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Comments	Section		
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.		
	Introduction and literature review (25%) To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).		
	Methods and Research Design (15%) To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.		
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**THE EFFECTS OF VARIOUS TEACHING STRATEGIES
ON THE LEVEL OF DISRUPTIVE BEHAVIOUR DURING
SECONDARY SCHOOL PRACTICAL PHYSICAL
EDUCATION LESSONS IN SOUTH WALES.**

**(Dissertation submitted under the discipline of
Pedagogy)**

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Abstract

The purpose of this study was to gain an understanding of which teaching strategies are most effective in reducing disruptive behaviour in secondary Physical Education (PE) in schools in South Wales. The researcher gained an understanding of the topics surrounding this area through relevant literature and a qualitative research process as the most appropriate for the study's aims. The chosen method was semi-structured interviews that were performed with male and female secondary teachers with a range of teaching experience. The practitioners were interviewed on their experiences regarding which strategies are most effective in dealing with, or preventing, situations of disruptive behaviour. Themes emerged from the raw data due to either common perspective from the participants or from links being made to significant literature. The key themes consisted of consistency in their approach and discipline, and interpersonal relationships between teachers and pupil. These were highlighted as the main themes due to being discussed by the majority of the participants. Expectations, early intervention/prevention, prioritising the majority and empowerment are all other themes that were concluded from the raw data. Overall, the strategies that arose from the results are supported by the literature and show clarity from the participants. They can be used by teachers to control disruptive behaviour, create a better learning environment for pupils and raise the standards of high quality physical education in secondary school in South Wales.

Chapter one

Introduction

Aims of the study

The aim of this study is to explore the effects of various teaching styles, used by practitioners, on the level of disruptive behaviour at key stage 3 and 4 in South Wales. The research will help gain an understanding of which teaching strategies are most effective when delivering physical education to secondary school students. The research was gathered through the means of five semi-structured interviews with teachers in South Wales.

Rationale

With the intent to take up a career in teach physical education, the researcher was interested in this topic of study and wanted to further explore this issue regarding behaviour. The growing importance of physical literacy was recognised in a recent document published by the Welsh Assembly Government that explained the aim to ‘make physical literacy as important a development skill as reading and writing’ (Wales.gov.uk, 2013a). The recommendations from the Schools and Physical Activity Task and Finish Group behind the study suggest that school PE should share a similar status as subjects such as mathematics and English. Physical literacy relates to the motivation, confidence, physical competence, knowledge and understanding that individuals develop in order to keep the ability to be physically active to an appropriate level through their life (Whitehead, 2010, p. 11-12). Children’s level of physical activity is growing in importance due to its links to issues and diseases such as obesity (Kolt, 2013, p. 291). The studies of Kolt, Whitebread and the Schools and Physical Activity Task and Finish group all emphasise the importance of people staying physically active throughout their lives, and the potential for school PE to become a core subject, suggesting that school sport must be taken more seriously in order to reduce these effects of inactivity. As such the success, or failure, of schools to educate children about physical activity is considered an influential building block for children’s adult engagement with physical activity and sport – and it is for this reason that this study will investigate the barriers that disruptive behaviour might present to the successful implementation of physical education in secondary schools – and what measures are currently being employed in the Secondary Schools of South Wales to tackle disruptive behaviour.

Lund (1996) considers disruptive behaviour to be a detriment to students' learning, concluding that schools are institutions for teaching and learning, and that teaching and learning is limited if there are disruptive pupils amongst the class mates. This barrier to children's learning was also identified by Haydn (2007) who explains how a class with disruptive behaviour issues results in reduced learning when compared to an environment where the teacher can solely concentrate on the development of the class and not be concerned with any behaviour issues. Along with the behaviour issue, this video game generation is making it increasingly difficult for teachers to engage children into physical exercise (Boreham and Riddoch, 2001).

To be clear, teaching strategies are understood within the frame of this study as planned interactions between teachers and learners with a set outcome which they aim to achieve (Byra, 2006). Kulinna and Cothran (2006) explained that when teachers use a variety of teaching strategies, the pupils learn more and have higher success due to individual's diverse needs being met. This study will aim to discover which teaching strategies are most effective in preventing or dealing with disruptive behaviour issues in secondary physical education to reduce the impacts it poses.

The researcher's intention is to undergo an interview process with five secondary PE teachers in South Wales all with varying experience and including males and females. The interviews will gain an understanding, from the teacher's perspective, regarding which teaching strategies are most effective in dealing with disruptive behaviour in PE. The deeper thought and feelings will be gathered throughout the interviews and from that raw data themes will be created and presented in table form for the benefit of the reader. These results will enable a practitioner to understand which strategies are most effective and therefore enhance the teacher's and the pupils' learning. This research will therefore benefit the practitioners and learners by demonstrating how an effective learning environment can be best created through the means of selecting appropriate responses and strategies to deal with disruption. Therefore, as stated by Haydn (2007), a better learning environment will be created to keep up with the growing importance of secondary school PE that was highlighted by The Welsh Assembly Government (Wales.gov.uk, 2013a).

Chapter two

Literature review

Introduction

This chapter of the study is vital in order to understand and critique the research already available from previous studies in this field. Key relevant studies will be highlighted in order to further support the rationale that was stated in the introduction section. The presented literature will act as an aid to getting to the bottom of the issue of behaviour in key stage 3 and 4 in practical PE lessons. The chapter begins with addressing a broad range of literature related to the study and closes by narrowing down the range of literature in order to provide this study with specific focus. The topics in this chapter are listed below;

- Benefits of PE and PA
- Recent developments in PE
- Roles of the teacher and the impacts of disruptive behaviour.
- Inclusion
- Learning and teaching styles
- Teaching strategies to deal with disruption.

Benefits of PE and PA

McKenzie (2001) views PE as a vehicle for promoting active and healthy lifestyles among young people. The Department of Education fundamentally states that *“Physical education develops pupils’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school”* (Webarchive.nationalarchives.gov.uk, 2014). This statement from such a governmental department clearly shows the importance that physical education holds in children’s lives. Many large health organisations insist on promoting the importance of individuals taking part in regular exercise and being aware of their physical well-being. The participation in regular physical activity by young people is one of the primary aims of the World Health Organisation (Who.int, 2014).

Physical Education is also growing in importance as studies show children are becoming increasingly less active and therefore as a result leading sedentary lifestyles. A phenomenon attributed to a growing culture of videogames and over-protective parents (Boreham and Riddoch, 2001). This creates numerous issues as physical activity is most

important to an individual at their younger years as it provides social, physical and mental benefits that will help them throughout life (Pickup, Haydn-Davies and Jess, 2007). It can be concluded that school based physical activity has the potential to benefit children by enhancing their physical, emotional, social and cognitive well-being (Bailey, 2006, p 397-401). Pickup et al. (2007) furthered this idea by explaining how by physically engaging in problem solving and team exercises children can begin to shape their character due to the learning from such situations. Fox (1997) supports the positive cognitive effects that physical activity can produce by insisting that the enjoyment experienced in physical activity can increase a child's self-esteem. Moreno Murcia, Coll and Ruiz Perez (2009) stated that the life skills learnt through sport hold great significance in later life.

Trudeau and Shephard (2005) say that with the increasing health issues among children in the United Kingdom such as obesity and diabetes, professionals must continue supporting the cause of Physical Education in order to keep essential happiness and health within the younger population. According to recent 2012 studies, 26% of adults in England are obese (Nhs.uk, 2013). This also has an impact on the economy as in 2006-07 the burden of the overweight and obese population was estimated at £5.1 billion (Scarborough, Bhatnagar, Wickramasinghe, Allender, Foster and Rayner, 2011, p. 530-531). By making school PE more productive and enjoyable through the means of carefully selecting teaching strategies, this figure may be reduced to children growing up with more fond feeling towards sport and exercise.

Recent developments in PE

The recent document produced by the Schools and Physical Activity Task and Finish Group on behalf of the Welsh Government was the motivation behind this study due to some strong issues and ideas that it concluded. It proposed that in order to increase rates of physical literacy, PE should be made a core subject in Welsh schools. Although it has been long proclaimed that physical education is a valuable academic discipline to students' education (Barney, 2009), this recent document proposes that the importance of the discipline is drastically increased from previous years. The document was summarised by the following statement on making

“will have the power to change the lives of the next generation, ensuring all children in Wales experience high quality Physical Education. It would mean Wales leading the way in the UK and beyond as a healthy, active, fit nation.” (Wales.gov.uk. 2013b).

Following on from that, Ofsted.gov.uk, (2013) stated that PE is essential in the children’s lives that have received large investment through the London Olympics 2012. This conclusion drawn from the four-year study to monitor good practice PE in schools demonstrates the positive effects large investments has had. The standards of school PE have been boosted and the increased investment suggests that the recognition of its importance is ever growing. However, the research into practical PE and teaching strategies used within them is not growing at the same rate which is why this study aims to further understand enhance the practitioners knowledge in order to provide a more productive lesson environment. The recent for the lack of literature may be due to the fact that PE is still viewed as a lower priority subject (Morgan and Hansen 2007)

Roles of the teacher and the impacts of disruptive behaviour.

A dated but still relevant quote from Mager (1968), shows the direction, aims and intentions of teachers in a way that relates to building them up to be effective in life after schooling. It stated:

“The sole intent is to aid in sending students away anxious to use what you have taught them - and eager to learn more” (p. 3, cited in Figley, 1985).

The broad nature of this statement is limiting as it is not clearly identified how a teacher could create this motivated attitude in a pupil of theirs. Therefore, it was then later stated with greater clarity by Doyle (1986), that the two functions of a teacher are to firstly deliver what is expected of the children in terms of knowledge of the curriculum and secondly to promote order through procedure, instituting and limits, and respond to disruptive behaviour. The second of the two functions from Doyle (1986) is to promote order through procedure, instituting and limits, and respond to disruptive behaviour, can be very difficult to control when the individuals are very disruptive or possibly in great numbers which is

why disruptive behaviour is such a common concern for today's teachers (Garn, Mccaughtry, Shen, Martin and Fahlman, 2011). Through the work of Johnson (2005) it is known that young children, aged eleven years or younger show fewer signs of serious disruptive behaviour in school when compared to older children which was a part in deciding which key stage this study should research.

