop and improve their fundamental skills. These are part of everyday life and are essential for young people to lead a healthy and active lifestyle. If physical competence is ignored and the other attributes of Physical Literacy are being developed then children will not be physically literate.

Many of the participants in the current study highlighted that physical competence should be nurtured and developed early in a childhood if they are to lead a physically literate life. The goal of physical literacy is for the child to progress, not to master every aspect of movement competence (Whitehead, 2010). Corlett and Mandigo (2013) state 'competence' should be interpreted as inclusive, implying that it is unique to each

individual rather than being based upon norms for skills acquisition. They highlight the importance of physical activity to benefit physical (e.g., fitness and motor skills), cognitive (e.g., thinking, understanding, problem solving skills), social (e.g., positive peer interactions, communication, teamwork, cooperation) and affective (e.g., emotional, spiritual, and motivational) development. This was confirmed with a number of participants, with Mrs Smith reporting:

I think it's gonna be useful especially from a young age because if they have got the agility and if they have got good coordination then it allows them to access these activities and because they have those movement skills they then are a little more confident and when they introduce different activities, they feel success and become successful and we praise you and it establishes a circle of good stuff isn't it?

Therefore, young children in schools should be practicing the physical elements of PE from a young age to ensure they can lead a physically literate life and develop these skills from an early age. Being able to apply skills (i.e., physical, cognitive, and affective skills) creatively is critical in the development of physical literacy because it demonstrates versatility and promotes the development of new and innovative solutions to movement challenges (Mandigo et al 2009). Previous work by Whitehead (2010) has outlined the importance of understanding the nature of human movement and how it is essential to appreciate the range of movements possible, in ways they can be made more efficient and effective. Miss Davies reported, "Well it all fits in together doesn't it? From the confidence and motivation our pupils are using the correct vocabulary more often and they're more confident and competent in performing their actual skills then." This supports the research of Whitehead (2010) by stating those concerned to promote physical competence need to be able to use movement language fluently both in planning and working with participants. Physical competence is developed through movement patterns that rely on capacities such as control, coordination and flexibility. In spite of this, some of the participants in this study highlighted that they are currently changing their curriculum in PE to try and incorporate the development of these. Mrs Smith reported:

Yes absolutely. We're working hard to develop these early coordination stuff. We use create development. These produce a similar one to Sport Wales where the schemes of work involve different pupils in different activities where they have got to cross one side of the river to the other, they have to try and balance so lots of different activities like that to try and ensure we can develop these.

Such findings suggest that a broad experience of movement patterns and activity settings. is important, as this will enable individuals to establish sound physical competence, as appropriate to their endowment and provide each with a range of experiences (Whitehead,

2010). However some participants in the study suggested that they are not currently focusing on the development of physical competence within their lessons. Mrs Evans reported, "I think it is important but I do believe that it has to be done lower down. I don't think we can be teaching that as well as teaching everything else we have to teach." Such findings have implemented a new structure and project that the school is trying to overcome as part of the new academic year starting September 2014. Mrs Evans reported, "So at the moment we don't do anything (multi skills) but I have made enquiries and maybe introduce it (sky project) to year 7 as a starter next year because we did Transition Launch Pad with this year 7 where they had to just sample some sample lessons but it didn't work as it was too long." As a result of this misconception, Mrs Evans strongly believed that young people's skills are developed through primary phase where they master their fundamental skills (i.e. balance, coordination and agility). In Wales, a new proposal by the Welsh Government are trying to promote Physical Literacy within young people by introducing the DMMS programme which has the aim of improving young people's multi skills rather than waiting until secondary phase where it may be too late to introduce and develop these skills. Sheehan and Katz (2010) state that being active helps children to naturally develop essential motor skills, but not every child develops movement fundamentals at the same pace or in the same way.

4.4 Knowledge and Understanding

It is evident that knowledge and understanding is another important concept within the development of Physical Literacy. Whitehead (2010) states knowledge and understanding can be enriched by all aspects of participation within a physical activity environment. Knowledge and understanding also supports the appreciation of developing physical competence and the perception of different environments. All participants in this study reported knowledge and understanding was essential within the development of physical literacy in a child. They explained that it is important for children to understand why they are doing a particular skill and the advantages it has on them for later on in life. Mr Jones suggested, "If I don't provide them with the knowledge and understanding through my teaching then they are going to have nothing to leave school with to continue with their physical competence and physical literacy." Miss Davies commented:

We want them to understand the fundamentals of whether it be netball, football and hockey and be able to talk and perform the skill and also know about tactics and how it effects their health as they are going through and we can see that from using some of the physical literacy ideas, their use of vocabulary has

become more frequent and they can link things more they have got a better understanding of the whole concept.

This further reinforces the research of Whitehead (2010) who states knowledge and understanding is one of the challenges of the concept of physical literacy to re-educate people to realise there is more to their embodiment than just an object to be dressed, fed and medically cared for. Children should gain knowledge after every PE lesson and teachers should check their understanding to ensure that this has happened. New knowledge is created through the use of writing, language, reading and experimenting with different activities (Whitehead, 2006). This re-inforced the view that knowledge and understanding can be developed through the use of ICT skills. Mrs Evans reported:

Today we were looking at body image and the best body type for different sports and that links then very nicely to feelings and emotions in PSE. So we'll do the background to that and the links to sport and during the summer term for fifteen weeks they complete their sports profiles on the computer and in year 7 they do it in their I.T lessons but its more analysing performance in year 7 and literacy year 8 then. So what do you like about yourself, what do you like about PE, what makes you sad in PE?

This further supports the previous research of Whitehead (2010) that children should first understand the essential principles of movement and performance before evaluating their own performance and of others. They should understand the diagnosis of what is making an effective movement and then into an understanding of how to develop the movement pattern using appropriate vocabulary. Mr Jones suggested, "I want them to answer questions as to why I'm doing this so they get that knowledge and understanding so if they came back next lesson and there was a pupil that hadn't been there then maybe they could or they would have the right knowledge to explain it to them and move it forward." In support of this approach Whitehead (2010) stated the use of appropriate questioning by the practitioner and the deployment of methods of recording movement that become the focus of subsequent discussion are both ways of encouraging use of movement language. Participants in this study noted that now the National Curriculum had been revised, it's impacting on the development of knowledge and understanding within individuals. Miss Davies suggested, "Umm since it's changed it has whereas before we were often directed to do the netball, hockey where there's more variety in there now. So even different activities can fit under the different umbrellas of competitive and creative, you can mix and match the activities whereas before games was just games." Mrs Smith highlighted:

Umm yeah I think so especially with the introduction of the health, fitness and wellbeing, the outdoor activities and the more recent changes to the NC. It ensures that the lessons is more competitive based with paying attention to health and taking on different roles is a big part in the NC so people may not

want to get involved in the physical side but they've got qualities in other roles and areas.