The British Educational Research Association (BERA), (2012) highlighted the behaviour issue and stated that the scale of the problem with behaviour in schools in England has been underestimated. The document went on to pin down some vital statistics from the research such as from the 2009-10 survey where 43.2% of teachers said they often observe pupils impeding the learning of others. (Bera.ac.uk, 2013).

In the literature, the definitions of bad behaviour lack clarity and seem widely misunderstood and misinterpreted. This could be due to the broad nature of the term and the many different types of which some will be explained later. To prevent misinterpretation, disruptive behaviour is the term that will be used through this study as that links directly to affecting the other student in the practical lesson. Disruptive behaviour is defined as difficult or problem behaviour by individuals or groups that can often refer to anti-social behaviour (Online: Health.qld.gov.au, 2012). Students who follow social rules are more likely to have a strong relationship with their peers and teachers and achieve academic success (Wentzel, 2005). Supaporn, Dodds and Griffin, (2003) agreed with this view and expressed that students who are disruptive in PE restrict the learning and opportunities for PA for themselves and their fellow students. Teachers can also suffer from the behaviour with stress and dissatisfaction. (McCaughtry, Barnard, Martin, Shen and Kulinna, 2006).

The Government has been formally committed, since the 1997 Special Educational Needs (SEN) Green Paper, *Excellence for All Children* (DfEE, 1997), to the development of an inclusive education system. Inclusion is providing everyone with an equal opportunity by removing potential barriers (Educationscotland.gov.uk, 2014). This becomes more difficult with disruptively behaving children as they can hold back the learning of the other students but by removing them from the class is against the idea of inclusion. This shows the need for effective teaching strategies to keep the children, that are disruptive, behaving in order to keep them on task and learning in the sessions.

Learning and teaching styles.

When looking into the different learning styles an individual could be best suited to, it became apparent that different styles may affect the behaviour of individuals in different situation, for example classroom based or practical based learning. “The research field of learning styles is both extensive and conceptually confusing” (Coffield, Moseley Hall and Ecclestone, 2004, p. 18). One of the lesser confusing theories could be from the work of Fleming and Mills (1992). Their work concluded with the creation of the Visual, Auditory, Read and Write and Kinaesthetic theory (VARK). Each one of these styles is a different way in which an individual will best learn for example, visual learners will learn best through the means of seeing presentations. One of the key points of the study could be the idea that these differing learners may react differently to various teaching strategies and therefore the behaviour of individuals may change.

Another area of research which could be linked to a potential difference in the behaviours in a practical PE session as opposed to the well-researched classroom environment is the nature of different activities and their suitability for differing genders. More masculine sports entail strength and physical contact with high injury risk such as rugby (Colley, Berman, and Millingen, 2005). In general boys prefer sports with that nature however girls prefer individual and aesthetic sports (Scully and Clarke, 1997). This demonstrates that some activities are better suited to some people than others. Therefore, the question is raised that if some children do not suit the activity or the way an activity is being taught, could they become disruptive in that environment?

Teaching strategies are not listed or defined in the literature as much as the term teaching styles is. Mosston (1966) created some of the most influential pedagogical texts in physical education according to Nixon and Locke (1973) and Sicilia-Camacho and Brown (2008). The table below shows the development of these teaching styles since they were first published in 1966.

Table. 1. Showing the links between Mosstons original styles (1966), the revision proposed by Mosston (1981) and Mosston and Ashworth (1986, 1994, 2002)

<i>Original Spectrum proposed by Mosston (1966)</i>	<i>Spectrum proposed by Mosston (1981)</i>	<i>Spectrum proposed by Mosston and Ashworth (1986)</i>	<i>Spectrum proposed by Mosston and Ashworth (1994, 2002)</i>
Teaching by Command	The Command Style (Style A)	The Command Style (Style A)	The Command Style (Style A)
Teaching by Task	The Practice Style (Style B)	The Practice Style (Style B)	The Practice Style (Style B)
Reciprocal Teaching: The use of the partner	The Reciprocal Style (Style C)	The Reciprocal Style (Style C)	The Reciprocal Style (Style C)
The Use of the Small Group			
The Individual Program	The Self-Check Style (Style D)	The Self-Check Style (Style D)	The Self-Check Style (Style D)
	The Inclusion Style (Style E)	The Inclusion Style (Style E)	The Inclusion Style (Style E)
THE DISCOVERY THRESHOLD			
Guided Discovery	The Guided Discovery Style (Style F)	The Guided Discovery Style (Style F)	The Guided Discovery Style (Style F)
Problem Solving			The Convergent Discovery Style (Style G)
The Next Step: Creativity	The Divergent Style (Style G)	The Divergent Style (Style G)	The Divergent Production Style (Style H)
		The Individual Program: Learner's Design (Style H)	The Individual Program: Learner's Design (Style I)
	Learner's Initiated Style (Style H)	Learner's Initiated Style (Style I)	Learner's Initiated Style (Style J)
		Self-Teaching Style (Style J)	The Self-Teaching Style (Style K)

(Sicilia-Camacho and Brown, 2008, p. 85-108)

Many years after that first effort to put different ways of teaching into a spectrum, Mosston and Ashworth (2008) were able to devise the different styles and split them into 2 clusters which main difference is the shift of power between the learner and the teacher. This literature holds great significance to this study, as the effects of these styles and when and how they are implemented may affect the likelihood of a group or individual becoming disruptive in a practical PE environment.

Teaching strategies to deal with disruption.

Teaching strategies are defined by Byra (2006) as planned interactions with the aim of achieving a specific outcome. As previously mentioned, teachers can use these strategies to benefit the pupils as they can be used to meet diverse needs (Kulinna and Cothran, 2006). Therefore more of the pupils will be engaged in the session which will reduce the chance of them becoming disruptive. There are many factors that can potentially affect a child's behaviour such as background, age, gender, medical issues, disability, culture and self-esteem (Burnham and Jones, 2002). Behaviour has been researched for many years

bringing about some theories on the topic. Bandura (1977) developed the Social Learning Theory that suggested that children learn through copying the people around them whether that is positive or negative behaviour. This could create a poor environment where students are using their peers as role models which are negative and cause an escalating effect. Similarly, the work of Skinner (1948) gives insight into potential causes and explains how children respond well to praise and will repeat the behaviour which has delivered praise to them.

The literature seems to suggest that the intervention of disruptive behaviour can be split into 3 sub-group; before, during and after the misbehaviour takes place and which is more effective depends on the circumstances of the specific situation. Examples could be setting classroom expectations (before), staring (during) and wait for silence (after) (Cowley, 2014).

Summary

It is clear that the research into classroom behaviour is not in short supply due to the high importance of classroom subjects such as Mathematics and English (Wales.gov.uk, 2013b). On the other hand the opposite applies to research into the same issue in practical PE lessons where a gap in the research has been discovered. The growing importance of school PE and the lack of research into the effects of teaching strategies in practical PE environments are demonstrated in this section of the study. It reinforces the initial belief that this research will be significant in maintaining and improving high quality PE in schools where the disruption from behaviour is minimised. This gives rationale for the study to close the gap between the extents of research in more popular core subjects or classroom based subjects and PE in school. Not only the disruptive individual can be effected, but children in the same environment are likely to copy the poor behaviour if it is not dealt with effectively which could be detrimental on the learning of the whole group Bandura (1997).

Chapter three

Methodology

Introduction

The main aim of the study is to explore the effects of different teaching styles on the children's behaviour at key stage 3 and key stage 4 in practical Physical Education lessons from the perspective of the practitioners. This part of the study will explain how the research will take place and justify the chosen method in which the aims of the study are approached.

Selection of methods

By its very nature, research is a systematic investigation to gain greater knowledge or understanding of what it is that is being studied (Clough and Nutbrown, 2007) and can come in many forms. After a review of the literature on various methods it was deemed most appropriate to take a qualitative approach as this is normally used in the real-life setting such as in schools (Armour and Macdonald, 2012). Furthermore, Silverman (2006) clarified that the main aim of qualitative research is to understand phenomena that are relatively unavailable elsewhere. Also, three broad areas of study were highlighted by Marshall and Rossman (2006) that are suitable for qualitative methods to be applied. The areas consisted of individual lived experience, language and communication and society and culture. The qualitative interviews with the teachers in the study link into lived experiences, communication and culture therefore making qualitative interviews a suitable method for the research. To further justifying this choice, research into disruptive behaviour in PE traditionally takes account of the teacher's viewpoint (Garn and Mccaughy et al., 2011). Kumar (2005) did however suggest that observations are the most suitable choice of method for studies wishing to investigate group interaction and the behaviour characteristic of individuals. This method was avoided on the basis that teachers observed children regularly and interviewing them to understand what they have observed would be more time effective than primarily observing the lessons.

Interviews

Brinkmann (2013) stated that conversation is the primary tool for obtaining information from other human beings and people can express thoughts and feelings in this way. These

knowledge producing conversations have been refined as interviews (Brinkmann, 2013). This method enables the deep feelings and thoughts of the interview participant to be drawn out through conversation which may not be brought out through the means of questionnaire or other methods. Armour and Macdonald (2012) suggested that interviews are used by researchers to create conversation with the participants. They also went on to state that interviews can explore their opinions, look into their understanding and encourage them to think deeper into the topic being discussed. These interviews can be split into three categories; unstructured, semi-structured and structured (Rugg and Petre, 2007).

Semi-structured interviews were deemed most appropriate as the questions didn't have to be asked in a certain way or in a particular order Silverman (2006). Bell (2005) supports this by explaining that due to a combination of semi-structured and structured components, semi-structured interviews enable the interviewer to change themes and question order. This means that the structure could adapt slightly to the interview environment and the participant needs.

Limitations of interviews.

Rugg and Petre (2007) were however critical about interviewing as a qualitative data collection method and stated that they were time-consuming, expensive and biased. In this case, expense was not too much of an issue as Cardiff Metropolitan kindly supplied a dictaphone and the interviewees were relatively close by. However, there was still an issue with potential biased responses but to minimise the risk of that open ended questions were used. Gillham (2000) explained how for every 100 hours of interviewing there could be as much as 5,000 hours of work. This restricts the numbers of interviews that can be taken due to limits on how much time is free while undertaking a BSc degree.

Furthermore, although semi-structured interviews are great at learning about the interviewee's background, issues can arise when this information is not applied to the way the questions are asked (Harrell and Bradley, 2009). To reduce the implications of this limitation a pilot study was undertaken to ensure that the data collected is relevant to the research question.

Participants / sample

Kumar (2005) states that the accuracy of results in your research is directly related to the sample that one takes for their study. Gorard (2001, p. 10) states that “the purpose of sampling is to use a relatively small number of cases to find out about a much larger number.” Purposive sampling seems most appropriate for this type of study according to Teddlie and Yu (2007, p. 77-100) who claim that the researcher can select sample that they believe they can learn the most from and that are typical to the research issue. This purposive sampling meant that participants could be selected to take part according to their experience and suitability of the topic of interview.

Due to busy schedules, participants were hard to come by however, five participants were found that were all secondary PE teachers and still in employment in schools around Cardiff, South Wales, with various levels of experience. For the purpose of the study each teacher was assigned a code name (Matt, Beth, Karl, Sarah, Joe) to remain anonymous in the study. Each teacher was from a different school to give an overview of Cardiff secondary schools and not a case study of one individual institution/ environment. All of the teachers were found via word of mouth from the connections the researcher had to teachers in the area. The average years of teaching experience of the participants was 13.2 years which ranged from 1 year to 36 years and therefore boosted the reliability of the results. There was also a mix of males (n=3) and females (n=2) to further increasing the reliability of the results which were gathered.

Pilot study

A pilot interview aims to improve the feasibility of a study (Kumar, 2005) and was performed with a university lecturer in coaching science to look at initial failures in the interview process which could be improved ready for the first interview (Hollway and Jefferson, 2000). The feedback from the qualified interviewee indicated the questions were constructed well making them easily understood and relevant to the topic being discussed. This interview also enabled the interviewer to gain confidence in a similar environment to that of the interviews contributing to the study's results. The feedback from the interviewee was also critical of certain aspects resulting in changes to the structure of the procedure.

Initially the interviewee had to complete the interview guide with notes on each question and then return it before the interview which gave the interviewer an insight into the individual's views. It became apparent that the answers therefore could be preconceived and potentially biased. By giving them the opportunity to go to the extent of writing answers the spontaneous conversation that the interviewer wanted was more likely to become what the individual feels like they are expected to say.

As well as the experienced pilot interviewee, the questions were also sent to numerous peers who read through and ensured they were clear and met the aims of the study. This process cleared up any issue with validity and achievability that the interview may encounter prior to the data collection and also ensured the questions were easily understood by the reader.

Procedure

After taking all that was learnt in the pilot interview into consideration the teachers were contacted and sent out interview guides (Appendix J) that enabled them to understand the purpose and scope of the study prior to the interview. These guides were sent out no more than three days before the interview to ensure the information was fresh in their minds at the time of the interview. The interviews ran on different days and always in the school environment due to the teacher's busy schedules around that time of the year. The interviewer would arrive 15 minutes before the planned meeting time to ensure everything was prepared and organised. The initial meet and greet was vital in building immediate rapport with the interviewee which helped the interviewees feel comfortable and assisted the fluidity of the conversation during the interview. A quiet area was then used to conduct the interview which was recorded with a high quality Olympus dictaphone recorder. Prior to the interview test recordings ensured the controls were understood and there would be no problem with setting it up. A more detailed version of the interview guide was used to prompt questions during the interview and also included notes to help delve deeper into the participant's knowledge and experiences (Appendix K).

Data analysis

Once all interviews have been taken and transcribed the data was coded to find links between the different participant's views. The first stage is to highlight any significant strategies that the practitioners explained in the interviews, and categorise them into themes. Once all data has been gathered the second stage of analysis could begin which consists of the themes being looked over once again and finalised. The links between themes and categories have to be understood and only then can the data be placed into table form. Each theme is presented in a table which may be split into its categories depending on the complexity of the theme.

Ethical considerations

This study was given ethical approval by Cardiff Metropolitan University's ethics committee prior to any contact with potential participants (Appendix H). Once ethical approval was gained the selected participants were sent a consent form (Appendix I) to sign which enabled the information retrieved from them to be documented in the study. Only once they had returned signed forms were any interviews able to take place, including the pilot. It is vital that these documents were kept safe due to the fact they are legal documents to prove consent was given from the participant.

Chapter four

Results

Introduction

This section will present the data gathered through the semi-structured interviews conducted as part of this study. As justified in the methodology, these semi-structured interviews were used to gain an insight from a teacher perspective into the strategies they use to overcome the effects that disruptive behaviour has on a learning environment. A variety of questions were used to promote deep thought into the process they undertake on a daily basis and prompt the key information needed for the study. The semi-structured nature of the interviews means that the interviewee's opinions can be explored and deeper thinking can be prompted (Armour and Macdonald, 2012). The data went through multiple stages of analysis. The raw data was initially transcribed then all themes and key information was drawn out and put together then from that the significant themes were placed in tables to clearly represent the data and show the links and sub-categories that had been devised as seen in Appendixes B-G. The name and page number that follows the quotes from the transcripts allows the reader to locate the page in the transcripts which that statement was made. This chapter will aim to interpret the data and show the themes that have risen from the research.

Consistency

Consistency in the practice of a teacher is the first theme drawn from the participants responses and can be evident in numerous parts of the teaching process (Appendix A) Some of the practitioners made broad statements regarding consistency such as Sarah who believed that all teaching strategies must be consistent throughout the department. She continued to suggest that each teacher should be implementing the rules in the same way so there is no differing approach between the teachers in a department. This leads onto the sub-categories that were created to split the more complex themes into specific areas.

The first of the sub-categories of consistency that could be drawn for the data was the notion of a team approach. Although it was only highlighted by one participant, it could be linked to numerous statements under this theme. Sarah states that working as a department is very effective. One statement that shows this view with great clarity is:

“Were really lucky we have always had a really strong PE department and we tend to target any discipline issues as a department as opposed to individual teachers, and I think that has kept disruption very low within our department itself.” (Sarah, p. 1)

This was further explained later in the interview when she controversially related to the fact that there is no hierarchy in the department which helps discipline as no teacher can be ‘played off’ against another. An example was then made when she described a conversation in the PE office where the staff discussed an individual pupil’s behaviour and then later in the day other teachers made reference to the incident which related to her earlier statement that “the kids know they don’t take on one of us, they take on all of us.” (Sarah, p3)

The second of the sub-categories under the theme of consistency is a discipline procedure which Beth, Sarah and Matt all identified as being significant. The procedures varied between schools but the key is that according to the data collected it did not vary within the school. Having said that, some comments regarding the discipline procedures lacked clarity which may or may not have reflected their understanding of the procedure. An example being Beth who said:

“We have a system in school where there are 3 stages. The first stage would be a warning, then second stage then would be move them somewhere else like in a practical context moving them to a different group. If they continue being disruptive then we move them to another class. Usually then our main PE teacher is teaching on the field or he is inside the hall. So I would just say “right, go sit in with...” and then they know then that’s the final stage.” (Beth, p5)

She later explained the procedure with more clarity when stating that “they have their first warning, then they’re moved and they know if they have another warning they are out. So having that consistency does help a lot.”

Sarah explained one very simple process by stating “we’ve got a school, policy on it. It’s first of all a verbal warning. Then it’s removing them within a classroom.” Another procedure which was more complex was Matts, which appeared to manifest in four stages:

“Moved first, then maybe some time out then there is break time, lunchtime or after school detentions and finally head of year and higher, but when they are implemented is according to different teachers.” (Matt, p7)

Early intervention/ prevention.

The second theme was the most extensive and due to its complexity, it was represented using two tables in the appendix. The two significant categories that were drawn from the data were grouping (Appendix B) and positive approach (Appendix C). Grouping was then further devised into two sub-categories namely ‘prior group planning’ and ‘group changing’.

Positive approach was used to represent the attitudes that teachers start a lesson with. Various participants praised this approach of which the most detailed was Beth who explained how she focuses on the positives in a session and makes examples of the behaving students. She further emphasises her positivity with statements such as “I try and think every pupil is going to be on their best behaviour today and that’s how I would plan and go from there.” (Beth, p. 4). Sarah supported Beth’s view with a very similar statement explaining how she plans her lesson assuming that behaviour will be good. Joe’s view supported that of Sarah and Beth but also drew the link to the self-fulfilling prophecy (Merton, 1968) and said that “if it’s a shit group, and you tell them it’s a shit group, it will stay a shit group. Do you know what I mean? You will never change them” (Joe, p. 11). The self-fulfilling prophecy is defined by Kent (2006) as a prediction that comes true solely due to the fact that it was suggested.

Grouping was a more complicated category from the theme of early intervention/ prevention as it was split into two sub-categories when it became clear that the term is very broad and it could be split to make it more easily understood. Beth, Sarah and Joe all made multiple references to the importance of grouping and how it plays a part in their teaching. First of all prior group planning was mentioned regularly and both Sarah and Joe stated that they control setting the pupils at the beginning of the year. Sarah agreed with my question regarding the grouping of poorly behaved children together by stating:

“Yes, it’s very much so about making sure that when we are looking at grouping. We tend to have the luxury of grouping classes and we don’t necessarily group them on ability” (Sarah, p2)

By using the term luxury she suggests that not all school teachers have this privilege although Joe has the same authority within his school and shows that real thought and time is put into making the sets that the children are in as effective as possible for the learning of the class. He explains how they look at the groups very closely and work out which is best for the working relationships between pupils and teachers. He then states how it is vital that they set the groups to ensure they keep continuity and adaptability within their department, but the thoughts that the other participants expressed didn't show the detail, that he does. He gave examples and made the point that grouping and setting for behavioural management may outweigh ability setting in some cases. This demonstrates the significance of prior grouping and the potential impact it can have on practical PE behaviour.

It was not only for behavioural reasons that grouping was used. Sarah brought up the fact that it is time saving which may indirectly help behaviour through meaning there is minimal time setting out groups while the pupils are not engaged in learning.