It is essential that all children understand the fundamentals of the activity they are playing and the skills needed to perform a specific tactic. It is down to the teacher and the school to incorporate this attribute into their PE lessons to give children a greater understanding of what they are doing.

4.5 Key Findings

To summarise, physical literacy is appropriate to each individual's endowment and can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life-course" (Whitehead, 2013, p. 1). The research found all attributes of Physical Literacy are equally as important as they can contribute to an individual's quality of life. Physical Literacy is an essential asset that must be promoted in Physical Education lessons to encourage individual's to lead a healthy active lifestyle. Key attributes of physical literacy develop other characteristics such as a sense of self and self-confidence, self-expression, communication with others and knowledge and understanding develop (Whitehead, 2010). Without these, physically literate individuals won't develop and there is a less chance they will lead a healthy and active lifestyle.

CHAPTER V
CONCLUSION

5.0 CONCLUSION

The main aim of this study was to explore how Physical Literacy skills in children are currently being developed in a PE environment. The main objectives were to:

- Consider the way in which teachers maximise children's Physical Literacy skills within a Physical Education environment.
- Explore the way in which Canadian and Australian teachers have incorporated Physical Literacy into their PE lessons.
- Consider how Physical Education teachers aim to increase and develop a child's Physical Literacy skills within PE.
- Investigate how beneficial the teaching strategies are that are currently be used by PE teachers within the Welsh Initiative and how they plan to develop these skills with new Physical Literacy frameworks being put in place.

The current study found that unanimously all teachers shared similar attitudes towards the concept of Physical Literacy where they all viewed the concept as essential within their Physical Education lessons. By teachers including Physical Literacy within their lessons it would enhance an individual's endowment and can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life-course" (Whitehead, 2013, p. 1). The attributes of Physical Literacy motivation, confidence, physical competence and effective interaction with the environment form the concept of physical literacy are all interlinked and share reciprocal interrelationships with each other (Whitehead, 2010). Teachers in one of the schools had already set up workshops and MAT days to promote this fundamental in young children, which as a result was engaging more pupils in PE lessons. The other participants viewed Physical Literacy as just as important but revealed more work was needed in order for them to develop this framework with young children in their school.

Physical Literacy is seen to be the foundation social/cognitive, behavioural and fitness related that children need to process or develop in order to receive the inherent benefits of taking part in physical activity and sport for life-long enjoyment and success (Tremblay & Lloyd, 2010). All participants suggested that this framework needed to be implemented during the primary school phase in order for young people to grasp and develop the fundamental that enables them to become more motivated, confident and engaged. In addition the teachers considered the development knowledge and understanding that will

lead to young people being physically active throughout their lives was equally important. Whitehead (2007) strongly suggests that Physical Literacy will have a marked effect on the quality of life of a child. Therefore Physical Literacy needs to be addressed in all schools in order for pupils to lead a healthy and active lifestyle.

5.1 Limitations

This study has made a small valuable contribution to the limited research within Physical Literacy however, the study also identifies limitations. Due to the time scale of this study, only two secondary schools were used for this study. Utilizing more schools and teachers such as primary schools within the sample could have provided a more in-depth understanding of how Physical Literacy is being promoted in different environments and with younger children.

A case study approach could have been implemented in two of the secondary schools to observe directly how Physical Literacy is developed in the Physical Education lessons. The case study could have included for example the child's perception of Physical Literacy, interviews for all PE teachers in the department and observations of PE lessons to see how Physical Literacy was implemented in Physical Education lessons.

5.2 Further Research

Further research needs to be conducted into the area of Physical Literacy to extend the limited knowledge of this emerging concept. This study explored the different key concepts within the fundamental stages Key Stage 3 and 4. If Physical Literacy is going to be an element that is used within Physical Education environments then teaching strategies need to be addressed in order for the PE teachers to develop these skills. Conducting further research will have a stronger rationale for promoting Physical Literacy within a Physical Education environment.

CHAPTER VI
REFERENCE LIST

6.0 REFERENCE LIST

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APPENDICES

APPENDIX A
ETHIC STATUS



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Date: 15/03/2014

To: Hollie Louise Hosey

Project reference number: 13/05/164U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 16th October 2013.

Yours sincerely

A handwritten signature in blue ink that reads "J Longville".

Julia Longville

Supervisor

APPENDIX B
INFORMATION SHEET

Background

Physical Literacy is defined as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level throughout life. Physical Literacy is a human capacity that is acquired in education, drawn upon and further developed throughout life, enabling the individual to benefit from a worldwide range of opportunities. Physical Literacy in physical activity has been proven that it has a positive impact on the individuals learning across the whole of the curriculum including more than just a physical movement but an ability to 'read' the environment and respond effectively. Physical Literacy is best developed in a school environment as one of the purposes of the school is to promote a pro-fitness lifestyle. This means that after completing education, the individual will be able to engage in different forms of physical activity on a regular basis and further their skills and qualities across the curriculum and enhance their learning in their extra-curricular activities. One of the main purposes of Physical Literacy is that pupils leave school with a rich and rewarding experience that motivates them to continue with physical activity once they have finished education This research will explore to what extent Physical Literacy skills are being used and developed whilst participating in physical activity and how teachers can develop these skills during PE lessons.

Participation in the research project

Why have you been asked?

You have been selected out of a variety of schools focusing specifically on the schools aiming to develop Physical Literacy skills within the PE department. I am looking to gain an insight into your views on Physical Education and your feelings towards the skills developed through participation in physical activity, specifically Physical Literacy. Taking into account my findings, I will then feedback information to your school as a whole which may be helpful in making Physical Education more rewarding.

What is being asked of you?

As part of the study, you will be asked to participate in a semi-structured interview lasting approximately 30 minutes. Within the interview, you will be asked several questions and topic areas relating to your experiences in Physical Education so far and how they have influenced your decisions and teaching skills

in order to develop young people's Physical Literacy skills.

During the focus groups you will be recorded via a Dictaphone that only myself and my supervisor will listen to.

What happens after?

After each interview has been conducted, I will take the recording away and devise a transcript outlining the key themes that were discussed within the interview. If there is information evident that Physical Education contributes to the development of Physical Literacy skills then these will be given to the Physical Education department in order for them to increase their standard of teaching. Even though teachers will receive information that has been given in the interview, at no point will they be aware who gave it.