The second sub-category to grouping relates to group changing due to a specific incident or situation. Beth simply stated that if a pupil continued to disrupt the class then she would not hesitate to send them to a different group. Sarah supported her by explaining that after being moved within a class, a disruptive child could be sent to rugby from football if they continued misbehaving. The idea of sending children to different classes in the same practical environment connects to the notion of a team approach where the other staff members must be understanding and willing to take on extra pupils when it may not always be easy.

Another perspective was taken on the grouping theme by Sarah who explained how changing the group or role an individual has may help prevent disruption before it happens. Sarah explained how spotting that a child has neared their potential in a task, and changing it, can prevent them from becoming a disruption due to them being off task or realising they have reached their potential.

This example shows a new point of view on grouping which prompts thought into how many possible disruption-preventing strategies there may be linked to this theme.

Empowerment.

This theme of empowerment (Appendix D) is divided into two categories which relate to empowerment. 'In session' empowerment and 'long term choices' are the branches stemming from this theme. It seemed in most cases that the teachers were using empowerment without realising as none of them clearly stated that it was empowerment that they were using. It was through the interviewer's clarification and the data analysis process that this theme emerged. A clear example was by Beth who responded to one question saying: "Yes and on that point as well some of them respond well to responsibility." (Beth, p8). Similarly Sarah, (p14) commented saying "The pupils like having an input in lessons and I think if you took that away from them then they get lost." Here responsibility is used which is very similar to empowerment and the statement suggests she is unaware that empowerment is being incorporated into her sessions. However it's still being used and the comment suggests that it has positive outcomes.

Moving onto the findings in each category, the 'in session' empowerment was discussed most commonly such as the comments by Sarah who said they respond well to making decisions for themselves and being given the success criteria. She also provided an example of when two girls who are normally kept apart were allowed to be in a group for an inspection lesson providing they behaved well. This lesson was a success but it may have just been a way of the teacher arranging the class and not specifically empowerment but how the teacher explains the situation suggests that empowerment was intended.

The second category demonstrates when the practitioners have empowered the pupils by giving them an input in long term educational choices. Joe explains the benefits of allowing the children to have an input in the lessons groups as if they become disruptive, he is able to say "you have chosen these groups". As well as that example of empowering them through them choosing groups he also offers them the chance to bring up any problems they have regarding what will be taught that term as quoted below:

"You will try and win them over in the sense of 'right this is what we are going to do this year' have you got any opposition to those things there? So we can say well we did choose this as a group that we would do basketball after Christmas. Your hand was up as well as everyone else" (Joe, p. 10)

This again relates to the teacher having the upper hand if the pupil refuses to take part or becomes a disruption as they have previously agreed to it.

Interpersonal relationships

The fourth theme is intrapersonal relationships (Appendix E) which is one of the most significant themes that was highlighted by this study due to the quantity of data collected regarding it as an important strategy. It is divided into two categories which are 'Caring' and 'Knowing the Children.' Knowing the children is one of the largest categories in the study which, along with Caring, linked very well into the intrapersonal relationship theme.

Caring is the smaller of the two with a fraction of the data to support it but still shows a valid point through the views of Karl, Sarah and Joe. One of the most significant views was by Karl due to the detail and example that is given. He explains how in some case caring can deal with a situation effectively such as if a disadvantaged pupil forgets kit. He says that by caring for the pupil and organising some kit that they can use every PE lesson the potential for disruptive behaviour is reduced and also a rapport can be built. The pupil will feel as though the teacher wants well for them and is there to help. Karl goes deeper on this topic by giving a mini case study example of where this has been effective in his practise:

"I've got a prime example, I've got a student in year 11 now. He's not a massive achiever he's a lovely boy and very able practically but he's got a family situation at the moment with his parents have asked him to leave. He's in foster care right now, he's a county level rugby player he's a quality player but he's got no kit. So I pulled him last week and told him I know what's going on, I said here's my office if you need any kit, I've got a pile of kit here that you can do what you want with, I said I don't want you losing focus in relationship to sport. His face just lit up because he was so pleased that someone was giving him some love and affection I suppose, in that way nurturing for him you know and looking after him, that's what it's about really." (Karl, p. 5)

This prime example shows the benefits that this strategy towards a potentially disruptive pupil can have on the relationship they share. Sarah explained a similar scenario whereby

if a pupil has no kit then you must understand their situation before taking action as there may be a legitimate reason behind it.

The second category is potentially the biggest of the study on the grounds that all five participants brought it up during the interviews. The strategy of knowing the children had extensive data supporting its validity. Sarah clearly pinpointed the need for knowing the children in the session by stating “there is so much going on in these kids’ lives that are the underpinning cause of a lot of the disruption.” Joe also fundamentally clarifies that “the key thing then is stability and you get to know a group be it a top group, middle group or bottom group by seeing them regularly.” (Joe, p. 5). To further demonstrate the opinions of the participants Karl made another clear statement showing the importance of building the relationship with the pupil by saying that “it’s all about relationships, all about building relationships with them.” The span and clarity of data collected on this topic shows the depths in which the teachers believe it holds great significance.

Matt agreed with these views also by explaining that going in with an iron fist is not always the best approach and building relationships and treating people fairly can show them that you are still a human being which can build a strong relationship and therefore, in his opinion, potentially manage behaviour effectively. Karl explains that it is all down to knowing the children as you can’t deal with all children in the same way. He thinks that knowing how to treat them is down to getting to know them over the course of the years and they will learn to understand what is expected of them and what is acceptable.

He then continues to state that “it’s again down to the kids and knowing what you need to do in dealing with them in the best way that’s going to get them to get the best outcomes as that’s how we’re judged.” (Karl, p10). So he believes it’s not just knowing them but knowing how to deal with them in the best way that is the key. He similarly says that it’s all about just knowing who it is you’re dealing with, but also the pupils knowing what they are dealing with so it’s a two way effective relationship.

Prioritising the majority

Many practitioners brought up topics relating to this theme and believed that the majority cannot lose out due to a disruptive minority (Appendix F). Sarah made a clear point that

she will try and keep everyone involved until it impinges on the rest of the class at which point she will prioritise the majority of the pupils.

The categories stemming from this theme show the actions that can be taken to ensure the behaving pupils are not being affected by certain individuals. The first of which is removal which can come in the form of time-outs or calm downs. From Sarah's understanding, it is often just boisterousness which is understandable due to the nature of PE. She gives the pupils 2-3 minutes out of the class which normally results in them wanting to come back into the session. The idea of the pupil wanting to be brought back into the session links to Matts approach of progressing the session on to make it more enjoyable. Therefore the pupil will want to be involved again and is more likely to want to stay involved in the session in future. This can be seen from the following dialogue:

“Interviewer - If your child is being disruptive do you get them doing something or would you just as a punishment sit them down doing completely nothing?”

Participant – A disruptive child?

Interviewer - Yes

Participant – You'd have them on the side having that time out.

Interviewer – Make sure it's a punishment?

Participant – Yes, with that wait to come back in.

Interviewer - Yes

Participant – And you can do that in a couple of ways. If you're doing skill based drills you could get a game going straight away. Show them what they're missing out on and show them they only need to be involved and just work like everyone else and when they're having fun and doing stuff. Like this team is a man down and maybe overload it so that the team that they would be on start to lose. It's a bit unfair on the kids but oh well.”

The other category is looking at prioritising the majority from a different perspective as it relates to the teachers being flexible in their session to increase inclusion. This therefore keeps everyone involved and lessens the chance of pupils switching off task and being disruptive. This strategy is only highlighted by Joe's interview but shows depth, potential and examples from his bank of teaching experience. On multiple occasions he makes

reference to times when he has changed the activities to suit the pupil's needs or interest. As a head of department he has also given the other teachers the authority to change the session if the children are not achieving anything and are not engaged. His view on this approach is summed up when he explains that he would rather the children be doing something than nothing at all. This shows his rationale behind the approach and emphasises his inclusion based mentality on the sessions. In summary he emphasises "flexibility, so changing the topic to keep everyone engaged" (Joe, p. 11)

Expectations

The final theme take from the raw data was the expectations (Appendix G) which related to rules that can be set within a session and creating an understanding of what is acceptable. On this topic Beth said "I try and deal with it beforehand so when I have my very first lesson with a class I will set out things that I expect from them and things they can expect from me". Karl's similar opinion was that they need to understand the expectations of the teacher and these expectations should be integrated throughout the school. Karl suggested that these expectations should be ingrained early in the pupil's time at the specific school to make future years less problematic and maintain the consistency within the school. He sums up his views by explaining that it is essential to keep these parameters and follow the protocol regarding expectations and rules".

Similarly some of the participants highlighted respect as being significant in maintaining a positive learning environment. Beth fundamentally states that "a good thing I use with them is you respect me and I'll respect you back. And they listen to that". Matt follows on by saying "the key I believe is building a rapport and treating people fairly and that way you will manage behaviour". These statements show the importance of a mutual respect within the session between all individuals, and that positive relationships can help control disruptive behaviour.

The next chapter will highlight key areas of the results and through the relevant literature, build a discussion on how effective these strategies that have been drawn from the raw data could be effective in today's practical PE environment.

Chapter Five

Discussion

This chapter aims to review the data shown in the results section and compare it against the research that was presented in the literature review.

Consistency

Consistency was highlighted in the results as a significant strategy used by teachers to control disruptive behaviour and was split into team approach and discipline procedure. The research of Creemers and Reezigt (1996) demonstrated the importance of consistency in the teaching approach used by teachers and created four distinct elements. Consistency, cohesion, constancy and control were devised to break down the consistency theme. This research is a little dated, however Casey and Dyson (2009) suggest that physical education teaching strategies have changed very little in recent years which can justify some of the other more dated literature used through this chapter. Another significant take on this theme is by Chitty (1997) who said that schools where all teachers are following common guideline are positively affected, and student progression is higher.

The importance of the cohesion element that was also represented in the work of Creemers and Reezigt (1996) links to the team approach sub-category of consistency that was highlighted in the results section. It was defined as all members of the teaching staff showing consistency (Creemers & Reezigt, 1996, p. 215–216). Sarah (p. 15) made clear reference to this by explaining how it is important that a child can move between classes and still experience the same rules being enforced. The team approach can be related to what the literature refers to as the whole-school approach. “A whole school approach to behaviour leadership, management and discipline essentially addresses the key aims, practices and plans a school consciously seeks to pursue in their day-to-day life as a local learning community” (Rogers, 2007, p. 6). He continues to underpin the importance of creating supportive colleague relationships which directly supports the results of the study which showed examples of when teachers had to help each other out in situations regarding disruptive behaviour.