Right to withdraw

At no point during this study will you be put at any risk; you have the right to withdraw from this study at any point (even after you've signed the form!!).

How your privacy is protected

I will do my utmost to treat everything that you tell me with the strictest of confidence; the interview transcripts will be listened to by me. After the research has taken place the tapes will be destroyed so that nobody else can hear them.

All information given in the consent forms will be stored securely.

Further Information

If you have any questions about the research, how I intend to conduct study and what will happen with the findings then please do not hesitate to contact me

**APPENDIX C
CONSENT FORM**

PARTICIPANT CONSENT FORM

Reference Number:

Participant name or Study ID Number:

Title of Project: To what extent does Physical Education develop young people's Physical Literacy skills?

Name of Researcher: Hollie Hosey

To be completed by the participant: Answer YES/NO for each box.

1. I confirm that I have read and understand the information sheet for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation in this study is voluntary and that it is possible to stop taking part at any time, without giving a reason.
3. I understand that information from the study may be used for reporting purposes, but my identity will remain anonymous.
4. I understand that the interviews may be recorded for the use of this study and agree to participate.
5. I agree to take part in this study.

Signature of participant

Date

Signature of researcher taking consent

Date

APPENDIX D
INTERVIEW QUESTIONS

Interview Questions

1. You've always had a passion with sport and physical activity hence your studying a sports degree, can you tell me what benefits you got out of your practical's in University?

Social benefits?

Physical benefits?

Psychological benefits?

2. What are your thoughts of Physical Literacy?

Your perception/definition?

Benefits?

Examples used in your practical (if any)? Or your own example?

3. There are four concepts of Physical Literacy, do you feel they are all developed through PE?

Examples?

Motivation

4. Looking at motivation in PE, can you give me some examples of what motivates you and what doesn't motivate you in your practical's?

Why do you think this motivates you?

What makes you disengage?

5. Do the learning/teaching styles used in your practical have an effect on your motivation?

If one style isn't meeting your learning outcomes, would the lecturer change their teaching style to suit you?

Do you still feel motivated if the learning/teaching styles are changed?

6. Does the learning environment you are in affect your motivation?

How do the lecturers engage you back into the lesson if there is a distraction?

What strategies do they use?

Confidence

7. Moving onto your confidence in PE, do you feel that this is a key element in your lessons?

What makes your confidence levels very low?

Do you feel with low confidence your more likely to disengage in physical activity?

8. Can you give me some examples of how your confidence has been increased in practical lessons?

Is your enjoyment different?

9. What are you encourage for children who have a confidence aspect but need to be pushed further?

Extra-Curricular activities?

Team sports?

Club level?

10. Are your confidence levels higher at the end of term compared to the beginning of the school year?

Why do you feel this is?

Physical Competence

11. Moving on, what are your thoughts and feelings around physical competence in PE?

How do you feel you develop these skills?

Do your lessons specifically develop this?

12. Do you feel physical competence is an essential asset in your practical's?

How does it help you?

Give me some examples in your lessons?

13. Are you developing your movement skills and different concepts in every PE lesson you participate in?

Examples?

What could the lecturers do to improve?

Knowledge and Understanding

14. How important is knowledge and understanding in PE?

What are the benefits?

15. Do you feel the NCPE helps to achieve this?

Is it a detailed structure that makes delivering the session knowledgeable for yourselves?

Do you have more knowledge of PE by the end of each practical?

Can you give some examples?

14. You've talked about all the aspects associated with Physical Literacy. Do you feel it is a beneficial strategy that the government have incorporated within PE lessons/practical sessions?

How do you/would implement this in your lessons?

APPENDIX E
INTERVIEW TRANSCRIPT
HEAD OF PE

Int: Hi Anna* my name is Lucy* and I'm in my third year in Cardiff Met doing my dissertation at the moment which is based around physical literacy. I've spoke to Jo* earlier and she's given me a lot of helpful information and your school seems really really good within physical literacy. So you've been part of a PE department for several years now, can you tell me what benefits the children get out of your PE lessons?

Part: Yes the structure we've got in place we just try to encourage everyone to take part so we really work on lots of roles and responsibilities within the lessons. We've got different forums, sports council we've got young ambassadors and young clubs. For example the latest initiative we've signed up to is 'sky sports for living' because year 9 girls and boys only have one hour of PE per week, which is not really good enough, we decided to do a fitness project because they wanted to improve their fitness so we've connected them to an Olympic athlete and so he's coming in on the 6th February, so it's just trying to get new things and try to get the pupils to do as much of the lesson as possible. So for example in year 7, last year we done a little project on literacy where they do their own sentence starters where they do the plenary and then they take charge and they ask the questions of what did we learn last week ile give you 30 seconds to chat to your partner and then they question each other so we do a lot of that.

Int: Okay yeah. Can you talk to me about some of the social and physical benefits children get out of your PE lessons?

Part: Social obviously they just enjoy, our participation is very high. Year 9 girls historically are always the worst year and boys (laughs) in every school but I rarely, and since September because we've done the work load down the school the participation rates is very high in the high nineties at the moment.

Int: Wow, that's really really good.

Part: And even if they do have a note they are very very keen to still play an active role within the lesson. So they'll ref which they are happy to do so. Well in fact they ask me normally. Should I still go in my group? What shall I do in that group? Non participants, we've obviously got lots of activities around literacy so they might be looking at good sentences, good sentence structures, certain words and 'y' verbs so they've always got something and are active learners.

Part: Um Jo* actually showed me some of the sentence starts that you do in your PE lessons which is a really good idea. What are you thoughts on physical literacy?

Part: I think it's an incredibly important part of the child's development because in school unless you get them to be confident learners and unless you get them motivated and want

to do it for lifelong then it's the state of the nation. The health of the nation and obesity levels and what is it, by 2015 then 50% of the UK are going to be obese. So we are just trying and it is an important one, I know the fundamentals are first and the primary age schools focus on those and that's new with the Dragon, the multi skills..

Int: Yeah the DMSS is it?

Part: That's right. So they are time to make sure they have got things like balance, coordination and all the things that underpin the abilities and skills that they are going to learn later on. But I think physical literacy is important because they have to understand why they are doing it. Because if they don't get it, they're not going to do it for lifelong are they?

Int: No and that's why we need to incorporate it now so they'll do it for lifelong?

Part: Exactly.

Int: I've just got a quick definition which you're probably aware of from Margaret Whitehead..

Part: Yes, yeah.

Int: Whitehead 2010 states that physical literacy can be described as the motivation, confidence, physical competence and knowledge and understanding to maintain physical activity throughout life which basically just sums up it. So I've explained there's four concepts of physical literacy, do you feel they're all developed through PE?

Part: They can be. Obviously it lends themselves very well to other subjects and I think that's why it's so important at the moment with pushing, Tanya Rae-Thompson is pushing PE to be a core. And I am just all for that because PE is just, allows them to experiment and to explore and to talk about what they've done and do we think it's good to do it that way or no. Your bringing in all the communication skills, problem solving and with that comes the confidence and motivation and wanting to improve on what you've already done. As I said, what we like in our department is that we do give them as many opportunities as possible to develop and I think PE is a brilliant vehicle for those things.

Int: That's really interesting thank you. So looking at motivation in PE, can you give me some examples of what does and what doesn't motivate a child?

Part: I think when we done one of our PLC's last year, did Jo* show you the literacy and numeracy other than the words the cards?

Int: The explore cards?

Part: Yeah.

Int: Yeah I seen them

Part: Coming from that study, so for example we will explore the sprinting technique. And we know there will be one or two people who have been to athletics and know the sprinting technique properly so obviously we're mindful of that aswell. So what they do is they explore that what they do with their arms and what they do with their legs and then we discuss it with what is the best technique to use then they go away and practice it. What they thought, what they perceived they then done shot put and discus and they were coming up with their own technique where actually they were doing the technique we wanted them to do, but it's that perception of ooo I'm in charge here, I can do this and that would motivate them for the next lesson. Alright compare the sprint technique to the pacing technique, whats the difference with this and they were really superb.

Int: So being in charge would be one of the motivators you'd say?

Part: Yes just being the leader. Year 7 and 8 as they get older not as many want to take charge but they start to feel embarrassed as they're friendship groups differ, but we've got 49 AYP leaders in the school where the majority come from year 9 and obviously they go up. I don't know whether kit is another motivating factor, we've got rules but were not super strict, we do have exceptions. I suppose if we made year 9 wear skorts then that's not gonna be a motivating factor. They have to be comfortable in themselves. And not pushing or forcing them to do, in gymnastics yeah they have to roll as it is a travelling movement but they can roll in so many other ways, why do they have to move in a forward or a backwards roll so we give them a bit more flexibility in choice. I just think if you force a child to do something they don't want to do then that is definitely going to de-motivate them. We hope that, we hope we try to do this you do this and you do that.

Int: Yes, I can see that aswell from looking around the school which was really interesting. Do you feel that learning and teaching styles you use have an effect on the motivation of the children in your class?

Part: Absolutely. I think, I used to be head of year 7 and Jo* is head of year and I know we are only talking about the female side of it at the moment but there is going to be a few changes within the department so I mean all our styles are different but we do put the child but it does depend on that child we don't force things upon them we give them choices which is what we want. As long as we say I want this to be done at the end of the lesson an your all doing it... but there are ways of doing that and we kind of adapt our style I suppose depending on the group we have got in front of us.

Int: Okay thank you that's lovely. Do you feel that the learning environment you're in affects the child's motivation? For example if your outside, in the sports hall or in the dance studio?

Part: The actual environment it depends. I mean if it's wet outside and we've got to join the boys then that means there is sixty of you in the sports hall then it is going to affect learning to an extent isn't it because you're teaching to a rather large group than a small group. They used to be, they didn't want to go outside but as they are coming through now the year 9's because they got hockey will go out today and the learning is the same as long as the group size is the same. When you've got a bigger group then obviously it does change.

Int: How do you try to engage the pupils back in? So you've got sixty pupils in the sports hall and they can't go outside so how do you try and keep them motivated?

Part: Competition. But again its making sure we tailor a scheme of work to go with that. We don't just go inside and say for example badminton. What they'll do is they'll be in four groups, each group will have a leader and they'll have to organise their own doubles tournament, they'll keep their own score so they are very much responsible for everything.

Int: That's a good strategy to use actually.

Part: They play then that court will have a semi's and a final and then we'll have a huge final at the end so everybody is involved, everyone is playing but the ownness is on them. Basketball is the same, they do their own teams, they're own structure where we will have four courts and rotate them all around and.. so it's kind of competitive if they want it to be but still again they are in complete control of that.

Int: That sounds really good. Moving on to the confidence in PE, do you feel that confidence is a key element in your lessons?

Part: Yes! Because without confidence they wouldn't be able to take charge, they wouldn't be able to stand up in front of either the class or their group and say what did we learn this week. They wouldn't be able to say what have we learnt last week and what have we learnt by the end of today and is it better if we didn't do this, what team do you want to be in, what strategy, what systems of play was best. They're not gonna be able to communicate that to each other if they're not confident, so we have things like peer mentors who split them up into groups at the start of the lesson into groups of four so for example outside in hockey so they go into their different areas and they do their own warm ups or they nominate somebody else in their group to do it and I'll bring them back in show them the skill and then they teach that to their group, bring them in do another skill and then we go into a game. If they haven't got confidence they are not gonna be able to do it. If we want them to be lifelong learners then they have got to do it by themselves. We are not gonna be there forever, so its making sure they have got them skills when they leave school so that they are confident enough to carry on.

Int: Can I just point out something I noticed earlier in the sports hall, that at the end when they had four people standing in front of the class and everyone was clapping giving one good thing that they done and why they deserved to stand at the front which I thought was a really good way of increasing confidence. If they weren't confident, they wouldn't have been able to stand at the front. So that was really good that I picked up. Can you give me some examples of how you've tried to increase confidence levels within your PE lesson? For example the children coming in from Primary, say year 7s?

Part: We have a mat day first, a couple of mat days where the primary nominate the best sports people to come down so we kind of start with them so when they come in September they've already been here a couple of times, get familiar with the PE department and we do team building stuff so if they are in the same class.. So we will hit those first kind of you do the warm up for your group and can you.. We start off with the warm ups and then they'll go and we'll do the literacy side of it and they're in their four groups where they are just listening out for language, good language, good terminology and then we go onto peer mentors where they take charge of their group and then when they come to year 9, so it's quite a long process they opt then do the young leaders award where they go out to their primary schools.

Int: That's really good. Jo* touched on that earlier actually.

Part: It's lovely. It's really good link.

Int: It's a really good relationship, especially for the children. What do you think you'd encourage for children with a confidence aspect but need to be pushed further? I know I had a look earlier at the 5x60 timetable which was jam packed which was really good to see. Do you encourage 5x60 with the children?