One area where it seems consistency is not to be used in the teaching of PE is through the teaching styles selected and used by practitioners which was drawn from the results collected in this study. The participants in the study highlighted the fact that teaching styles

must be varied and therefore that element cannot be consistent. Capel and Whitehead (2010) explained how there is no right way to teach, which suggests they can vary their approach providing they stay within the parameters set by school and national policies. They continue to state however, that different teaching methods are more appropriate than others in different teaching scenarios. Scherer, Gersch and Fry (1990) explain how consistency in setting the limits on what a child can do in the session is key and the teacher must have a set discipline plan which could be the schools discipline procedure. For example, if a teacher allows one child a warning for talking to a partner then the same must be done for the other pupils. They believe there must be no more than 5 stages to the procedure/plan, and each step must increase in severity. The results of this project show that teachers are using between two and four steps which increase in severity which supports this literature and shows why they had such positive views on them.

Early intervention / prevention

The results from this study demonstrated the significance of strategies that can be used prior to a behaviour episode as a way of preventing them arising. Lavay, French and Henderson (1997) explain how by leaving nothing to chance, the possibility of potential problems is reduced. This organisation and planning can support this theme of early intervention / prevention, as prior to the session many of the contributing factors for disruption can be removed. The literature on ability grouping in physical education is widely varied and therefore people have used it to support almost any view (Kulik, 2003). However, the literature for grouping in relation to preventing disruptive behaviour is not so well documented. Bandura (1997) uses the Social Learning Theory to suggest that children copy the behaviour of those around them in order to learn. This can have positive and negative effects of which the negatives are focused on through the results of this study which show that in most cases disruptive pair should be kept apart. As the negative behaviour was the topic of conversation in the interviews, no statements can be given regarding the positive effects this theory could have on the disruption levels. The theory fully supports this theme and shows that by not carefully selecting which pupils are together, behaviour can escalate as children thrive off each other's poor behaviour.

Much of the literature relates to planning and organisation as opposed to specifically 'prior grouping'. Various researchers claim that spending time before a session ensuring it is designed to prevent behaviour issues is a worthwhile investment (Rink, 1993; Siedentop 1991). However, the results from this undergraduate study show that the practitioners did not plan for poor behaviour to take place as they had confidence in the rapport with their pupils. This contradicts the results regarding grouping where many of the teachers stated that they planned groups prior to the lessons, based on behaviour. Grouping prior to lessons could come under that category in the sense that if the grouping was done during the session the pupils would be off task and potentially disruptive. Graham (2001) has a different approach, believing that pupils should choose their own groups but not in a way where pupils may feel left out or disheartened. "Today there are far too many adults who suffered through emotional pain of being picked last" (Graham, 2001). He continues to state that the feeling could contribute towards not wanting to engage in physical activity in later life. However, he does state that sometimes a teacher has to select groups or teams themselves for a specific purpose. One of the purposes he is referring to could be to control disruptive behaviour in a session by knowing exactly who is in which group and more importantly, who is with who. This prior grouping notion can be on a big scale such as setting, or it can be creating micro groups within a set. Graham (2001) seems to be relating to micro groups however the idea could still potentially be linked into group setting.

The positive approach sub-category is named differently in the literature with varying terms such as "Positive Discipline" (Rogers, 2007) and "Positive Behaviour Management" (Lavay and French et al., 1997). Rogers (2007) fundamentally explains that teachers should make every effort to plan for a positive working environment. This theme that arose from the study is supported by a dated yet fundamental view of Skinner (1948) who clarified that children respond well to praise and they will repeat the desired behaviour in order to receive that praise more regularly.

Empowerment

The results appointed empowering the pupils in the decisions they make, to be a significant strategy either during the session or as a long term choice. Empowerment is closely linked to the notion of power (Thompson, 2007), of which one of the levels that Thompson (2007) highlights is 'personal'. This personal power includes benefits to an

individual such as self-esteem which is stated as a key factor that could cause potential behavioural issues in a child by Burnham and Jones (2002). It seems apparent through the results that by giving this power to the students they take more pride in the role they play. Three of the five participants brought about this strategy as being significant in their teaching practice. The notion of empowerment could link to the teaching styles that the teacher's commonly use in their sessions. Some of the participants demonstrated how they try to use the productive cluster that Mosston and Ashworth (2008) created. However, the reproductive styles such as command and practice are often more appropriate and better for teaching disruptive pupils according to Beth and Sarah. The productive styles, such as guided discovery, have an element of empowerment to the student as they make more decisions regarding what the session consists of and how they go about completing tasks. Those choices would relate to the 'in session' empowerment that was a category of the empowerment as during the session they are making decisions on how to go about specific tasks. The 'long term choices' category was different in that it empowered children through decisions they made that affected the structure of their PE lessons for a greater period of time. An example would be giving the group the chance to decide what activities they want to take part in as a 6 week block.

Interpersonal relationships

Burnham and Jones (2002) highlight that there are many factors that can potentially affect a child's behaviour such as background, age, gender, medical issues, disability, culture and self-esteem. The results from this study showed the significance of how getting to know a child can help reduce their levels of disruption which can be clearly linked to some of the factors that Burnham and Jones (2002) presented such as background, medical issues and culture. It would seem apparent from the data collected that these issues can be controlled by having a mutual understanding between teacher and pupil of the situation the pupil is in. This acceptance by pupil and teacher is key and a relationship where the pupil wants to help the teacher and the teacher wants to help the pupil is an effective one (Johnson, 1957, p. 233-236)

Through the work of Noddings (1992), the results gathered from the opinions of teachers, regarding care, can really be supported. She expresses the importance of caring for the pupils that a teacher is working with and states that students need to feel care being expressed towards them. She continues to state that the notion of care amongst physical educators must be revisited, as the effects of a teacher acting with care to a pupil is second only to that of the child's parents. This links to Sarah's view as she explains how there is so much going on in the children's lives, that is the cause of much of the disruption. By caring for the pupil and being understanding of their situation a strong rapport could be built which may create an understanding relationship and therefore improve the disruptive tendencies.

Prioritising the majority

The literature supports this studies results regarding the importance of the learning of a group and the negative effect that poor behaviour can have on the learning of the well behaved children by taking the focus away from the learning (Fernandez-Balboa, 1991).

The results suggested that if moving children within the group was ineffective, and the learning of the other individuals was being impinged upon, then children would be removed from the group altogether. This study brought about the theme of removal, however, Rogers (2007) refers to it as 'time-outs' in his book on behaviour management. He states that it is a good way out of a situation where a pupil is being disruptive and is a less intrusive method of doing so.

The data collected from Joe made regular reference to the idea of changing sessions around in order to ensure everyone was engaged. This strategy was labelled flexibility for inclusion and works of the fundamental idea that all children should be engaged in high quality PE but there is a broad spectrum of ways in which this high quality PE can be achieved. The literature review highlighted that if children are not engaged then they may misbehave in lessons. This flexibility for inclusion strategy aims to remove that issue by adapting the activities to suit the children's needs in order to keep them interested and not disruptive. This opens up the discussion of whether changing the topics of a term, be it tennis or athletics, to suit the pupil's preference, is good practice. One view is of the consistency and control that Creemers and Reezigt (1996) demonstrate as being vital as a

teacher. So according to Creemers and Reezigt (1996), this flexibility is inappropriate as it puts the authority and control of the practitioner at jeopardy. On the other hand, by allowing the pupils to have an input on the activities they do, the benefits of empowerment that Thompson (2007) states can be utilised. Both arguments have valid points regarding their effect on disruptive behaviour but which approach is most appropriate could be down to numerous factors such as the practitioner and the situation they are in.

Expectations

The literature agreed with this theme that was brought about from the research and demonstrated the importance of clear expectations in a class that are understood by both pupil and teacher. Denti (2012) recently explained the importance of the first lesson taken by a teacher and how well procedures and realistic expectations are put in place will dictate whether the class is well-managed or poorly-managed. It was further explained that students are looking to be told what the group structure should be and what ground rules are in place regarding behaviour. Another statement bearing clarity is by Emmer and Everton (1980) who supports the high value that clear rules, set early on in a teacher-pupil relationship, has on the behaviour of a group. A poor understanding from the group of what is acceptable or unacceptable within the sessions in school can become an issue. Behaviour issues can arise due to this lack of understanding of the rules and the children not knowing how they are meant to behave. This may be more of an issue in the practical sessions as children are active and arguably have an increased opportunity to become over excited. However they must be able to control this excitement and listen to the rules and expectations of the teacher as those skills are highly valuable. Children with those rule following skills are more likely to achieve academic success (Wentzel, 2005). Vogt (2002) explains that interaction with students is developed with a mutual respect and trust that they will attend to the needs of the individual. This mutual respect and trust is mentioned by Matt and Beth in the results where the value of rapport building is suggested which could include mutual understanding of the expectations in the sessions. Vogt (2002) shows that rapport can also link to the interpersonal relationship theme of this study in that interpersonal relationships with students require a caring perspective. The literature

demonstrated in this theme shows the need for respect and understanding to come from both teacher and pupil in order for a successful, sustainable relationship to be built.

Summary

In summary, the results from this study show numerous significant strategies that are being used by teachers in South Wales. Not only do the participants often support each other's views on which strategies are effective but also the literature heavily supports much of this study's findings. Interpersonal relationships and consistency were highlighted as the most significant themes based on the facts that each of the interviewees mentioned it as a key strategy and the literature strongly supported it.