Part: We don't need to I got to be honest. We've got somebody who's quite local who comes in and does breakfast club every morning and I saw them this morning literally running off their bus because he's only allowed a limited amount of people obviously in the sports hall and they've been to the head because they're not allowed in because of the numbers. So from that aspect they are very keen to do it because they can play football break time, lunchtime, before school and after school club (laughs.) It's quite structured so, some activities like we've tried dance but that doesn't work for whatever reason. We do dance obviously in lessons, but then somebody was coming in from outside so we did try and promote that but they preferred things like hula hooping, she'd have forty in the sports hall lunchtime for hula hooping. It depends on the activity, we do promote but not always.

Int: They don't really need promoting if there's sixty of them turning up (laughs). That's really good.

Part: Yeah it is quite big on numbers.

Int: Do you feel confidence levels are higher at the end of the term compared with levels at the beginning of the term?

Part: Now that's a difficult one. Obviously in year 7 they would be at the end of the term higher. Um year 8, I don't think there's much difference, I honestly.. because they've had the opportunities in year 7 it doesn't really change. Year 9 is where it starts to waver a little bit and that's why I've set up the link between sky. And just trying different, we don't normally do basketball with the girls but just wanted to do something and we knew Caerphilly were doing a tournament so we went to that. It's trying to link what we do to any tournament that goes on.

Int: That's really good especially the sky project which is really good because girls will actually be interested in that. Moving on to physical competence, what are your thoughts and feelings around this?

Part: We have tried to do more and we are aware we need to do more on the fundamentals. We don't really concentrate on.. well the physical competence would be your multi skills yes?

Int: Yes.

Part: So at the moment we don't do anything but I have made enquiries and maybe introduce it to year 7 as a starter next year because we did Transition Launch Pad with this year 7 where they had to just sample some sample lessons but it didn't work as it was too long. It did work because we managed to pick up people who weren't identified as mat but I think it is important but I do believe that it has to be done lower down. I don't think we can be teaching that as well as teaching everything else we have to teach.

Int: So you're saying that Primary schools should take over that role?

Part: If it's coming in, then I think it's got to start early, it has to. I mean the sport Wales video I think Jodie* she's four or five on that and that's where you've got to develop and jump in, the landing, the balancing. I don't think we can as secondary, by the time they're eleven they should be able to do that and we then refine it and take it further but I do think it should be down earlier on.

Int: Okay that's really interesting. Do you feel that physical competence is an essential asset then in children? So if they come to secondary school and they can't balance, what do you suggest?

Part: It is difficult because it could then de-motivate them and they start thinking oh god I'm not really very good at PE. I've got twins in year 10, two boys who got no coordination so we've tried badminton and other things but they enjoy running. They love running and they

run in their core lesson. So it's again would we be able to do anything with their coordination and their balance with the limited time we've got with them? We wouldn't really no. But it certainly does affect how well they play and pick up...

Int: And obviously with a variety of different sports as well isn't it?

Part: Yeah.

Int: But at least they do enjoy running.

Part: But it's always taken a long time.. I've always thought, well their mothers a teacher in the local primary school so they've always brought their PE kit in, she's always supported that but we're not gonna have that from lots of parents so it is essential that they have a certain standard.

Int: That's fine that's interesting as well. Do you feel that children are developing their movement skills and different concepts in your PE lessons you deliver?

Part: Yeah because even though we obviously concentrate on the other things we are still doing a lot of skill based work. We are doing gymnastics we do all the planning movements all the jumping. So yeah we do kinda take that.

Int: Okay yeah that's fine. Moving on to knowledge and understanding in PE, you did say at the start that they need to understand what they do in physical literacy so how important is knowledge and understanding?

Part: If they don't understand why they're doing it, I mean we can tell them they'll have a better quality of life and they'll live longer but really at the age of eleven, twelve and thirteen then it just don't you know go in. But if they don't understand why they're doing it then they are less likely to do it in the long term so we do try to reinforce it quite often in the form of profiling, I don't know whether Jo* mentioned it?

Int: No.

Part: Basically with these sports profiles, I'll show you an example. Today we were looking at body image and the best body type for different sports and that links then very nicely to feelings and emotions in PSE. So we'll do the background to that and the links to sport and during the summer term for fifteen weeks they complete their sports profiles on the computer and in year 7 they do it in their I.T lessons but its more analysing performance in year 7 and literacy year 8 then. So what do you like about yourself, what do you like about PE, what makes you sad in PE? So again it links to that confidence so they are aware of oh god I hate changing and I don't want to do that event and I'm not.. And obviously we can access their profiles then.

Int: That's a really good strategy to use actually. Do you feel that the children bring knowledge with them from primary school or is it mostly gained from mostly key stage 3+?

Part: No, we've got a lovely cluster and we meet regularly. We're quite a close cluster and all of them are on board with the profiling which really helps us so they have had some knowledge of that. Like I said they come down to us for mat days, we've had trips to Glamorgan Uni, they sometime come down to us for sports day or we'll go to them and we'll help them. We've done it at Christmas and in the summer, we go out to them and we teach so I think yeah they do come to us with knowledge to be fair.

Int: Yeah that's good especially if you've got a good relationship with the primary schools. Do you feel the National Curriculum helps to achieve the knowledge and understanding within PE?

Part: Yeah because obviously the analysis of the performance side of it, we do try to really reinforce that they cannot get a level five unless they can analyse and understand kind of what they are doing and what a good performance looks like so yeah it does. But it's all going to change and the levels are gonna go and I'm not really sure what it's going to bring.

Int: At the moment though, do you feel that children have more knowledge by the end of the PE lesson?

Part: Yes.

Int: To think they go in like I know you've got this twitter account for school and Jo* mentioned earlier that they were tweeting you asking is there anything I can do before the lesson, which shows enthusiasm and motivation. And they've obviously got some background knowledge before the lesson because you set them tasks or reading around it so do you feel that if they were doing footwork in netball for example they'd have an introductory reading or a video so they're coming to the lesson with a brief idea and by the end they've understood it.

Part: That's the aim! Whether that actually happens is hard to tell. I mean it happened with, some, sometimes most, sometimes all but that's what we strive for to make sure that when they leave our lessons they'll know just a little bit more about that activity or whatever we are working on in skills. We hope, but it is difficult to measure isn't it?

Int: Yes but I think from your lessons and from a university level speaking I'm sure that they have learnt some knowledge.

Part: Some knowledge (laughs) Sometimes it might just be a tiny little bit of information.

Int: But its better than nothing (laughing).