Chapter six
Conclusion

After partaking in this study into the effects of differing teaching strategies and their impacts on disruptive behaviour in practical physical education at key stage three and four, six key themes were devised. The data which concluded these themes was gathered through the means of semi-structured interviews with secondary PE teachers in South Wales. The findings represented the most effective ways that these practitioners deal with the burden of disruptive behaviour. The key themes consisted of: consistency, early intervention / prevention, empowerment, interpersonal relationships, prioritising the majority and rapport. Some of these themes were more complex and therefore links were drawn between the raw data, and sub categories were created. The main themes that were identified were consistency and interpersonal relationships as all the participants highlighted these areas as being significant in reducing disruptive behaviour in practical PE lessons. Consistency split into two categories, team approach and discipline procedure and interpersonal relationships split into caring and knowing the children. Of these categories 'knowing the children' was expressed most by the participants with all five making reference to the impact that getting to know a child can have on the disruption in the sessions. Early intervention / prevention, empowerment, prioritise the majority and rapport were all other clear themes that emerged as being effective teaching strategies. Overall, the prior planning and firm directions that the teachers highlighted in the data collection process relate to what Rogers (2007) calls an *assertive teaching style*. A teacher with this style expects compliance but does not solely rely on power to control a group. Many of the themes, such as, early intervention and prevention come under this category showing that it has great significance as a strategy to prevent/reduce disruptive behaviour in practical PE lessons in secondary school in South Wales.

Study strengths and limitations

One limitation from the process of this study comes from the methodology where interviews are the only method used to gather data regarding the research area. Although some interesting themes were brought about by the interviews, there were no other results to compare the interviews against to enhance the validity of the study. Tashakkori and Teddlie (2003) express how popular multiple method research is and how it has grown in various research areas such as education and nursing. Brewer and Hunter (2006) agree

by stating the multi-method strategy is very powerful and if different methods have different weaknesses then by converging two methods into one study the results can be accepted with more confidence that they are true representations of what is being studied. As an undergraduate research project it was deemed unnecessary but in hindsight, it would have strengthened the study.

Secondly, most of the literature regarding poor behaviour is from a classroom setting and the behaviour from a physical education setting is less common (Kulinna, Cothran and Regualos, 2006, p. 32-40). This raises the issue on how closely classroom and practical behavior is related. In this study, whether or not certain literature was used was decided through the best judgment of the writer with the knowledge of the literature and the results of the study.

The study also contained numerous strengths such as the depth in which the interviews went into regarding the topic of discussion. The interviewees were not only asked superficial questions on the teaching strategies but went deeper by providing examples and their opinion on why such strategies work well. This quality interviewing technique resulted in extensive data being collected around the topic being discussed.

The rationale for this study to be taken was also clear from the start as it related to the growing importance of PE and the need for the literature to improve in quality at the same rate. This leads onto the next section which prompts ideas for future research in this area to improve the knowledge and practice of key stage three and four PE teachers.

Recommendations for further research

On completion of this study, there was time to reflect on the process that had been undertaken. Part of this reflection process was developing similar areas of research that could be performed as a follow-on from this study. Firstly, a similar study may benefit the literature if it was on a larger scale such as throughout Wales or possibly the UK as only a small number of schools were used in a small area. This would give a better understanding of the teaching strategies used throughout the UK and not just one small area as in that area there may be trends in how disruptive behaviour is dealt with. This

potential difference is highlighted by Kumar (2005), who states that results can vary between schools, teacher and setting.

The biggest proposal, however, is for a comparative study between the effectiveness of these strategies that were highlighted in a classroom and in a practical PE environment. The rationale for this study would be to discover if there are any similarities and therefore whether literature can be cross referenced between these two teaching environments as the literature is unclear as it stands. As mentioned in the limitations section, a multi-method approach could be taken to this research to further improve its validity. These research projects would further the knowledge of researchers as to how the key issue of disruptive behaviour can be best dealt with through the means of various teaching strategies. Therefore the learning environment in practical PE lessons could be improved which would subsequently aid schools in providing pupils with the best possible chance of reaching the 10 outcomes that high quality PE aims to achieve.

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Appendices.

Appendix A
Consistency table

Theme	Consistency	
Consistency codes	<p>-“So you know having that consistency does help a lot.” (Beth, p6)</p> <p>-“I would say the before element need to be engrained right from the start of their schooling and it’s not just a case of setting standard with each individual class. I think that is done as a trend throughout the whole of the department.” (Sarah, p3)</p> <p>-“We’ve got a school, policy on it. It’s first of all a verbal warning. It’s sort of removing them within a classroom.” (Sarah, p6)</p> <p>-“I think the main thing is that any teaching strategies that are implemented need to be consistent throughout the department. Consistency means that the same standards. If kids move between classes, if they move between groups they know the standard of behaviour is expected from the whole department. They know they can’t play one off against the other which I think happens in departments.” (Sarah, p15)</p> <p>-“So consistency in lessons and then especially the consistency in setting so you get to know your children over the course of 5 years. So we here spend a lot of time trying to make sure that groups have the same teacher for 5 years” (Joe, p5)</p> <p>-“That’s because you’ve set the parameters and they understand the rules and understand what is expected and it is important that you carrying on with that and make sure you are relentless with following the protocol” (Karl, p6)</p>	
Sub- Categories	Team approach	Discipline procedure
Sub- category Codes	<p>“Were really lucky we have always had a really strong PE department and we tend to hit any discipline issues as a department as a pose to individual teachers, and I think that has kept disruption very low within our department itself.” (Sarah, p1)</p> <p>“We would follow the procedures that we have got that we haven’t really got a hierarchy which means that the kids know they don’t take on one of use, they take on all of us.” (Sarah, p3)</p> <p>“There is not really a hierarchical thing in our department so I think that helps with the whole ethos and strategies that we use to discipline kids.” (Sarah, p4)</p>	<p>-“We have a system in school where there are 3 stages. The first stage would be a warning, then second stage then would be move them somewhere else like in a practical context moving them to a different group. If they continue being disruptive then we pair them to another class. Usually then our main PE teacher is teaching on the field or he is inside the hall. So I would just say “right, go sit in with...” and then they know then that’s the final stage.” (Beth, p5)</p> <p>-“We’ve got a school, policy on it. It’s first of all a verbal warning. Then it’s removing them within a classroom.” (Sarah, p6)</p>

	<p>“We all meet in the office and the kids are talked about, the lessons are talked about. He was a pain in the back side today. She was a pain in the backside today. Yes well you need to know that this this this. So and then a kid will come and Dustin will go “what were you doing in Mr A and Mr B’s lesson? Why weren’t you behaving in Mr A’s lesson?” so the kids know that we know what’s gone on and they can’t hide anything from the other departments.” (Sarah, p15)</p>	<p>-“So the school policy is that you verbally warn, you move then within the class so as far as we’re concerned that’s moving the partners around. You send them outside the room, you deal with it outside the room. If need be you bring them back into the room and you carry on. Or there is a back phone and in school so basically if a pupil is disrupting in a lesson that’s causing major issues, you ring the back phone.” (Sarah, p6)</p> <p>-“Which is pinned up in every room in the school, the discipline procedure, moved first then maybe some time out then there is break time, lunchtime detentions after schools and their head of year and higher, but when they are implemented is according to different teachers.” (Matt, p7)</p>
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Appendix B

Early intervention/ prevention (Grouping) table

Theme	Early intervention/ prevention	
Categories	Grouping	
Sub categories	Prior group planning	Group changing
Codes	<p>-“I do plan groups before the lesson because I find that if you’re doing the lesson putting them into groups it takes time and there is a lot of arguing.” (Beth, p4)</p> <p>-“I – So would you say that is something you would really focus on as a strategy, making sure that there is not a bad group of kids together bouncing off each other. P – Yes, it’s very much so about making sure that when we are looking at grouping we tend to we have even at KS 3 now we have the luxury of grouping classes and we don’t necessarily group them on ability” (Sarah, p2)</p> <p>-“And we do our own class list. We get given them then we change them all because there are two classes on at the same time. So she doesn’t mix with her and we know full well if we separate them there won’t be a problem. If we stick them together, there could be a problem” (Sarah, p2)</p> <p>-“Well you put procedures in place. For example if you had 1 or 2 girls or 1 or 2 boys that you know are going to be disruptive in a class then you would put one in one group and one in another group to avoid confrontation that what I found to try and split any troublesome ones up even though they may be in the wrong ability group it’s better to put them into that group rather than do 2 or 3 of them together and cause major problems.” (Joe, p2)</p> <p>-“Yes, what else did we decide on?</p>	<p>-“If they continue being disruptive then we pair them to another class” (Beth, p5)</p> <p>-“So if there’s little disruption between pairs that you don’t deem to be any health and safety issue you could just change partners.” (Sarah, p6)</p> <p>-“If a kid was being a pain in the arse in football you would send them up to join rugby because if the reason behind it was the interaction between kids you would send them to join the other group.” (Sarah, p11)</p> <p>-“Knowing when you can say to that kid you have done really well today but what I would like you to do now is if you could go around and video everyone else’s routines knowing full well that kid reached their level and at some point they are going to realise that they are rubbish. Before they get there another kid realises the same thing you can remove them from the situation and give them a different task that give them a different element of what your trying to do like the feedback aspect of it. Give them a task to which their means that they will minimise the disruptive behaviour or it won’t happen at all.” (Sarah, p14-15)</p>

	<p>No we looked at our groups very closely. We identified any possible trouble makers especially if they are friends. Then we work out then which is going to be best for our working relationships with the pupils. What are we going to achieve the best results from in the way we set our groups out?" (Joe, p2)</p> <p>-“The most we get down is 6 classes at any one time so they set themselves they go to the groups that they want to in year 7 then if they develop and they improve then they move around so they set themselves without guidance and then they work to their levels and that again lessens the ability for people to be disruptive because they have chosen to be in those groups.” (Joe, p3)</p> <p>-“It’s really important that we set the groups and we have continuity and we have adaptability.” (Joe, p6)</p>	
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Appendix C

Early intervention/ prevention (Positive approach) table

Theme	Early intervention/ prevention
Categories	Positive approach
Codes	<p data-bbox="352 371 1220 577">-“In my school we have a positive approach. So we try not to focus on the negative of what they are doing and try and focus on the positives. It seems to work really well. So if you have got one pupil that is being really disruptive and one pupil who is being outstanding then you up the person who is being outstanding rather than give attention to the person who is not.” (Beth, p4)</p> <p data-bbox="352 618 1220 685">-“I try and think every pupil is going to be on their best behaviour today and that’s how I would plan and go from there.” (Beth, p4)</p> <p data-bbox="352 725 1220 792">-“I find I always start with guided discovery, giving them that bit of leeway and see what they are like and judge it from there.” (Beth, p7)</p> <p data-bbox="352 833 1220 972">-“I’m moving you here now because you’re doing really well and I want your try and bring this group along” even if they haven’t worked that well they see it then as a challenge and that’s something they enjoy. But that depends on the child and how well you know them.” (Beth, p8)</p> <p data-bbox="352 1012 1220 1115">-“I use them in an inspection class last year and I said if I put you together will you behave? And they were absolutely fantastic” (Sarah, p6)</p> <p data-bbox="352 1155 1220 1189">-“I plan my lessons assuming that behaviour is good.” (Sarah, p9)</p> <p data-bbox="352 1229 1220 1332">-“Your enthusiasm for the subject is really important. If you go in there thinking this is a shit group then you’re never going to win it.” (Joe, p11)</p> <p data-bbox="352 1373 1220 1476">-“Self-fulfilling prophecy. If it’s a shit group and you tell them it’s a shit group it will stay a shit group. Do you know what I mean? You will never change them” (Joe, p11)</p>

Appendix D
Empowerment

Theme	Empowerment	
Categories	In session	Long term choices
Codes	<p>-“Yes and it depends also on what class you have got. The higher ability class you can give them a lot more leeway. You can let them try out new things and come up with new situations.” (Beth, p7)</p> <p>-“Yes and on that point as well some of them respond well to responsibility.” (Beth, p8)</p> <p>-“I’m moving you here now because you’re doing really well and I want your try and bring this group along” even if they haven’t worked that well they see it then as a challenge and that’s something they enjoy. But that depends on the child and how well you know them.” (Beth, p8)</p> <p>-“I use them in an inspection class last year and I said if I put you together will you behave? And they were absolutely fantastic” (Sarah, p6)</p> <p>-“Netball, the lesson would start a pupil lead lesson. I don’t think you can actually pin point a teaching style anymore. It used to be chalk talk. It used to be that and I think very much so its pupil led. The pupils like having an input in lessons and I think if you took that away from them then they get lost.” (Sarah, p14)</p> <p>-“By making them make decisions and giving them success criteria and letting them find ways of ensuring they get that’s success criteria. Giving them opportunities for example if you have a kid who is finding something very difficult and that lack of ability could cause disruption.” (Sarah, p14)</p>	<p>-“The most we get down is 6 classes at any one time so they set themselves they go to the groups that they want to in year 7 then if they develop and they improve then they move around so they set themselves without guidance and then they work to their levels and that again lessens the ability for people to be disruptive because they have chosen to be in those groups.” (Joe, p3)</p> <p>-“you will try and win them over in the sense of “right this is what we are going to do this year” have you got and opposition to those things there. So we can say well we did choose this as a group that we would do basketball after Christmas. Your hand was up as well as everyone else. I-So empowering them” (Joe, p10)</p>

Appendix E

Interpersonal relationships

Theme	Interpersonal relationships.	
Categories	Caring	Knowing the children
Codes	<p>-“There will be times when students don’t have kit for example, a prime example, you know the disadvantages students don’t have kit. I’ll look after them with that, in that I have kit that I store in the PE office and I say right that yours you keep hold of that, that your bag nobody needs to know about that and when you’ve got games, bang there’s your kit and you have to take part in the lesson you won’t get told off for not having kit because I’ve got it for you so there like he’s alright he’s giving me some kit you know he’s encouraging me to do this he wants me to do well here.” (Karl, p4)</p> <p>-Mini case study. “I’ve got a prime example, I’ve got a student in year 11 now he’s not a massive achiever he’s a lovely boy and very able practically but he’s got a family situation at the moment with his parents have asked him to leave. He’s in foster care right now, he’s a county level rugby player he’s a quality player but he’s got no kit. So I pulled him last week and told him I know what’s going on, I said here’s my office if you need any kit, I’ve got a pile of kit here that you can do what you want with, I said I don’t want you losing focus in relationship to sport. His face just lit up because he was so pleased that someone was giving him some love and affection I suppose, in that way nurturing for him you know and looking after him, that’s what it’s about really.” (Karl, p5)</p> <p>-“And you know it’s like sometimes you give a kid a rollicking for not bringing kit to school then you find out that the reason they didn’t bring kit to school that morning was because their mum got taken into hospital that morning and they were then responsible for feeding and getting to school their two younger siblings and your thinking in the grand</p>	<p>““I’m moving you here now because you’re doing really well and I want you to try and bring this group along” even if they haven’t worked that well they see it then as a challenge and that’s something they enjoy. But that depends on the child and how well you know them.” (Beth, p8)</p> <p>“There is so much going on in these kids’ lives that are the underpinning cause of a lot of the disruption.” (Sarah, p8)</p> <p>“But there are other incidents where you will get someone acting completely out of character and I think then again teaching in a school like this, you have to look at the wider picture.” (Sarah, p8)</p> <p>“And you know it’s like sometimes you give a kid a rollicking for not bringing kit to school then you find out that the reason they didn’t bring kit to school that morning was because their mum got taken into hospital that morning and they were then responsible for feeding and getting to school their two younger siblings and your thinking in the grand scheme of things their PE kit is down there and it should be down there.” (Sarah, p8)</p> <p>“Knowing when you can say to that kid you have done really well today but what I would like you to do now is if you could go around and video everyone else’s routines knowing full well that kid reached their level and at some point they are going to realise that they are rubbish. Before they get there another kid realises the same thing you can remove them from the situation and give them a different task that give them a different element of what your trying to do like the feedback aspect of it. Give them a task to which their means that they will minimise the disruptive</p>

	<p>scheme of things their PE kit is down there and it should be down there.” (Sarah, p8)</p> <p>-“The key thing is trying to find out what the problem is. Is it a one off? Is it going to happen to every lesson? So you are sympathetic to their problems so you speak to them and give them a chance. Are you happy with this group? Are you happy with me? Would you prefer to be taught by somebody else? So if someone is not happy with me that’s no problem at all as long as it’s not a big jumping of groups or whatever.” (Joe, p7)</p> <p>-“And you can see that when things go wrong that who they come to and it’s usually PE, music or drama where there is that more of an interpersonal relationship with the kids.” (Sarah, p9)</p>	<p>behaviour or it won’t happen at all.” (Sarah, p14-15)</p> <p>“Be confident in getting the pupils sat down and speaking to them. If you go in at all shy in your first couple of lessons in a new school maybe they will push you as far as they can go. You have to go in confident but not with an iron fist, but the key I believe is building a rapport and treating people fairly and that way you will manage behavior.” (Matt, p14)</p> <p>“The lesson plans are put into place with additional learning needs taken into account, behavioural problems not so much because you try and build that rapport as lessons go on so they do what you want.” (Matt, p8)</p> <p>“The key thing then is stability and you get to know a group be it a top group, middle group or bottom group by seeing them regularly.” (Joe, p5)</p> <p>-“The key thing is trying to find out what the problem is. Is it a one off? Is it going to happen to every lesson? So you are sympathetic to their problems so you speak to them and give them a chance. Are you happy with this group? Are you happy with me? Would you prefer to be taught by somebody else? So if someone is not happy with me that’s no problem at all as long as it’s not a big jumping of groups or whatever.” (Joe, p7)</p> <p>-“you need to know who you’re dealing with you need to know your students if you don’t know your students then you could be ploughing into something being quite abrupt to a student and they won’t be spoken to that way.” (Karl, p3)</p> <p>-“it’s all about relationships all about building relationships with them.” (Karl, p4)</p> <p>-“it’s all down to knowing the students that you are working with, because if you don’t know that then you’ve had it because you can’t deal with every</p>
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		<p>student in the same way. You can't, you've got to know what you're working with and that comes with experience and it comes with working with them all the way through school you know bringing them through from year 7, 8, 9, 10 and 11. They know how the expectations that you accept and they know the boundaries that are acceptable boundaries and they work within those boundaries and you get more out of them that way, definitely." (Karl, p4)</p> <p>-“They understand oh Mr. C will do this, Mr. C will do that and they know what boundaries they are working within and again its all relationships and I think that's the one thing you need to know who you're dealing with.” (Karl, p4-5)</p> <p>-“it's again down to the kids and knowing what you need to do in dealing with them in the best way that's going to get them to get the best outcomes as that's how we're judged.” (Karl, p10)</p>
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Appendix F

Prioritise the majority

Theme	Prioritise the majority	
	<p>-“Well do our best to include everyone but if the child isn’t playing along with that then the priority has to go to the majority of the class.” (Sarah, p11)</p> <p>-“So we try to make sure they are active as much as possible assuming the child’s behaviour isn’t impinging on the health and safety of the other kids.” (Sarah, p11)</p>	
Categories	Removal	Flexibility for inclusion
Codes	<p>“I think sometimes that 2 or 3 minutes of being removed helps them sometimes to calm down to assess the behaviour and see what they are missing out on and half the time if you do ignore them you hear, can I come back now?” (Sarah, p5)</p> <p>“Boys it tends to be if there is miss behaviour it’s just boisterousness and whatever. You remove them for a couple of minutes and they calm down. 9 times out of 10 they will just re-join the lesson.” (Sarah, p5)</p> <p>“I-if your child is being disruptive do you get them doing something or would you just as a punishment sit them down doing completely nothing?</p> <p>P – A disruptive child I - Yes</p> <p>P – You’d have them on the side having that time out. I – Make sure it’s a punishment</p> <p>P – Yes, with that wait to come back in. I - Yes</p> <p>P – And you can do that in a couple of ways you could turn your lesson if your doing a skill based lesson developing skills, get a game going straight away show them what they’re missing out on show them they only need to be involved and just work like everyone else and when they’re having fun and doing stuff. Like this team is a man down and maybe overload it so the team</p>	<p>-“But if we think that a for example as a group they struggle with the tennis and they are not achieving anything with tennis. They have given authority for the member of staff to change from tennis to basketball so you must be flexible in what you teach as well.” (Joe, p6)</p> <p>-“you might have a group that 90% of them love gymnastics. So do an extra half term of gymnastics, don’t do the tennis. There is no point flogging a dead horse. Choose carefully what you teach them and if they enjoy it you can do the same the following year.” (Joe, p6)</p> <p>-“Absolutely, you must have flexibility. You cannot be told that they have to do tennis they have to do this unless they don’t have the facilities you should have the adaptability to be able to change and that’s what we do.” (Joe, p6)</p> <p>-“That’s the most important thing of all as long as they are doing something. Of course you’re going to try and keep to what you should be teaching but it’s still in the frame work but if I have to change it around and to something else to make sure the pupils enjoy it and get a benefit and learn something then I will definitely do it.” (Joe, p7)</p> <p>-“Yes flexibility, so changing the topic to keep everyone engaged “ (Joe, p11)</p>

	that they would be on start to lose, bit unfair on the kids but oh well.” (Matt, p9)	
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Appendix G
Expectations