Part: That's right.

Int: You've talked to me about all the aspects associated with physical literacy. Obviously you're for physical literacy within schools, you've got all these initiatives set up in your

school which are really helpful. Would you encourage other schools now to take on your lead and incorporate physical literacy?

Part: I would. Am I'm not sure whether Jo* mentioned it but we know a school which one of us visited recently, it was this 2013 school year and we took the literacy cards you know the ones with explore on and we done a very short bit of a lesson and at the end of the lesson a child said thank you so much for that miss, we have never been able to explore ideas for ourselves and we have never been asked or encouraged to think about what we are doing and I've learnt a lot. So that when we chatted about it we just thought we are doing the right thing. Because obviously we have doubts sometimes you know should we be doing this, should it be really heavily skilled based, should we be pushing for elitism and things like that but we just want to encourage everyone to take part and enjoy something. We always say you might not enjoy this activity but I'm sure you'll find an activity you will enjoy just be patient. And it's trying to keep them on board. From that I would say yes.

Int: I just want to say as well I think your school is really upcoming. I had a look around at your sports hall earlier, your notice boards and I do feel personally that physical literacy is important within PE lessons.

Part: Thank you very much.

Int: I just want to say thank you for letting me interview you, I've got some really good useful information for my study.

Part: Thank you.

APPENDIX F
TABLE OF RESULTS

Theme	Category	Interview 1 Mr Jones	Interview 2 Miss Davies	Interview 3 Mrs Evans	Interview 4 Mrs Smith
Motivation	Motivation Strategies	<p>I tend to spend a lot of time on trying to create the correct climate for the class.</p> <p>Certain pupils enjoy scoring goals, seeing their scores on the board where as other pupils might have more intrinsic motivation.</p> <p>Motivate them in other ways such as smaller goals and targets they can reach throughout the year.</p> <p>I make my lessons as fun as possible to get them motivated.</p>	<p>Giving them responsibility is a high motivator.</p> <p>We're using ten commandment cards so pupils can identify in the lesson where they can identify they were confident or where they identify good speaking and listening skills within the lesson.</p> <p>We use ICT a lot to keep pupils engaged so if we've got pupils who haven't been taking part for long term reasons they have been using things like flip cam and using our ipads to either film lessons or create comic strips.</p>	<p>It's that perception of ooo I'm in charge here, I can do this and that would motivate them for the next lesson.</p> <p>Yes just being the leader.</p> <p>I don't know whether kit is another motivating factor, we've got rules but were not super strict, we do have exceptions. I suppose if we made year 9 wear skorts then that's not gonna be a motivating factor. They have to be comfortable in themselves.</p> <p>A bit more flexibility in choice.</p> <p>Competition. But again its making sure we tailor a scheme of work to go with that.</p> <p>What they'll do is they'll be in four groups, each group will have a leader and they'll have to organise their own doubles tournament, they'll keep their own score so they are very much responsible for everything.</p>	<p>Most important thing that motivates children is praise.</p> <p>Good clear understanding of why they've been praised and then that obviously makes them feel good and then you've got the knock on affect of they want to come back to your lessons and they're engaged.</p> <p>I think the more choice we can give pupils, the more decisions they make then hopefully the more engaged they become in my lessons.</p> <p>So from September we're gonna allow pupils from year 7 to wear leggings or tracksuit bottoms so we try and remove any barriers or any worries about them taking part in PE.</p>

	Disengagement reasons	<p>When things become stagnant and boring.</p> <p>Where it is the same thing over and over again.</p>	<p>I think its fear of the unknown, not knowing what activities they're gonna be doing and how PE is gonna pan out when they come to secondary school.</p>	<p>If you force a child to do something they don't want to do then that is definitely going to de-motivate them.</p>	<p>When teachers don't give pupils any choice, so I think it's important within a lesson there are options about the way they learn.</p> <p>We've modernised from the old pleated skirts to skorts but still that's leaving some girls feeling uncomfortable and again they're not gonna be motivated if they're feeling uncomfortable.</p>
	Learning environment	<p>If it's something that's out of the ordinary then it does kind of set the lesson off on the wrong foot where you've got to ground the pupils where we move into a different location.</p> <p>I try and keep as little downtime in the lesson so they're always doing something and haven't got time to fidget.</p>	<p>Now we've got new changing rooms, there's a lot more bringing kit and there's a lot more space.</p> <p>Giving them the choice of what they would like to learn with.</p> <p>We use it as an opportunity to call the group in and do a discussion based activity where the pupils are leading that discussion to keep them on task and focused.</p>	<p>When you've got a bigger group then obviously it does change.</p>	<p>I think the physical learning environment important due to the fact that if you're in a gymnasium then the displays on the wall should be there as a learning aid and perhaps there should be sentence starters, oracy help on the walls so if the pupils need support they can go across the wall and gain the support if needed to be successful in that lesson.</p>
	Teaching styles/strategies	<p>Guided discovery task where they take ownership.</p> <p>Questioning and discussion based tasks.</p>	<p>Lessons pupil led and centred as opposed to us (teachers) taking lead all the time.</p> <p>Using a variety (teaching styles), so peer mentors</p>	<p>All our styles are different but we do put the child but it does depend on that child we don't force things upon them we give them choices which is what we want.</p>	<p>I say a good quality lesson would include things like card sorts, quizzes but I think teachers need to mix up the type of activities they do to keep</p>

			might take the lead in one lesson and we've also developed a talking tool kit.	We kind of adapt our style I suppose depending on the group we have got in front of us.	them engaged. Again the style of teaching, some lessons might be teacher led, pupil led and I think a variety is essential isn't it because if pupils get the same every week then they're gonna get fed up.
Confidence	Positive Issues	<p>You don't have to be the best or the worst in this perceived sport to be confident as long as your happy in what you're doing you've got targets to go towards.</p> <p>You can see just through gradually creating an environment, creating lessons where they've improved, and their confidence is building and their motivation has got better and better.</p> <p>You can see, overtime they do become more confident in the sports they take part in within their PE lessons.</p> <p>And I think through the time you see their confidence build through the different lessons, its a mark difference from at the first week and two lessons to</p>	But since producing our talking tool kits, our peer mentors and linking PE with ICT a lot more pupils are coming forward and wanting to take on roles within the lesson.	<p>Because without confidence they wouldn't be able to take charge, they wouldn't be able to stand up in front of either the class of their group and say what did we learn this week.</p> <p>We don't need to I got to be honest.</p> <p>We've got somebody who's quite local who comes in and does breakfast club every morning and I saw them this morning literally running off their bus because he's only allowed a limited amount of people obviously in the sports hall.</p>	<p>I think part of it is the continual reassurance they will never be made to do something they don't want to do which I think historically has been a problem in PE where children come up their comprehensive school and they perceive that they are gonna have to do gymnastics, gonna have to do the same thing as every other person regardless of their levels of confidence.</p> <p>There was one guy here who wouldn't even walk down the corridor to PE he was so frightened. He was very obese and didn't have any confidence at all. But I managed to coase him down and he was my helper. I managed to buy him kit, then I managed to get him to wear</p>

		<p>even the next three and four. The last few they're flying.</p>			<p>tracksuit bottoms and his shirts because he didn't want to stand out in front of the others so I let him carry on to wear his shirt and he was my helper.</p> <p>Most of the time if we meet the pupil half way and provide them with kit and we make them feel good and even though they don't do anything then often or not they will engage.</p> <p>but I think PE has the power to really build the confidence.</p>
	Negative Issues	<p>Old school stereotypical ways in PE where there was one winner and one loser.</p> <p>One on one sports then I would try my best to try and stay away from when there's like two or more pupils watching another two pupils compete because it adds pressure. If you win its brilliant, but if there's a winner there's a loser and that person may lose confidence.</p> <p>The low confidence is then gonna relate to the</p>	<p>The fear of failure is massive with pupils in whatever lesson and sometimes they feel quite exposed especially in PE when doing a range of different activities.</p> <p>For some it's putting them on the spot. They're afraid of giving the wrong answers.</p>	<p>They're not gonna be able to communicate that to each other if they're not confident,</p>	<p>If you haven't got any confidence in what you're doing then you're always gonna struggle to achieve your potential.</p> <p>I think if we force pupils into something they don't want to do, we are letting the team down.</p> <p>The danger is we leave it too late and it's always hard to get the child back and reengaged in physical activity after you've lost them.</p>

		low motivation and that's when your gonna end up with disengagement.			
Confidence Strategies	<p>I think a lot is on towards planning and putting them, when you're doing drills creating groups in which they can all achieve.</p> <p>Just creating the right environment for them to work together towards a goal in an ability bracket so everyone is gaining towards the goals they have set themselves.</p> <p>5x60 is more enjoyment but again they are increasing their physical literacy, their competence in physical activities through enjoyment and playing with their mates through dinner time.</p>	<p>We try and let pupils in on what is going to be going on in the lessons prior to the lesson. So if we are looking at footwork in netball next week they can log onto our moodle website and they can have a look at a video of somebody performing the footwork. It's got teaching points on the side and at the start of the lesson that's our introduction to the lesson.</p> <p>We have given them the choice of what they wear as long as its black, they can wear tracksuit bottoms, they can wear shorts or they can wear a skort as long as they wear school colours there is a variety of kit that they can wear to make them feel confident when they're in PE.</p> <p>We are now running a sports</p>	<p>We have things like peer mentors who split them up into groups at the start of the lesson into groups of four so for example outside in hockey so they go into their different areas and they do their own warm ups or they nominate somebody else in their group to do it and I'll bring them back in show them the skill and then they teach that to their group, bring them in do another skill and then we go into a game.</p> <p>We have a mat day first, a couple of mat days where the primary nominate the best sports people to come down so we kind of start with them so when they come in September they've already been here a couple of times, get familiar with the PE department and we do team building stuff so if they are in the same class..</p>	<p>You can build people's confidence depending on how you set your lessons out. So getting an activity at first where they're comfortable and confident, give them choice, ask them questions, what type of kit you would like to be in.</p> <p>I think studies show that pupils are more confident within their friendship groups so that would be a starting point for me, ensuring that they're confident and comfortable in their groups.</p> <p>We've decided to give them choice earlier on down in the school, so in year 8 they're allowed some choice. By the time they come to year 8, as long as they've had in year 7 a taster of all these different activities we offer, they've already made their mind up.</p>	

			<p>council alongside our PE lessons and they are often asking how do we become a member of this sports council or how can we engage in 5x60 to assist then the PE department and that is sometimes coming from pupils who have never ever had an interest in PE before.</p> <p>And we also have some more able and talented days so our mat pupils in PE will then run workshops for those pupils who are not as confident in PE to increase their skills.</p>		
Physical Competence	Views / Understanding	<p>I think this is the thing we should really concentrate on to improve in schools and give the pupils the knowledge and the tools to really look after their bodies and be physically competent throughout their life.</p>	<p>Well it all fits in together doesn't it? From the confidence and motivation our pupils are using the correct vocabulary more often and they're more confident and competent in performing their actual skills then.</p> <p>Its got to be. You've got to plan it in your lessons to give them the opportunity to increase their</p>	<p>We have tried to do more and we are aware we need to do more on the fundamentals. We don't really concentrate on..</p> <p>I think it is important but I do believe that it has to be done lower down. I don't think we can be teaching that as well as teaching everything else we have to teach.</p> <p>If it's coming in, then I think it's got</p>	<p>I think it's very important because I think as a profession we still have you know an obligation to ensure pupils who want to become elite we set the stepping stones in place to allow that. Also pupils want to improve skills for skill sake so you've got everything else around it, you've got the oracy and reading and communication but I think some pupils</p>

			<p>confidence.</p> <p>I know I said physical literacy is the key concept but we're always conscious that we have to give them and they have to have the time to practice the physical elements as well. Because like you said the health of the nation is key and we don't want the lessons to all be about static talking there's still lots of physical activity then going on in the lessons.</p>	<p>to start early, it has to. I mean the sport Wales video I think Jodie* she's four or five on that and that's where you've got to develop and jump in, the landing, the balancing. I don't think we can as secondary, by the time they're eleven they should be able to do that and we then refine it and take it further but I do think it should be down earlier on.</p> <p>It is difficult because it could then de-motivate them and they start thinking oh god I'm not really very good at PE. I've got twins in year 10, two boys who got no coordination so we've tried badminton and other things but they enjoy running. They love running and they run in their core lesson.</p>	<p>do worry about their skill levels and I think it's an obvious part of the lesson that those are key to improve themselves.</p> <p>I think it's gonna be useful especially from a young age because if they have got the agility and if they have got good coordination then it allows them to access these activities and because they have those movement skills they then are a little more confident and when they introduce different activities, they feel success and become successful and we praise you and it establishes a circle of good stuff isn't it?</p> <p>We have to ensure we provide opportunities for the less competitive sporting children but if fundamental movements are introduced at an early age then presumably we wouldn't have this problem now where pupils come into year 7 with massive differences in their</p>
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					ranges in their movement ability. You wouldn't have pupils where they couldn't catch a ball.
	Examples being used	<p>It might be where I've had a module of rugby where I've sent the class away and their homework for a week would be find out what would be the most appropriate nutrition plan for a week for a rugby player so they get an insight into a healthy lifestyle and the nutrition side of things .</p> <p>The things I set out for them to learn at the beginning of lessons I try and do it in a creative way as possible and let them find their own way to the goal at the end of it so like divergent discovery so I'd like to think they are definitely.</p>	<p>So they actually spend fourteen weeks of ICT watching themselves on video in PE and putting together a profile then together so they've got extra time to actually analyse their performance, break down where they've gone wrong and then they're coming back into clubs or PE to make those improvements further.</p> <p>Yeah planning mainly. It's got to be planning.</p>	<p>So at the moment we don't do anything but I have made enquiries and maybe introduce it to year 7 as a starter next year because we did Transition Launch Pad with this year 7 where they had to just sample some sample lessons but it didn't work as it was too long.</p> <p>Yeah because even though we obviously concentrate on the other things we are still doing a lot of skill based work. We are doing gymnastics we do all the planning movements all the jumping.</p>	
	Improvement strategies	<p>um not maybe push them as far in terms of the technical terms and the technical knowledge that is associated with physical competence so the nutritional side of things. I kind of use language where I assume they would be</p>			

		comfortable with but yeah I do think I could use more technical knowledge to push them a little bit further to get more knowledge and understanding.			
Knowledge and Understanding	Views	<p>So obviously its massive for them to know why they are doing certain things, why they should be doing this, this is the certain order it is and it's the knowledge behind it which is the building blocks they kind of need to understand it all.</p> <p>Obviously if I don't provide them with the knowledge and understanding through my teaching then they are going to have nothing to leave school with to continue with their physical competence and physical literacy.</p>	<p>We want them to understand the fundamentals of whether it be netball, football and hockey and be able to talk and perform the skill and also know about tactics and how it effects their health as they are going through and we can see that from using some of the physical literacy ideas, their use of vocabulary has become more frequent and they can link things more they have got a better understanding of the whole concept.</p>	<p>If they don't understand why they're doing it, I mean we can tell them they'll have a better quality of life and they'll live longer but really at the age of eleven, twelve and thirteen then it just don't you know go in. But if they don't understand why they're doing it then they are less likely to do it in the long term so we do try to reinforce it quite often in the form of profiling.</p> <p>That's the aim! Whether that actually happens is hard to tell. I mean it happened with, some, sometimes most, sometimes all but that's what we strive for to make sure that when they leave our lessons they'll know just a little bit more about that activity or whatever we are working on in skills. We hope, but it is difficult to measure isn't it?</p>	<p>It's important they develop knowledge and understanding of the different sports and activities because it might be that they want to pursue in them in the future. If they don't have knowledge and understanding then they're probably not gonna be confident, they're not gonna be successful then we're gonna start circle of pupils failing.</p> <p>I mean as always the lesson objectives have to be up front, they have to have an idea of what the lesson is about and then that knowledge has to be tested before they leave that lesson in order for planning to occur.</p>

	<p>Most developed ?</p>	<p>They are coming with more and more knowledge nowadays. They've got the baseline that we have got to work on in Key Stage 3. So honestly yeah it is developed in Key Stage 3 but there is the baseline that your working from in Primary School.</p>		<p>We're quite a close cluster and all of them are on board with the profiling which really helps us so they have had some knowledge of that. Like I said they come down to us for mat days, we've had trips to Glamorgan Uni, they sometime come down to us for sports day or we'll go to them and we'll help them. We've done it at Christmas and in the summer, we go out to them and we teach so I think yeah they do come to us with knowledge to be fair.</p>	<p>No I think they bring the more traditional sports such as netball, football and rugby they seem to come with more knowledge which is good. And we always start an activity in year 7 with right what do we know about the positions in netball. It is important that children get the chance to tell us what they've learnt and what they know from primary school.</p>
	<p>National Curriculum input.</p>	<p>I think it does lend itself towards it a little bit but I make a conscious effort to try and impart on as much knowledge and understanding as I can for pupils. I wouldn't like to think my pupils leave a lesson kind of learning a skill but not learnt how they've done that and why they need to do different stages of it.</p>	<p>Umm since its changed it has whereas before we were often directed to do the netball, hockey where there's more variety in there now. So even different activities can fit under the different umbrellas of competitive and creative, you can mix and match the activities whereas before games was just games.</p>	<p>Yeah because obviously the analysis of the performance side of it, we do try to really reinforce that they cannot get a level five unless they can analyse and understand kind of what they are doing and what a good performance looks like so yeah it does. But it's all going to change and the levels are gonna go and I'm not really sure what it's going to bring.</p>	<p>Umm yeah I think so especially with the introduction of the health, fitness and wellbeing, the outdoor activities and the more recent changes to the NC. It ensures that the lessons is more competitive based with paying attention to health and taking on different roles is a big part in the NC so people may not want to get involved in the physical side but they've got qualities in other roles and areas.</p>

	Examples?	<p>I want them to answer questions as to why I'm doing this so they get that knowledge and understanding so if they came back next lesson and there was a pupil that hadn't been there then maybe they could or they would have the right knowledge to explain it to them and move it forward.</p>	<p>They do come in with good knowledge in fact in year 7 as we do work very very closely with our primary schools. An example being the pupil profiling we do in our school they actually complete in the primary schools and they send them up to us. All of the profiles they complete in year 6 come up to us before the pupils get here in year 7 so we can already identify who our more able and talented are, who are the kids that lacked confidence in the primary schools.</p> <p>We have days where they send up so many pupils from the primary school where we do activities and then those year 6 pupils report back to others that this is what we expect when we go up to the comp so yeah it is a really good network we've got going on.</p>	<p>Today we were looking at body image and the best body type for different sports and that links then very nicely to feelings and emotions in PSE. So we'll do the background to that and the links to sport and during the summer term for fifteen weeks they complete their sports profiles on the computer and in year 7 they do it in their I.T lessons but its more analysing performance in year 7 and literacy year 8 then. So what do you like about yourself, what do you like about PE, what makes you sad in PE?</p>	<p>The obvious one is that linking to health. I think that's the most important and we try to emphasise the importance of health and how it links to physical activity. In lessons we often look at nutrition, we fetch packaging from home and look at the different food types, the saturated fat and that again is important for life long skills.</p>
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