Theme	Expectations
Codes	<p data-bbox="331 264 1374 365">-“I try and deal with it beforehand so when I have my very first lesson with a class I will set out things that I expect from them and things they can expect from me.”(Beth, p2)</p> <p data-bbox="331 405 1347 506">-“as they need to understand the expectations of you as a teacher and you as a deliverer of a subject they’ll understand what your expectations are coming through key stage 3 which will them impact key stage 4” (Karl, p2)</p> <p data-bbox="331 546 1374 826">-“It’s all down to knowing the students that you are working with, because if you don’t know that then you’ve had it because you can’t deal with every student in the same way. You can’t, you’ve got to know what you’re working with and that comes with experience and it comes with working with them all the way through school you know bringing them through from year 7, 8, 9, 10 and 11. They know how the expectations that you accept and they know the boundaries that are acceptable boundaries and they work within those boundaries and you get more out of them that way, definitely.” (Karl, p4)</p> <p data-bbox="331 866 1326 967">-“That’s because you’ve set the parameters and they understand the rules and understand what is expected and it is important that you carrying on with that and make sure you are relentless with following the protocol” (Karl, p6)</p> <p data-bbox="331 1008 1331 1077">-“A good thing I use with them is you respect me and ill respect you back. And they listen to that.” (Beth, p2)</p> <p data-bbox="331 1117 1335 1218">“And I also think when you do fly off the handle having not listened to a child. The child appreciates you saying to them, “I’m sorry. I flew off the handle there I should have listened to you.”” (Sarah, p8)</p> <p data-bbox="331 1258 1374 1328">-“the key I believe is building a rapport and treating people fairly and that way you will manage behavior.” (Matt, p14)</p>

Appendix H
Ethical approval.

Date: 19/03/2014

To : Samuel James Garforth

Project reference number: 13/05/125U

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 black ink that reads "Kevin Morgan". The signature is written in a cursive style with a long, sweeping underline.

Supervisor

Appendix I

Teacher consent form

Cardiff Met teacher consent form.

Title of Project: Childrens behaviour in PE.

Researchers name: Samuel Garforth

Please tick appropriate boxes and sign only when you understand your role in the study.

- I have been informed of the procedures study that is being under taken by Samuel Garforth and understand my role within the study
- I understand that the results gained will be recorded for reference by the means of a dictaphone.
- I agree to participant in the given study.

Any questions should be clarified before signing.

If all the above boxes have been ticked and you are happy to continue please sign below.

Name of teacher

Signature of teacher

Date

Appendix J

Pre-interview guide for participants

STUDY TITLE: THE EFFECTS OF VARIOUS TEACHING STRATEGIES ON THE LEVEL OF DISRUPTIVE BEHAVIOUR DURING SECONDARY SCHOOL PRACTICAL PHYSICAL EDUCATION LESSONS IN SOUTH WALES.

Dear participant,

Firstly, it seems appropriate to thank you for your participation in my dissertation study.

This guide has the following purposes;

- Give you an insight into what the content of the interview will entail.
- Improve the fluidity of the interview.
- Give you some confidence in what the interview will include therefore making it easier.

Main questions

1. With 1 being none and 10 being most how much does behaviour of the student effect your teaching?
2. If any, what trends do you notice in terms of who behaves badly? Elite? Female? Male? Less able?
3. Which do you think is the most effective time to deal with behaviour? Before, during or after a disruptive behaviour related incident has occurred?
4. What styles or strategies do you use in order to deal with the behaviour issues?
5. Do you try and get through to children that are disruptive on a personal emotional level and if so how?
6. In your professional opinion, how do you think teachers of PE should go about reducing the effects of disruptive behaviour in practical sessions?

7. Do you plan your sessions to take into account behaviour issues or do you have strategies in place to deal with an issue when it arises? This relates to prevention of disruptive behaviour.
8. Do you ensure all children (good or poorly behaved) are getting high quality teaching?
9. What differences and similarities have you observed in your experience between behaviour in classroom and practical PE lessons?
10. Following on from the previous question, what differences and similarities have you observed in your experiences between the effects of teaching styles/ strategies in practical and classroom based lessons.
11. Are you aware of the 11 teaching styles brought about by the work of Mosston and Ashworth, (2002)?

Mosston & Ashworth 'Teaching Style'	Interaction
Command (A)	Practitioner makes decisions Participant copies and complies with decisions and instructions
Practice (B)	Practitioner sets up opportunities giving feedback to participant who is working at own pace on tasks set
Reciprocal (C)	Participants work together, receiving feedback from each other Practitioner provides reference points for feedback
Self-check (D)	Practitioner sets criteria for success Participants check own performance against these
Inclusion (E)	Practitioner sets out a variety of tasks/opportunities Participants select which task is most appropriate for their abilities and/or motivations
Guided discovery (F)	Practitioner uses questions and tasks to gradually direct participants towards a pre-determined learning target
Convergent discovery (G)	Practitioner sets or frames problems Participant attempts to find most appropriate solutions
Divergent discovery (H)	Practitioner sets or frames problems Participant attempts to create possible solutions
Learner designed (I)	Practitioner decides on area of focus Participants develop within this area, drawing on practitioners' expertise
Learner initiated (J)	Participant decides on how and what they are aiming for Practitioner drawn on for support as needed
Self teach (K)	Participant engages in development on their own

12. Which of the teaching styles devised by Mosston and Ashworth, (2002) do you most commonly use in your practical sessions?

13. What are your general thoughts in how teaching strategies affect the behaviour of a practical PE lesson?

Appendix K
Interviewers question sheet

THE EFFECTS OF VARIOUS TEACHING STRATEGIES ON THE LEVEL OF DISRUPTIVE BEHAVIOUR DURING SECONDARY SCHOOL PRACTICAL PHYSICAL EDUCATION LESSONS IN SOUTH WALES.

- 20-30 minutes
- Answers can relate to either teaching styles or if needs be teaching strategies.
- If you are unclear on the name of an approach you have taken you can simply describe what you did.

Rapport building questions:

- How long have you taught?
- What are your favourite parts of the job
- What are your least favourite parts of the job?

Main questions

1. With 1 being none and 10 being most how much does behaviour of the student effect your teaching?
 - What about your teaching do you believe is the cause of the low/ high disruptive behaviour?
 - What is your perception of disruptive behaviour? How would you define it?

NOTES:

2. If any, what trends do you notice in terms of who behaves badly? Elite? Female? Male? Less able?
 - Why do you think these children create an issue?
 - In the work of Johnson (2005) that “both disruptive behaviour and attention problems are much more common in males than in females.” Can you relate to this?
 - What’s your opinion or do you know of any studies that have understood why the above statement is the case.

NOTES:

3. Which do you think is the most effective time to deal with behaviour? Before, during or after a disruptive behaviour related incident has occurred?
 - What's your reasoning behind that?

NOTES:

4. What styles or strategies do you use in order to deal with the behaviour issues?
 - Why do you choose these styles/strategies?
 - How effective is it?
 - Which are less effective?

NOTES:

5. Do you try and get through to children that are disruptive on a personal emotional level and if so how?
 - Are you sympathetic or zero tolerance?
 - Do you take them to one side?
 - Parent meetings?
 - What things do you say to them?
 - Are the things you say more positive or negative?

NOTES:

6. In your professional opinion, how do you think teachers of PE should go about reducing the effects of disruptive behaviour in practical sessions?
 - Have you used this approach? How did it go?

NOTES:

7. Do you plan your sessions to take into account behaviour issues or do you have strategies in place to deal with an issue when it arises? This relates to prevention of disruptive behaviour.

- Prevention / cure
- Positives and negatives for this approach

NOTES:

8. Do you ensure all children (good or poorly behaved) are getting high quality teaching?
- How do you ensure the problem students are involved in the sessions therefore giving them opportunity to learn?
 - If students are disruptive do you think that loses their right of inclusion?

NOTES:

9. What differences and similarities have you observed in your experience between behaviour in classroom and practical PE lessons?
- Behaviour, participation, bullying?
 - Why do you think there is a difference or not a difference?
 - Do you believe some individuals suit the practical environment and there for are better behaved when in these more 'free' lessons and not confined to a classroom?

NOTES:

10. Following on from the previous question, what differences and similarities have you observed in your experiences between the effects of teaching styles/ strategies in practical and classroom based lessons.
- Research into practical PE is in short supply.
 - What difference can be observed in how children act/ behave?
 - In your opinion what do you put this down to?

NOTES:

11. Are you aware of the 11 teaching styles brought about by the work of Mosston and Ashworth, (2002)?

Mosston & Ashworth 'Teaching Style'	Interaction
Command (A)	Practitioner makes decisions Participant copies and complies with decisions and instructions
Practice (B)	Practitioner sets up opportunities giving feedback to participant who is working at own pace on tasks set
Reciprocal (C)	Participants work together, receiving feedback from each other Practitioner provides reference points for feedback
Self-check (D)	Practitioner sets criteria for success Participants check own performance against these
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Convergent discovery (G)	Practitioner sets or frames problems Participant attempts to find most appropriate solutions
Divergent discovery (H)	Practitioner sets or frames problems Participant attempts to create possible solutions
Learner designed (I)	Practitioner decides on area of focus Participants develop within this area, drawing on practitioners' expertise
Learner initiated (J)	Participant decides on how and what they are aiming for Practitioner drawn on for support as needed
Self teach (K)	Participant engages in development on their own

12. Which of the teaching styles devised by Mosston and Ashworth, (2002) do you most commonly use in your practical sessions?

- Is it situation depending?
- Could you explain some examples of when you have seen either positive or negative effects from using some of the styles?

NOTES:

13. What are your general thoughts in how teaching strategies affect the behaviour of a practical PE lesson?

- This can be broad.

NOTES: