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**‘Understanding Primary School Teachers’ Perceptions  
and Ideologies Around The Value of Physical  
Education’**

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**‘Understanding Primary School Teachers’  
Perceptions and Ideologies Around the  
Value of Physical Education’**

# Cardiff Metropolitan University Prifysgol Fetropolitán Caerdydd

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## Table of Abbreviations

<b>Abbreviation</b>	<b>Definition</b>
PE	Physical Education
ITT	Initial Teacher Training
CPD	Continued Professional Development
NQT	Newly Qualified Teachers
NCPE	National Curriculum of Physical Education
PESS	Physical Education and School Sport
PGCE	Post-Graduate Certificate of Education

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## **Abstract**

This study aimed to further understanding of non-specialist primary school PE teachers' perceptions and ideologies through identity development and also by using Pierre Bourdieu's concept of habitus. The understanding of the formation of these perceptions and ideologies required an understanding of the individual's teaching dispositions, which had therefore helped construct their teaching identity and later on, teaching habitus through previous PE and ITT experiences. It is important to understand the perceptions and ideologies of primary school teachers' around the value and their own understanding of PE, as it has previously suggested that non-specialists' are under-qualified and lacked knowledge when it come to the teaching of PE.

This study allows for an in-depth understanding of teachers' ideologies and perceptions of PE and how these potentially shaped their practice. Therefore by understanding how and why individual teachers' practice the way in which they do, this potentially allows for inconsistencies within teaching practice to become apparent and therefore addressed. Understanding these potential inconsistencies is key to establishing standards of teaching, and therefore ensuring that all pupils have access to the same physical education experiences. The study employed a qualitative methodology and life history design in order draw upon the recollections of three primary school teachers' of their previous and pre-professional experiences; both as a pupil and within their ITT. The use of semi-structured interviews in which open-ended questions were asked allowed participants to be given an element of flexibility and greater control to express responses and recollections.

As a result of the thematic data analysis, in which it was indicated that two out of the three teachers' interviewed had recalled negative or vague recollections of physical education as a pupil, whilst also recalling poor ITT and CPD experiences. As a consequence of this they felt that their training pathways had not prepared them for the teaching of PE within primary education. A key finding of this current study was the relationship between primary school teachers' pre-professional experiences as a pupil and ITT and therefore creation of their teaching dispositions, alongside the impact upon their pedagogic discourse and practice of PE, together which facilitated the formation of the individuals' habitus.

*Keywords; Physical Education, Teaching Identity, Habitus, Disposition, Primary Education*

**CHAPTER 1**  
**INTRODUCTION**

## 1.0 Introduction

Some primary school teachers fail to acknowledge the importance of PE in comparison to other subjects such as Maths and English, which are viewed as the more 'academic' subjects (Barney and Deutsch 2009). That said, a young person's need to be physically literate is important for their development (Whitehead 2001), which highlights the importance of understanding teaching ideologies around the value of PE. Specifically in primary education, the need for pupils to develop, apply and perform fundamental movement skills in both cooperative and competitive physical activities is vital to their development. Alongside this pupils have the potential to develop a sense of belonging and identity, which in turn could help promote the continued, and hopefully lifelong post-educational participation (DfES 2004). The National Curriculum for Physical Education (NCPE) for Wales aims to ensure that all pupils are able to develop competence in order to excel in a broad range of physical activities, to ensure they are physically active for sustained periods of time through engagement in a range of activities and competitive sports, whilst also leading active and healthy lives. The foundation phase of the NCPE focuses on enjoyment and the development of a sense of identity, alongside a growth in confidence and a progressive increase in the knowledge of health, nutrition, sleep and exercise ([www.gov.wales](http://www.gov.wales)). The enhancement of young people's skill base, alongside physical, social and psychological wellbeing is an aim of physical education through the educating of children to become aware of the importance of well being. Physical education is compulsory until key stage four, which potentially makes access to children easier than what it would be post-education (Ofsted – Beyond 2012). This highlights the importance of recognition by both the teacher and pupil, that it is not merely the physical competence of pupils that needs to be considered whilst practicing PE. What is more, PE can also allow pupils to gain a diverse set of key skills that range from communication, organisation and leadership, through the adoption of differing roles, not merely just that of the performer. An example of this would be during the introduction of outdoor and adventurous activities in key stage two, which provides pupils with the opportunity to adopt differing roles such as a leadership, with the aim of challenging pupils' individual competence and also their ability to work as part of a team as an example. This key stage requires pupils to also be taught how to compare and reflect upon their own previous performances and therefore how to improve in order to achieve their own personal best. The fundamental skills gained in key stage one should be used, applied and developed further within team games and other activities such as dance within key stage two. This according to the NCPE, this will allow pupils to play and apply basic principles within activities, whilst allowing pupils to use these

skills differently to link movement sequences and apply isolated skills such as throwing and catching in combination, for example within a game of Netball ([www.gov.wales](http://www.gov.wales)). More specifically within primary education, the need for pupils to develop and perform fundamental movement skills in both cooperative and competitive physical activities is suggestively vital to their development. The development of these fundamental skills and positive PE experiences during primary school education is described by Jess and Collins (2003) as being the most suitable time to do so. Traditionally secondary school PE receives more attention compared to that of primary education PE (Carney and Guthrie 1999), and whilst the Welsh Assembly Government's strategy; Rights to Action (2004) states that all young people have the right to access an education that develops their educational needs at their own pace and ability, this increased focus upon PE should potentially start within primary school education due to the early stages of pupil identity development, and potential lack of negative perceptions of PE. The structure and policy of the National Curriculum should allow for the standardisation of learning by ensuring what subjects' children are taught and also to what standard each child should be reaching within each subject in order for children to be all receiving the same standard of education to their own ability ([www.gov.wales](http://www.gov.wales)).

However, there are often barriers to the implementation of PE, which at times can be reliant upon the quality and methods of delivery. 'Quality of pupils' learning in PE is dependant to a large extent, on the quality of teaching', Elliot and Campbell (2013) p.208, and due to physical education being taught in the foundation phase by mainly by primary school teachers (Graber et al, 2008; Hunter 2006 and Kirk 2005, cited in Tsangardiau 2012), there is suggestively a need for further knowledge and understanding of their teaching practice and also the origins. Furthermore, there is a suggested lack of consistency in teacher training and development, which potentially could detriment the constant achievement of consistent teaching standards within schools. This was highlighted by Graber et al 2008 and Kirk 2005, cited in Tsangardiau 2012, that poor quality PE lessons are generally being designed and delivered by primary school educators. Some suggested barriers such as lack of time and training, alongside inadequate training programmes affected the teaching standard of PE negatively (Morgan and Bourke 2008). This study found that during these training programmes, teachers were heavily involved in 'supervised games' by which very little teaching and learning was therefore being facilitated. The research also suggested that teachers' personal pre-professional experiences were an important factor and potential barrier towards the teaching of PE, due to teachers' perceived lack of confidence and competence to do so.

'PE programmes in primary schools are of a poor quality', (Senate Standing Committee on Environment, Recreation and the Arts, 1992). This statement highlights the need for quality PE programmes, which are not only important to pupils during their own school career, but are also cyclic as they could potentially provide and inspire the next generation of primary school educators, as their own PE experiences potentially could impact upon their own teaching should that be a chosen profession later on. Non-specialist PE teachers within primary education previously suggested they had difficulty in teaching PE, which would question whether the structure of the NCPE was being implemented, and if so how. Furthermore, this perceived difficulty in teaching PE could potentially be down to their own previous negative PE experiences and therefore lack of engagement within PE as pupil. These experiences would question whether this has impacted upon their physical competence, for example; in learnt basic fundamental skills. As a consequence, this lack of learnt fundamental skills could hinder and affect their perceived confidence to deliver PE. Kirk et al, (1988) found that the skills and knowledge needed by teachers to effectively deliver a high standard PE lesson were absent. Tinning and Hawkins (1988) backed up this notion by suggesting that PE lessons had become 'supervised fitness sessions', therefore suggesting that teachers lacked the skills, knowledge and understanding to effectively teach PE. Xiang et al (2002) found that teachers' lacked self-belief with regards to their own knowledge and ability. This inconsistency questions whether the effect of a teachers' personality and past experiences of PE, impacts upon their teaching practice and therefore delivery of PE. One importance of gaining a greater understanding of the potential significance of these pre-professional PE experiences, is to understanding how they potentially could impact later on in an individual's professional life and what, if any interventions are able to be made in order for experiences to not influence teaching practice adversely. Morgan and Bourke (2008) found that individual's who had lower levels of confidence with regards to teaching PE, were also the same individual's that previously had negative PE experiences as a pupil, this in comparison to those who recalled more positive school PE experiences. The willingness to engage in an activity, in this case PE, which alongside previous lived experiences, policy and perceived competence and confidence, is thought to influence understanding and therefore teachers' communication of knowledge as agents of change. The potential skills gained by pupils, such as physical, cognitive and social skills, by are highly reliant upon the teaching of PE and also the teachers' interpretations of the NCPE, which are shaped by the amount of agency in which they are allowed. This highlights the importance of understanding their teaching ideologies; where these have originated from, and how they impact their delivery of physical education. However, underpinning this understanding of teaching ideologies is the

ability and willingness of the primary school teacher to buy into the importance and value of PE, whilst also identifying their own ability and knowledge to practice it.

Against this backdrop, this study aims to understand the perceptions and ideologies of primary school teachers through the concept of habitus and identity development. It will aim to understand and consider how these perceptions and ideologies have the potential to shape and influence teaching practice. This will be done by coding data from their early life history, pre-professional backgrounds and looking at their career pathway in order to examine how potentially their identity and Bourdieu's concept of habitus, could help shape and influence their own PE teaching practice. The outcome of this study will hopefully provide a greater depth of knowledge and understanding of primary school teachers' perceptions and ideologies of what PE is, where these perceptions and ideologies around the value of PE have originated from and also how they may potentially impact or influence their teaching of PE.

**CHAPTER 2**  
**LITERATURE REVIEW**

## **2.0 Literature Review**

### **2.1 Teacher Training (ITT & CPD)**

The teaching of physical education has previously been described by Evans (2001) as a social environment in which consideration of the teachers' thoughts, and why they come from this standpoint, take place. The influence upon their teaching practice therefore is suggestively decided by a mix of social factors, which highlights the importance of teacher training (Evans 2007). Within this social environment, the continued professional development (CPD) of teachers' plays a significant role in education as the 'quality of the education service depends, above all, on the quality of our teachers' (Scottish Executive, 2003, p7). However, as suggested by Colley et al (2003) the embodiment of vocational habitus is key to both an individual's personal and professional identity. Therefore in relation to the creation of teaching identity, there is a potential and subsequent need suggested by Bourdieu (1990) that those that are new to a profession need not only to adapt to their new social field or environment, which in this case is teaching, but also to accommodate their own habitus accordingly; which at times may not quite be what they are used to. As a result of this, possibly there is a need to become consciously aware of this process of adjustment to both the new social field and also the accommodation of their own habitus. The strategies that habitus has allowed the individual to create, must therefore be implemented in order for a smooth transition and integration within this new social field.

Previous literature has looked at the delivery of quality PE and teachers' perceptions of what it is, for example; Waddington et al., (1998). This study showed that female teachers came from the viewpoint that outdoor education, such as rugby and football should be led by males, likewise, dance led by females. Part of this viewpoint, could be caused by a lack of confidence within primary school teachers to teach a variety of different sports. For instance, research carried out by Spence (2012) explains that 39% of primary teachers lacked confidence to teach PE, with less than 10hrs training received by 55% of these. This research suggests that more time needs to be dedicated to teachers on the CPD and Initial Teacher Training (ITT) programmes. The Physical Education and School Sport (PESS) programme offers high quality training and resources for teachers; however engagement is not consistent, nor is it compulsory. The training is highly dependent upon the personality of the teacher, and their openness to change. Other factors such as the confidence, experience and knowledge can impact teacher engagement. Personal

perceptions of how PE should be taught have a potentially can effect lesson planning and delivery, for instance one teacher's perception of how gymnastics should be taught could be different to another. Morgan and Hansen (2007) suggest that further research into exploring how non-specialist primary teachers approach PE based upon their personal PE experiences and therefore ongoing professional development is required to gain an understanding of inconsistencies It is also suggested that primary school physical education delivered by non-specialist teacher is of an unsatisfactory standard. Morgan and Bourke (2008) found that classroom teachers perceived lack of training and professional development was strongly linked to lack of confidence, when asked to deliver PE. Teachers' subject knowledge can be acquired in different ways as not all teachers have the same qualifications, with some taking completely different pathways. This in itself suggests an inconsistency within the gained knowledge and understanding of PE teachers, with the question being raised as to whether primary school teachers' lack of knowledge could be due to their dispositions towards PE and also the development of their PE identity through their pre-professional experiences (Brown 2005). Furthermore, this suggested lack of knowledge and difference in ideological value of physical education potentially could affect their expertise, competency and therefore influence upon practice.

## **2.2 Teaching Identity and the Formation of the Habitus**

Gaining further knowledge and understanding of a teacher's ideologies, thoughts and beliefs towards PE, is important to understanding the delivery approach they adopt and how previous experiences impact that approach (Elliot et al 2011). The professional teaching identity is suggestively created and developed during the pre-professional stages of their lives (Whitehead and Hendry 1976). The importance of this pre-professional background is key to understanding where particular ideologies and perceptions have originated from, and also how these carry over into the professional teaching identity of individuals. PE teachers' identities are described by Brown (1999) 'identities as living links' (p. 145) between their progressions from pupil to teachers. The vast majority of prospective physical education teachers are those who have had previously had positive experiences within their own school PE system, and are therefore enticed towards further study within the same field, therefore this highlights the importance of quality physical education as it could potentially start the identity development of prospective PE teachers (Aldous and Brown 2010). Therefore the importance of understanding the past experiences of these individuals is crucial in developing an understanding of their reproduction of pedagogic knowledge and implementation within their lessons. Whitehead

and Hendry (1976) conducted research into the development of the professional identity, and identified similarities in the teachers' early school experiences as successful pupils within the area of physical education, and how these experiences not only mould elements of their professional teaching identities but also their teaching practices. Whitehead and Hendry (1976) also explain that the 'self as a personal identity carries over into professional teacher identities', therefore making the role of the teacher and their personality a subjective unity (p.107). This idea was backed up by Brown (1999), in which personal experiences and identity are described to have a significant impact socially upon a physical educator's actions and also influences their input within PE departments. The delivery of the NCPE and therefore practice of PE is adversely and dependently affected by a number of factors, including teachers' habitus, their personal ideas on what the NCPE is and also a lack of confidence. (REFERENCE – Adversely) As described by Bourdieu (1990) an individual's choices are created and therefore influenced. 'The habitus is the durable, transposable dispositions inculcated in an individual's early life, which are embodied through manner, styles, gait, language and unconscious guide actions', (Bourdieu 1990, p.53, cited in Jenkins 1992). Bourdieu (1984, p.170) also argues that habitus is an internalised disposition by which 'meaningful practices and mean giving perceptions' are generated. In relation to this study, these transposable dispositions are essential to an individual's decision-making and identity. Mead (1934) and Goffman (1959) carried out research into professional identities and looked at the importance of pre-professional backgrounds in determining the creation of their present professional identities. Brown (2005) advocates that Bourdieu's view of social practice is likely to create certain personality orientations, which eventually could have the potential to develop into habitus, or schemes of dispositions that will become normality for the individual concerned. In relation to this study, these schemes of dispositions and personality orientations have the potential to influence the practice of primary school teachers within PE adversely, should these dispositions and orientations not promote good teaching practice. Goffman (1959) describes the creation of this sense of self as one that has been created by a commination and collection of experiences. This sense of self is used at times to avoid embarrassment, by socially upholding order and preventing the individual to go outside the social 'norms'. Goffman (1959), cited in Urick (2014) suggests that individual's act differently within differing environments and situations that are also influenced differing agencies present at that time. In relation to this study, therefore teachers' practice of physical education suggestively could differ regardless of their pre-professional background and habitus should the environment and pupils to which they are used to teaching in change, and also what other agencies are present during the lesson. For

example, if the teacher were under observation, would the teacher change their teaching strategies and practice to suit the scenario and/or in order to fulfill what they feel the observer's perception of the way in which they should be practicing. Goffman (1959) looked at the way in which individuals presented themselves by using 'dramaturgical theory', and individuals are described to be acting on stage. It is suggested that an individual's behaviour changes in order to try and control another's perception or ideology in order to achieve a positive outcome. In the example above, this would be in order to achieve what the teacher perceives a positive observation report to require. Based upon work by Templin & Schempp (1989), Mawer (1996) and Green (1998), it is suggested that a physical educator's actions are impacted greatly by both teaching identity and personal experience. Hall (1992) explains that this intertwining of both identity and experience allows for a more socially stable and predictable understanding of both the subjective and objective placements within the social and cultural worlds.

Primary school teachers' are known to be creative and practically competent individuals, of which part of their internalised disposition is that they have a wide range of practices that are not specific to the context of physical education meaning they are non-specialists within physical education, but also have a tendency to prefer the more traditionally recognised academic subjects such as Maths and English. These internalised dispositions shape teachers' ideologies or lack of ideology around physical education (Elliot et al 2013). Current literature on the teaching of primary education is extensive, however it fails to explore primary school teachers' dispositions as a physical educator. In relation to the aims of this study, gain an understanding of teaching dispositions created through their previous experiences is key to understanding how these dispositions shape their practice and value of PE within primary education.

The personal beliefs and dispositions of an individual create personal habitus that are central to that individual's decisions. The formation of ideologies through the concept of habitus is described to be by Fernandez-Balboa and Muros (2006) cited in Armour (2013), as a series of learnt direct pedagogic movements that help shape who we are, how we behave and also how we become the person we are today with the thoughts and ideas that we have. Aldous and Brown (2010) discuss the use of Bourdieu's logic of practice together with Bernstein's theory of pedagogic discourse, in order to gain a further understanding of experiences, which in this case could be used to discuss previous pre-professional experiences in more depth and to how teaching identities change depending

on the social environment they are in, and also whether situations influence individuals to rely on their habitus to adapt.

Therefore this illustrates and highlights the importance of furthering the knowledge and understanding of the way in which teacher's think and perceive their past experiences in order to create their own ideologies, and how they link to their practice. A teacher's agency will allow for adaptation based upon their own ideologies of what should be taught, the way in which it should be taught and their interpretation of the structuring policy. This interpretation of the policy however has the potential to impact upon teaching standards as well as other issues within the NCPE, such as motivational climate and inclusion

Both Bernstein (1973) and Lawson (1983a) created theoretical frameworks in order to explain the organising principles behind social production. Bernstein's theory of pedagogic discourse explains how teachers' knowledge is constructed, structured and then conveyed within their professional teaching careers as pedagogic communication. The theory contains three phases; production where by new knowledge is assembled, and recontextualisation in which educational knowledge is created by selecting particular discourses from the production phase, which are then repositioned. Finally, pedagogic practice occurs within the final phase; the reproduction phase, which is highly reliant upon the teachers' early biographies, previous experiences of ITT and CPD and also their own personal experiences within their professional teaching careers. Teachers' style of practicing and delivering PE could be created solely and influenced by their previous experiences of activities in which as a pupil they were successful in or engaged in the most (Mawer 1996). In relation to the study this highlights the importance to further understanding of teachers' pre-professional experiences within PE and sport.

Lawson (1983a)'s model of teacher socialisation is similar to Bernstein (1973)'s theory in that it contains three stages of a 'lifelong learning process'. However emphasis is placed upon the first stage of socialisation; the acculturation phase. Acculturation is suggested by Lawson (1983a) to be the stage at which the learning obtained has the greatest impression upon pupils and is also suggested to influence how individuals conceptualise what PE teaching requires (Elliot et al 2013). With regards to this study, this model therefore highlights importance of pupils' access to quality physical education within their primary school years. Lawson's model of socialisation emphasises the importance of professional teaching development in relation to this quality standard within primary education.

Engstrom and Carlhed (2014) suggest that Bourdieu's theoretical framework closely relates the lifestyles of teachers and their teaching practices, having been previously and continually shaped by differing life experiences and conditions. Habitus is described by Engstrom and Carlhed (2014) as a product of the past, but has the potential and capacity to structure and shape action within the present. Therefore teaching identities and habitus are almost entirely created during an individual's past pre-professional background, during and through their own personal schooling and sporting lives through their own experiences, yet this created habitus has the potential to shape both present and future ideologies that can therefore influence teaching practices. The variation during a teacher's pre-professional life can influence what they perceive to be the 'right thing' to do and also can influence the choices they make with regards to their practice of PE, with a close link to the specific life conditions of that individual. Habitus almost allows the individual to shape their own coping strategies for use within certain social situations, which are sometimes governed by structures such as the NCPE. These strategies create an understanding and subsequently a relationship between that individual's habitus and social structures. The coping strategies are implemented both consciously and at times unconsciously, when a situation arises that is similar to the one that has previously occurred within the production process. These strategies are key to allow the individual to manage ever-changing circumstances and unpredictable situations, which in relation to this study can describe the modern day classroom (Engstrom and Carlhed 2014). Bourdieu uses the concept of habitus to gain knowledge of teaching practice and to understand the reasons as to why teachers teach the way in which they do (Engstrom and Carlhed 2014). Some teaching practices however can be similar, with the question asked whether they have similar aspects within their habitus and also within their pre-professional background and identity. Charlesworth (2000) states that people who share similarities within their habitus, at times have a tendency to share similarities within their current life conditions. These dispositions are not rigid in that they are unable to be changed, however the change is highly dependant upon the agency of the individual to want to change or adapt, in this case their teaching practice. Bourdieu (1984) refers to this as collective habitus as individuals who share a similar pre-professional background and similar experiences. Engstrom and Carlhed (2014) believe that these dispositions over time are adapted to become standpoints within the agent's life or career, and therefore dispositions become almost 'second nature'. These acquired dispositions can become highly reliant upon by the agent when it comes to engaging in and interpreting new practices or experiences.

## 2.3 Research Questions

Previous literature has raised some important discussions of the social environment in which the creation of teaching dispositions in relation to their previous pre-professional experiences and ITT are of a focus. As a result, there is an apparent need to understand teachers' ideology and perceptions around the value of PE through these dispositions, and later on, through the concept of habitus. The following questions will be used as a focus of the study:

- ❖ How important are teachers' previous pre-professional experiences for example, in physical education and ITT at building initial sporting identities?
- ❖ Did previous experience help shape their physical educator teaching identities and eventually habitus?
- ❖ What are PE non-specialist primary school teachers' perceived values and ideologies of PE?

The next chapter will look at the qualitative methodology and the life history research design implemented within the study, whilst in addition looking at the methods used for the data collection and analysis, with the aim of the above research questions being answered.

**CHAPTER 3**  
**METHODOLOGY AND RESEARCH DESIGN**

### **3.0 Methodology and Research Design**

#### **3.1 Qualitative Methodology**

The study adopted a qualitative methodology with a life history design, in order to interpret these ideologies and perceptions. The reflective and interpretive nature of this methodology allowed and facilitated for an in depth understanding of the data collected (Mason, 2002). Qualitative research allows for more in-depth and detailed findings, with the potential to uncover further unforeseen findings (Gratton and Jones 2010). Sparkes and Smith (2014) define this type of research design as a focus upon analysis, presentation and lastly the generation of life history data.

However for the research study to be deemed trustworthy, ethical considerations must form the foundation of the whole research study and must also necessitate the development and implementation of the research design. The quality of the study will be judged and reliant upon the trustworthiness of the data collected and the results generated from that collection. According to Guba and Lincoln (1989) value of results will be judged upon conformability, dependability, transferability and credibility. However, Pitney and Parker (2009) acknowledged that due to the subjective nature of qualitative research, the need for data to be consistently and identically reproduced is irrelevant and should not affect the trustworthiness of the outcome, as it does not inhibit the reliability and dependability of the data produced. The dependability of the research refers to the consistency and reliability of the study, and is described by Guba and Lincoln (1989) as being 'parallel to the conventional criteria of reliability, in that it is concerned with the stability of the data overtime', (p.242). This methodology allowed for later developments to be implemented, which had the potential to help to develop better ideologies of what PE could and should potentially be.

#### **3.2 Life History Design**

The study will be of a life history design in order to interpret the experiences and ideologies of the participants, with the aim of furthering knowledge and understanding. Schwandt (1997) p.82, cited in Sparkes and Smith (2014) described the life history design as the 'unfolding of an individual's experience over time'. The organisation of these personal experiences or embodied narratives are personal to the agency of the individual and also to the social constraints placed upon the structure. An individuals practice,

concepts and definitions can therefore be connected by their own subjective perceptions (Sparkes and Smith 2014). Life history research involves the discussion around past experiences in order to understand their values, beliefs and ideologies. The personal experiences and life history of the participant will allow for an understanding of their personal ideologies and perceptions of what physical education is and also where these ideologies have been formed and originated from. Sparkes and Smith (2014) describe conformability as important in assuring that the research data is contextualised correctly in line with the study's aim and are true reflection of the participant's actual thoughts, opinions and experiences. This account of information is told by the participant, it is highly reliant upon the honesty and willingness of the agency of the participant to share information. Therefore the knowledge generated is subjective due to the nature of the topic area, and also as it is personal recollection of an individual. However in order to achieve quality qualitative data, the need to socially understand individual's life history through good interactions, engagement and rapport is key (Creswell 1994).

Criterion-based sampling allowed me to choose suitable three participants. This relatively small sample size allowed for a more in depth analysis post-study, alongside a more detailed evaluation, by which 'a particular feature, attribute or characteristic, or have a specific experience', (Sparkes and Smith 2014, p.70) could be identified. In this study, the type of sampling was suited to the study as the participants' shared particular feature was that they were non-specialist PE primary school teachers. All participants had completed a PGCE of relevant teaching qualification, and been teaching in primary education for at least one year, with experience of teaching a range of activities preferred. Furthermore, participants were purposively sampled based on the following criteria: 1) Stage of career (NQT, Mid-level, Experienced (meaning they have had 20+years as a teacher)). Participants will be sought through established contacts and from previous school placements from which I had carried out work experience. Participants were contacted by letter (Appendix C) requesting their participation in the study. Originally within the planning and organisation of the study, I had planned to request participants from schools within Swansea Valley, however due to school inspections it became hard to organise interviews with these particular teachers. As a contingency, I had previously established contact with three primary school teachers, all of which were non-specialists within PE. However, two out of the three participants had now left a permanent post within a primary school and had become supply/cover teachers within primary school education, but did have the required experience. The third participant also had the experience requirement set within the criteria, but had previously retired a few years previously.

Participants were offered the opportunity to meet with myself prior to the interviews, during which the aims and methods of the study were verbally outlined. The participants were not informed of what questions would be asked during the interview at this stage. This aimed to ensure that participants did not have too much information, which could limit a natural response to questioning and therefore allowing bias within the research. At this stage, information letters including the aim of the research project, potential benefits to the school, risks and rights, and freedom to withdraw at any time were provided to the participants and a detailed consent form obtained to ensure ethical validity. These were kept securely during the entire process of the dissertation. Should the informed consent forms not be signed and completed, participants would not have been able to participate in the research. Participants possessed the right to withdraw from the research study at any time, once the process had started. The interviews were transcribed, and given back to the participants to read through and agree that they were a true reflection of what they have just said. This allowed participants to be given an opportunity to withdraw statements they were unhappy with or ask myself to correct factual errors, therefore ensuring the study was ethically sound. The type of research design was appropriate due to the subjective nature of the topic area and is important to facilitate understanding. It allowed for an in depth insight to the personal understanding and therefore perceptions of the participant to be explored. These perceptions and ideologies cannot only be developed from past experiences and teacher behaviours, but can also be shaped by the structures of the NCPE.

### **3.3 Method**

Semi-structured interviews will be thoroughly planned and conducted professionally, with appropriate questions in order to ensure that the process was efficient and effective. Sparkes and Smith (2014) suggest that one strength of semi-structured interviews is the flexibility in which participants can respond to questions being asked, which enables participants to express their ideas and thoughts with potentially more meaning. With regards to this study, this strength would help enable participants to answer questions about their previous experiences more freely and with potentially more meaning, which could give a more in-depth understanding of their knowledge and experiences. (Sparkes and Smith 2014). The interviews were recorded using a voice recorder, alongside some extra notes made by myself during the interview process. I also had an extra voice-recording device to use as a contingency for the first device not working. This method

enabled for a subjective and in-depth understanding of individual teachers' perceptions of high quality physical education to potentially be gained. Interviews ranged from around twenty minutes long to over fifty minutes. These interviews took place over a three-month period, using open-ended questions to draw out information from participants. There was a set of thematic questions used; however during the interview, at times the response of the participant determined the use of differing questions. This facilitated a greater understanding, and to generate a greater depth of knowledge behind their response, and also helped to build rapport with participants (Crewell 1994). A sample size of three participants will be chosen and invited to conduct a series of semi-structured interviews under direct observation, in a neutral and less formal environment, for example, interviews will not take place in the participants working environment, as this could potentially unease them, and also their responses during the interviews could be slightly guarded. This helped to ease participants and therefore helping to ensure reliability of results (Smith 2010).

The semi-structured nature of the interviews will allow for flexibility and for a more personal response, therefore there is a potential for a greater depth of knowledge and understanding to be gained. This is due to the qualitative nature of the study and also due to the personal responses to questions such as; 'how' and 'why' (Sparkes and Smith 2014). In total one interview was held with each participant. The interview will focus on their life history and establishing their wider sporting and physical education experiences. The semi-structured interviews will be designed using broad open-ended questions in order gain an understanding of past experiences, events and current ideologies of what physical education is. The focus around the meaning of PE and how they choose to implement this within their practice of PE. All interviews will be digitally recorded and transcribed verbatim. The results will be stored in a secure location within the university server, with only myself and my supervisor having access to the raw data collected. Consistency and accuracy, alongside a clear and organised audit trail, is key to the qualitative research being deemed dependable. This clearly organised audit trail allows for detailed pathways of research to be accessed and interpreted, and also for the decision making processes to be more easily understood and therefore judged upon its dependability and its conformability. (Sparkes and Smith 2014).

### 3.5 Data Analysis

The aim of this data analysis is to allow for emerging themes to materialise, through the identification of key themes, patterns and trends in responses from participants, whilst comparing and analysing these alongside pre-existing literature and theories to develop an understanding of the creation of the teaching identity, and also how their previous experiences help to shape their dispositions towards PE (Sparkes and Smith 2014). 'Qualitative analysis is an artful and scientific process of mean-making that begins at the outset of investigation', (Sparkes and Smith 2014, p.115). This collection of data, and thereafter analysis of that data is important for conclusions of the study to be made through established links and the identification of recurrent themes within the participants' interviews. Geertz (1973) suggests that qualitative data analysis to be messy and complex process that makes any understandings open to dispute by means of another individual interpreting that same data differently. There are many forms of qualitative analysis available to researchers that help to give insight and further knowledge within study area, and also allows for potential interventions to be discussed.

Braun and Clarke (2012) illustrate the five key procedural stages of the inductive approach for which thematic analysis allows; immersion, generating initial codes, searching for and identifying themes, reviewing of themes, and lastly the naming of themes. Within this study, thematic analysis was used in order for patterns and trends to be identified within the participants' interview transcripts. Interview responses will be coded and analysed to ensure clear findings from the results. This type of analysis was used to systematically interpret and interrogate the data collected, whilst categorising them accordingly. This codified method, also allowed for categories and key themes to be highlighted, consequently helping to facilitate the interpretation of the data presented. Categories were formed from using three codes from the data recorded within participants' transcripts, allowing for key themes to emerge and therefore be highlighted. Due to the subjective nature of the study, this type of data analysis was effective as it enabled for the comparison and contrasting of what is actually said within the interviews in relation to teachers' dynamic pre-professional and school experiences and therefore created dispositions and how these interact with their own perceptions and ideologies of physical education.

The next chapter, the discussion chapter will represent and present the findings of the research, and will aim to critically analyse and discuss emergent themes. Firstly, how

important were teachers' previous sporting and PE experiences in building their initial sporting identities, and later on how, if at all did these experiences shaped their physical educator identity and eventually habitus. Secondly the teachers' training experiences and how they perceive and feel their training prepared them for the teaching of primary education, and in particular the teaching of PE. Thirdly, how these recollections of life history data and experiences influence, if at all their teaching practice of physical education. The construction and discussion of teaching ideologies and perceptions that have materialised from the analysis formed an interwoven relationship between the three identified themes.

## **CHAPTER 4**

## **DISCUSSION**

## **4.0 Discussion**

### **4.1 Introduction to Discussion**

With reference to the literature review, previous research indicated that the emerging themes identified were relevant in the construction of teaching identity and habitus and also the construction of teaching ideologies and perceptions, which occurs throughout all three of the themes. This research used both inductive and deductive strategies concurrently throughout. In order for new knowledge to be gained, the process needed to start inductively, which in relation to this study begun with the raised issue; the of lack of in-depth understanding of teaching perceptions and ideologies of primary school PE teachers, and their influence upon practice. Deductive reasoning was used later on in order to focus in on the specifics of the research aims and questions and to find supporting evidence within the raw data collected. The interview questions allowed for a deductive framework to be implemented as the literature review had previously informed and shaped knowledge of the study (Sparkes and Smith 2014). The literature also indicated that these themes had the potential to influence, positively or negatively the teaching practice of PE. As previously mentioned in the ethics form (Appendix A) if and when the participants used names within the transcripts, pseudonyms were then used in order to keep confidentiality.

### **4.1 Previous Sporting and PE Experiences**

The analysis of the data indicated that previous experiences within PE or early sporting experiences allowed for the construction of teaching dispositions of perceived good practice of PE and also ideologies of how to implement these dispositions of perceived good practice in order to deliver quality PE. Interestingly, none of these recalled experiences and therefore dispositions have spoken about PE during the foundation phase. This potentially could have been due to the questions asked, however it could also be due to personal interpretations of negative past experiences. During their training pathways, these dispositions are seemingly challenged or reinforced. The data analysis from the semi-structured interviews suggested how these different newly constructed dispositions affected the teachers' practice by either challenging or reinforcing these dispositions in different ways. Charlotte could not recall being taught PE;

*'I can't remember really being taught PE.'*

*'It depended on the teacher that you had whether they wanted to take you outside to do anything or not. I mean we had gardening lessons and things, we were outside quite a lot, but it wasn't sort of PE'.*

[EF. Participant 2: Charlotte. P5, L144 &153-154]

This recollection of Charlotte's personal experience suggests that possibly her understanding of PE when she was a pupil was muddled, and potentially is very different to what it is today. These potential understand supports the work of Green (2008) who suggested that confused views of PE from teachers could mean their own ideologies therefore could be inconsistent. Charlotte was the oldest of the sample, and also had the most years of experience within teaching. Her recollections also such that there was a different 'way of life' when she was growing up, therefore her previous PE and sporting experiences could be very different to that of Sarah, who was the youngest participant of the sample. The NCPE has changed and developed over the years, therefore suggesting that without an accurate account being given by the participant, that a difference of policy was implement whilst she was a pupil. Charlotte describes life in general to have been different when she was younger and suggests that there was a difference in life structures. This was suggestively made in reference to the physical activity levels of children at the time, and also the change in activities that they seemingly participated in;

*'The whole structure of life has changed'.*

*'I think we were more active. I mean, I'm going back before TV. I mean we were out every weekend looking for treasure in the woods and shooting birds down... well I wasn't but my cousin was, shooting down crows and things like this. So I mean our life was outside, it wasn't inside... Yeah, it was a different life.'*

[EF. Participant 2: Charlotte. P6, L166-169 & L179]

Sarah suggested that her negative secondary school experiences changed her perception and therefore ideology of how PE should be taught in relation to her own previous experiences. Sarah felt that her teacher failed to encourage her within PE, and then in contrast goes onto explain that within her role as a primary school educator, she aims and tries to encourage.

*'I didn't like any of it. I wasn't encouraged to either'*

*...'I would try to encourage. I would give the people or pupils the stuff I never got.'*

*'You know I'm not shouting at people because they were rubbish, but trying to encourage them to find that there is something that they can do, and something that they can be part of.'*

[EF. Participant 1: Sarah. P7 L222 & P8, L234-238]

This also appeared during other aspects of the interview (EF.P2.P6L187-189) in which Sarah suggests that she felt that due to the lack of explanation received, her early PE experiences were influenced. (Quay and Stolz 2014, Quennerstedt and Ohmon 2011, cited in Ward and Quennerstedt 2015) support this suggestion that the poor content of lessons alongside both teaching and pupil action pedagogies can affect experiences. Sarah also describes that it was expected of pupils to just be able to 'telepathically work out what needed to be done' (EF.P2.P6L166-170). This suggestively has impacted Sarah's teaching practice as she felt that her previous PE and sporting experiences showed her the way in which she did not want to teach;

*'I don't want to teach like them, definitely not! I don't want to have any pupils of mine in a PE situation, feeling the way I did. So in one way, thank you very much; because you've taught me how not to do it.'*

[EF. Participant 1: Sarah. P18, L575-581]

*'I would give the people or the pupils the stuff I never got.'*

[EF. Participant 1: Sarah. P8, L236]

Previous literature has tentatively suggested that teachers who have negative past experiences within PE, have the potential to consciously or sub-consciously provide negative and/or inadequate quality PE lessons for their pupils through a lack of knowledge, confidence and willingness to change (Morgan and Hansen 2008). In contrast to this, as a result of Sarah's negative PE experiences, she has developed her own disposition and perception of the way in which she thinks that PE should and also shouldn't be taught. Having previously said that she did not want to teach like her own PE teacher, the willingness to change is apparent, however for good practice of PE to be implemented, good subject knowledge and also the confidence and skills to transmit that knowledge to pupils needs to be apparent. Primary school PGCE courses do not challenge dispositions towards PE as many of the trainers share similar negative past experiences and therefore similar dispositions. If left unchallenged these negative dispositions have the potential to influence teaching practice either adversely, or similarly like Sarah's example with the

intention to improve pupils' PE experiences, but not having the correct knowledge on how to do so.

## 4.2 Training Experiences

Training programmes failed to adequately prepare teachers for the teaching PE, according to Morgan and Bourke (2008). In relation to that statement, when asked the question, participant one; Sarah explained quite strongly that she felt that the training pathway did not prepare her for teaching PE at all. Sarah indicated that has she not formed a positive association with health and fitness in later life, there would be no way that she would feel prepared to teach it now. This participant in particular goes onto explain that when she is asked to deliver physical education, her lessons are primarily based on what she has seen done before and therefore taken from that is how she delivers PE. Sarah describes this as sticking to her, 'core belief, of I can only show what I can do myself'. This highlights that Sarah does not feel confident in delivering anything that she personally can't do herself.

*'If you can't physically do it then I'm not sure how helpful that is to the teaching process. Because in order to – if you're coming into a Spanish lesson or Welsh lesson, you expect the teacher to be able to speak Welsh or speak Spanish'.*

[EF. Participant 1: Sarah. P15, L480-483]

This could be seen as concerning as from what she has said during the interview, she didn't engage in PE herself as pupil, which potentially could have hindered her own physical competence, and maybe limited her access to a range of activities in which she could therefore experience to develop that competence and confidence in order to deliver.

Across the three interviews, when participants when asked if training programmes such as ITT and CPD prepared them for primary school teaching, and in particular the practice of PE, the responses were inconsistent. Sarah felt that due to busy nature of her PGCE training, time was a constraint and that it would be difficult, but not impossible to see where training to practice PE could be factored in.

*'I just remember that my PGCE was quite full on anyway. And you've got a lot to get through in a short amount of time – you've got essays to do and placements to deliver. You've got to actually teach, and prepare – you're being monitored closely*

*and observed so it is quite a big ask to do a lot more on top of it, so it needs to be thought how it could be interwoven into the programme.'*

[EF. Participant 1: Sarah. P15, L471-475]

This perceived lack of time was not only felt by Sarah to insufficiently prepare her for the practicing of PE, but also challenged the agency of Sarah's disposition in relation to the policy of the NCPE and also challenged her perceived value of PE, as at times she felt that the given structure of how she should teach her lessons was, in her own words 'rigid'.

*'They would be timed lesson plans on how long I would spend on each activity and what I needed to teach, and everything was there.'*

*'It's extremely rigid. I can imagine that is it helpful and successful in the sense that they know exactly what's being taught and to which level, and what's being covered, and for this particular school, it obviously worked.'*

[EF. Participant 1: Sarah. P3, L76-77 & L81-83]

*'Um, in terms of my own interpretation as a teacher, it's not how I do things. Um, and what I was noticing was that seen though they wanted me to do this, I was leaving pupils behind. My instinctive reaction is to go "pause...hold that thought, you know those of you who get it, finish the paper, those of you who don't – thumbs up of the red card, and I'm going to come over and tell you what. Those of you that can, carry on'.*

*'And that's what I did. So it didn't stop me from doing it, but because I'm experienced enough to go whatever, and I will teach the way I think needs to be taught for the children to get it, not for me to be able to tick box'.*

[EF. Participant 1: Sarah. P3, L83-89]

Charlotte explained her training pathway to be different as her teacher training was three years long, but felt that not everyone was suited to the role of a teacher, it was almost down to the personality of the teacher and that affected how prepared for trainees were. The pathway and recalled experience of the third participant; Joanne was different to the first two. Although Joanne had a similar thoughts as Sarah, in that the PGCE was intensive, however she recalled and suggested that her PGCE training did prepare her for teaching PE and later on in the interview goes onto explain that she felt, that the best method to apply in the classroom was one that was demonstrated during her teacher training. This point ties into the theme of 'teaching influence upon practice' and also gives

an insight to where Joanne's perception and ideology of how to practice PE potentially originated. Joanne also describes herself as 'bossy', and the strategies and methods that she described that are therefore implemented within her PE lessons would be that of a command teaching style. This teaching style allows for control and a traditional lesson structure to be practiced and adhered to. Van Dijk (1989) consultations with the idea of social power, and suggest it to be, 'a property of the relationship between groups, classes or other social formations, or between persons as social members' (p.19). This highlights Joanne's need for control through a rigid structure and therefore creation and reproduction of boundaries and also suggests how an element of power is important to the teacher. Joanne felt that this strategy worked best when practicing PE as it allowed the pupils to be organised and structured, which also gave continuity to pupils to know exactly what was happening every lesson. An example of a typical day by two contrasting teachers was described by Joanne;

*'And then the second day with the young teacher, she was lovely, full of ideas; like 'arty, farty', and her classroom was beautiful, but she had no order of her, or organisation in the class. So she gave out the work, and they could sit where they liked. They could go and get their own pencils; well all that happened was people just squabbled where they were going to sit, they squabbled over the pencils; who was going to get them. Most of them spent a lot of time going to the loo or sharpening their pencils. It was complete chaos, and I remember thinking; god if I was a parent and I watched this, I'd want my child in the other class'.*

[EF. Participant 3: Joanne. P6, L183-190]

During this recollection, Joanne goes on to suggest that upon reflection she felt that this type of teaching was 'chaos' and she felt that the first teacher had a more affective way of teaching because it allowed children to get into a routine.

*'I thought right well, when I teach I want to be the first teacher, which actually when you think about it cold, you think that's a bit boring and a bit bland, but do you know what, it was a far more affective way of teaching because children do like routine and they do like structure'.*

[EF. Participant 3: Joanne. P6, L192-195]

From this it was clear that her ideology of what children liked and needed could be seen as a blanket statement and as well as being a personal perception. Furthermore, this suggests

that her disposition of what a good practice is and was therefore was constructed during previous sporting and physical education experiences. Alongside this, Joanne had also created her own perception of what structure is or was, in relation to this study. However, Joanne initially had some reservations about the teaching strategy implemented by her PGCE tutor. Bourdieu (1990) cited in Armour (2013), suggested that new social fields proposed a need for previous habitus to be accommodated, 'where the fit may be more or less comfortable'.

*'I thought it was a bit stale, was the way that they taught PE and how they taught us how to teach PE. But actually, it was really, really good. And I think that it stood me in good stead and because I have worked at quite a lot of different schools with us moving around and I've done supply, and I've watched different PE lessons with teachers. I think that the method that this woman taught us, and although it seems quite dry and maybe a bit dull and boring, it doesn't have to be, you know it's how you translate it, but actually it was really good because it was very, very controlled'.*

[EF. Participant 3: Joanne. P9, L286-293]

Joanne's previous disposition was challenged and therefore altered by her ITT experience. With reference to what Joanne has suggested, this challenged her initial disposition and ideology around PE, however Joanne now implements the same strategies and methods seen initially implemented by that of her own PGCE tutor within her own teaching of PE. This strategy was also suggestively transferred across different areas of her teaching.

#### **4.3 Teaching Practice Influence**

Most young people's first experiences of sport occur in the classroom of PE, making it an important reason why lessons need to be of a high standard as this will help to solidify and promote lifelong participation, which in itself brings benefits surpassing that of the classroom (Ofsted 2012). Charlotte described herself as suited to primary school education due to her perceived practical personality;

*'I'm practical really, I like to do things. I was more suited to junior school because I liked to do sort of knitting and sewing and doing collages, and dancing to music; lots of things like that really'.*

[EF. Participant 2: Charlotte. P6, L188]

This perspective was influenced by the individual's relational habitus, which Stone et al., (2012) describes as being 'the catalyst for learning and development', (p.66). Although this perceived personality fails to mention her suitability for teaching PE, Charlotte suggests that her practical personality could be transferred across to the practice of PE; despite previously suggesting that she had couldn't remember actually teaching PE. This questions what the participants' knowledge of PE is and also whether she know how it should be implemented. When asked is highlighted by the statement that she would;

*'...I would just make things up myself. I'd have circle there, and sort of draw circles with chalk. To me it's just because I'm practical.'*

[EF. Participant 2: Charlotte. P7, L222-223]

Whilst in Zambia teaching, the participant explained that she felt those pupils' traditions and therefore difference in cultural normality; allowed them to possessed 'natural skills'.

*'They had natural skills, running and jumping and things so I didn't have to teach them anything. They didn't wear anything on their feet, they just did it.'*

[EF. Participant 2: Charlotte. P7, L208-209]

This response questions and suggests that Charlotte may not have fully understood and potentially didn't possess the knowledge to challenge these pupils beyond their physical attributes. Charlotte's teaching dispositions seemingly are challenged and therefore influenced her ideologies on how subjects should be taught, due to her own perceived potential inadequacies within the curriculum, and also due to her preference in teaching style (Hooper et al 2000).

*'...although I kept to the curriculum, I did lots of my own things to make sure it got to that goal. It's, it again comes back to the person you see. Because I mean, I like games and I like children taking part. I don't like them sitting by the desks. If you just follow the curriculum, you could just get the kids just sitting down and doing things, which is not the ideal way of teaching.'*

[EF. Participant 2: Charlotte. P4, L105-109]

This highlighted the difference within the subjective social identity due to the pedagogical practice preference of the teacher. Having previously mentioned her preference for a more 'practical' teaching and 'play strategy' approach, Charlotte was asked whether this same

strategy could be applied to a PE setting. However the response given indicated that there was a focus on the pupils' learning language through a different medium, rather than PE being taught and combining Welsh, which happened to be the subject in which Charlotte specialised.

*'Through instructions (in Welsh), because that is the way to learn the language'.*

[EF. Participant 2: Charlotte. P2, L59]

This indicated that potentially the aims of that particular PE lesson had conflicting ideas of value and importance.

Sarah explained that her teaching of physical education was shaped by knowledge gained from observing others' practice. This potentially initiated the creation of particular dispositions within certain sports that Sarah had no previous or very little experience in. There is reliance on this knowledge being correct, and due to her lack of experience within these sports, these created dispositions are left unchallenged. Sarah describes one positive experience of physical activity; health and fitness, which she identified as happening later on in life. This positive experience has suggestively influenced her practice of PE.

*'I remember one session doing the plank, and doing some exercises that I'd taken from the insanity workout'.*

[EF. Participant 1: Sarah. P8, L238-239]

*'I'd say to them, you know your going to be interested in your bodies a bit later on. You want to be toned and fit and healthy. You know you have to work on your abs If only I'd been told that when I was 8 years old, you know.'*

[EF. Participant 2: Charlotte. P8, L242-245]

This response demonstrates the influence of Sarah's own past experiences upon her teaching practice. Sarah inherently feels that this type of physical activity is of some importance to both her, and therefore the idea that this is also good for her pupils. The suggestion is made with the belief that Sarah's own internal perception is from a good source and that in order to be healthy is dependant upon particular aspects. However whether this type of practice addresses the aims and objectives set out within the NCPE is questionable and this work out is suggestively unsuitable for the needs of the pupils, as

the insanity workout is mostly targeted for adults. Potentially the perception and ideology of personal importance is therefore influencing and forming the basis for Sarah's teaching practice.

To conclude the discussion, previous experiences have all influenced the teaching practice on how the participants wanted or did not want to teach, in different ways and also dependant upon different social environmental factors. Participants generally stayed with what they were comfortable with, what they liked and what they knew; with success being measured by the outcome of these dispositions. Previous success therefore gave confidence and with confidence came perceived competence to deliver PE. With reference to the previous research carried out by Morgan and Bourke (2008), the responses from the participants highlighted their acknowledgement for further training to teach PE more effectively and also to gain confidence to do so. The responses also identified areas in which there was a lack of knowledge around the subject of PE, and also highlighted the differences in practical delivery, in which links are identified between teaching perceptions and thereafter teaching practice.

**CHAPTER 5**  
**CONCLUSION**

## **5.0 Conclusion**

This section will conclude the research findings in relation to the initial research aims and questions. The aim of the study was to provide a greater depth of knowledge and understanding of primary school teachers' perceptions and ideologies of what PE is, where these perceptions and ideologies have originated from, and also how they may potentially impact or influence their teaching of physical education.

The aims of the research overall were met and the data analysis suggested that primary school teachers have differing pre-professional experiences, both as a pupil and within their teaching training pathway. These experiences created initial dispositions and personal perception on what PE is, the value of PE in comparison to other subjects and personal preferences, which was therefore central to the creation of the initial teaching identity. Each teaching identity was shown to be different, however also at times showed and expressed similarities in certain aspects which was related to similarities within past experiences and later dispositions.

The study highlighted inconsistencies within teaching practices, suggesting that was due to a lack of knowledge and at times confidence. This lack knowledge suggestively stemmed in two participant's viewpoint from their ITT. The importance of positive and standardised experiences during primary school education is also suggestively linked with the initial positive association with PE and sport, which is important to teaching identities and the formation of habitus later on in life. However, emphasis is upon the teacher to facilitate these positive initial experiences, in particular those as a pupil.

### **5.1 Limitations**

During the qualitative research process, there were limitations that became more evident. One limitation of this research study would be the sample. Initial outlining of the study suggested that the need to interview three primary school teachers, all of which would be non-specialist within the area of PE. These teachers' would also be chosen in relation to their differing career stages of experience. Unfortunately due to the unavailability of prospective participants, access to alternative participants was sought. All participants in this study had differing experience as identified, but one participant was now retired and the other two participants currently carry out supply work, opposed to being permanently based in one school, with their own class. This was a potential limiting factor of the study

as some recollections were not as recent as they possibly could have been and also some of their explanations and therefore understanding of their own PE practices were at times vague. However this change in sample selection could also be interpreted as a benefit to the study as participants potentially had access to more and also differing teaching experiences and practices, from different schools. This potential access to different schools was not at times exploited within the semi-structured interview process as much as it could have been. Understanding a person's ideology and value of PE, was hard due to the subjective nature of the study, but I also found it difficult to not ask leading questions or to prompt the participant. I believe this was down to the lack of interviewing experience on my behalf, and also the research process itself due to the deductive framework in the literature review.

## **5.2 Areas of Reflection**

This study cannot change teaching ideologies and perceptions, however it potentially could be used to further understanding of how teaching identities are created, alongside the formation of habitus through teaching pre-professional experiences.

My participants originally were intended to be through my own established contacts, however due to a school inspection, sourcing participants become somewhat challenging. Also throughout the planning process I had originally set out to do two interviews per participant, however due to the quality of some of the responses, I decided to only do one interview per participant. Two out of the three participants' interviews were forty-five minutes plus, however the other participant was less than thirty minutes. In the interest of reliability of results, I felt it was right to still only do one interview per participant and not arrange another interview with only one of the participants. The order in which the research was carried out could have influenced the questioning and later analysis process. To get the most out of the life history research design, participants are welcomed to share their views and interpretations upon experiences, however during the data collection process, I found that due to the new and recently built upon knowledge gained from the literature review, I had already constructed my own idea of what I was looking for within the data analysis. This caused me at times during the interview process to over prompt participants and potentially my questioning at times became slightly leading. This went against the original aim of the using open questions to allow and facilitate the response from the participants. Due to the complexity and at times 'messy' interpretational process

of qualitative research and the subjective nature of the study, data analysis could therefore be affected by an individual's constructivist epistemology.

### **5.3 Future Research**

In order to fully understand primary school teachers' perceptions and ideologies of physical education, and how these influence their teaching practice, further research would possibly be needed to lead on from this study, with the inclusion of teaching practice observations. These observations would potentially allow for an insight into the way in which teachers think they practice PE, and whether this is a true reflection upon the way in which they actually practice PE. Urick (2014) suggests that the dramaturgical theory, is a theory in which impressions are controlled in order to negotiate one's identity, therefore, this further research would be interesting to see whether verbal descriptions and perception of one's teaching changes and if different to one's actual delivery during planned observations and unplanned observations. The use of Bernstein's (1990) model of social construction of pedagogic discourse would be useful in the of trying to understand how primary school teachers' PE reproduction of constructed knowledge, alongside the use of Bourdieu's (1990) concept of habitus with the aim of understanding how teaching dispositions were constructed. Further study would also allow for the potential introduction of interventions to see whether how different teaching dispositions are affected in differing situations, and also the willingness of the teacher to embrace these modifications has an impact upon the outcome of the practice, whilst looking at ways in which teachers can productively and reflect in order to improve their practice of PE.

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## **APPENDICES**

**APPENDIX A**  
**ETHICS FORM**

**Appendix A**  
**Ethics Form**

Name of applicant:	Danielle Morgan
Supervisor (if student project):	Dr. David Aldous
School:	School of Sport
Student number (if applicable):	<a href="#">Click here to enter text.</a>
Programme enrolled on (if applicable):	Sport and Physical Education (SPE)
Project Title:	Understanding primary school teachers' perceptions and ideologies of the value of physical education.
Expected Start Date:	01/09/2015
Approximate Duration:	07/04/2016
Funding Body (if applicable):	N/A
Other researcher(s) working on the project:	N/A
Will the study involve NHS patients or staff?	No
Will the study involve taking samples of human origin from participants?	No
In no more than 150 words, give a non technical summary of the project	
<p>The aim of this project is to provide a greater depth of knowledge and understanding of primary school teachers' perceptions and ideologies of what PE is, where these perceptions and ideologies have originated from and also how they may potentially impact or influence their teaching of Physical Education.</p> <p>The study will adopt a qualitative, methodology with a life history research design, in order to interpret the ideologies and perceptions of participants. Semi-structured interviews will be thoroughly planned and conducted professionally with three participants as part of the method to gain a subjective and in-depth understanding of individual teachers' perceptions of physical education. Interviews will last around forty-five minutes, over a three-month period, using open-ended questions to draw out information from participants. The sample size will allow for a more in depth analysis post-study, alongside a more detailed evaluation. Participants will be non-specialist physical education teachers, all of which will be at differing stages within their teaching careers.</p>	

Does your project fall entirely within one of the following categories:	
Paper based, involving only documents in the public domain	No
Laboratory based, not involving human participants or human tissue samples	No
Practice based not involving human participants (eg curatorial, practice audit)	No
Compulsory projects in professional practice (e.g. § Initial Teacher Education)	No
If you have answered YES to any of these questions, no further information regarding your project is required. If you have answered NO to all of these questions, you must complete Part 2 of this form	

<b>DECLARATION:</b> <b>I confirm that this project conforms with the Cardiff Met Research Governance Framework</b>	
Signature of the applicant: DEMORGAN	Date: 27.11.2015
<b>FOR STUDENT PROJECTS ONLY</b>	
Name of supervisor: D ALDOUS	Date: 27.11.2015
Signature of supervisor:	

<b>Research Ethics Committee use only</b>	
Decision reached:	Project approved <input checked="" type="checkbox"/> X Project approved in principle <input type="checkbox"/> Decision deferred <input type="checkbox"/> Project not approved <input type="checkbox"/> Project rejected <input type="checkbox"/>
Project reference number: 15/5/302U	
Name: Dr David Aldous	Date: 27/11/2015
Signature: 	
Details of any conditions upon which approval is dependant: Click here to enter text.	

## PART TWO

<b>A RESEARCH DESIGN</b>	
A1 Will you be using an approved protocol in your project?	No
A2 If yes, please state the name and code of the approved protocol to be used <sup>1</sup>	
Click here to enter text.	

<sup>1</sup> An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here

### A3 Describe the research design to be used in your project

#### **Aim**

The research aims to give a greater depth of knowledge and understanding of teachers' personal perceptions, where these perceptions or ideologies have originated from and how they potentially impact positively or negatively upon their teaching of physical education.

#### **Methodology**

Qualitative methodology of research will be used for the study, in order to interpret the interpretations and perceptions of participants. This methodology is suitable due to the subjective nature of the research and is also important to facilitate understanding of the personal ideologies within the topic area.

#### **Design**

A life history research design will be adopted. A biographical design is suitable to address the aims of the study as it provides a framework by which to understand their past experiences and the ideologies within them. It provides insight because it conveys meaning through the interpretation of their experience. Participants will be interviewed every two weeks, over a three-month period, in order to further understanding of their ideologies of high quality physical education. Participants will be at differing stages of their teaching careers; for example one participant will be a graduate teacher, another will be few years into teaching and finally the last participant will have been in teaching for the majority of their career.

#### **Sample**

Research is going to be based in primary schools. Life history research involves the discussion around past experiences in order to understand their values, beliefs and ideologies. Three participants will be chosen, all of who will be non-specialist physical education primary school teachers. Furthermore, participants will be purposively sampled based on the following criteria: 1) Stage of career (NQT, Mid-level, Experienced (meaning they have had 20+years as a teacher). Through established contacts of the researcher, the participants will be contacted via email or phone requesting their participation in the study. Participants will then be offered the opportunity to meet during the aims and methods of the study will be verbally outlined. At this stage, information letters including the aim of the research project, potential benefits to the school, risks and rights, and freedom to withdraw at any time will be provided to the participants and a consent form obtained. These will be kept securely during the entire process of the dissertation.

#### **Method**

Once participants are recruited biographical semi-structured interviews will be implemented. Participants will be interviewed at a location of their choosing for approximately forty five minutes, over a three-month period. In total 2 interviews will be held with the participants. The first interview

will focus on their life history and establishing their wider sporting and physical education experiences. The semi-structured interviews will be designed using broad open-ended questions in order to gain an understanding of past experiences, events and current ideologies of what HQPE is. The second interview will focus around the meaning of HQPE and how they choose to implement this within their practice of Physical Education. All interviews will be digitally recorded and transcribed verbatim. They will be stored in a secure location within the university server.

### **Data Analysis**

A content analysis of data will be used to analyse the study in order to identify patterns and trends within the data. This type of data analysis is able to systematically identify similarities and differences in the data collected, in order for it to then be interpreted and categorised accordingly. Interview responses will be coded and analysed to ensure clear findings from the results. These responses will be analysed using content analysis. This type of analysis is used to systematically interpret and interrogate the content of the data given, whilst categorising them accordingly. The aim of content analysis is to identify key themes, patterns and trends in responses from participants, whilst comparing and analysing these alongside pre-existing literature and theories to develop an understanding.

A4 Will the project involve deceptive or covert research?	No
---	----

A5 If yes, give a rationale for the use of deceptive or covert research
---

No
----

### **B PREVIOUS EXPERIENCE**

B1 What previous experience of research involving human participants relevant to this project do you have?
--

Completed the module SSP5000. This allowed development of understanding regarding the use of qualitative methodologies, design, methods and ethics.

Attended SSP6050 Pedagogy dissertation support sessions and tutorials with my supervisor, Dr. David Aldous. The workshops and tutorials have enabled further understanding and development of the study including aims, methodologies and interview structure. The ethical considerations of the study have also been discussed.

<b>B2 Student project only</b>
--------------------------------

What previous experience of research involving human participants relevant to this project does your supervisor have?
---

A set paragraph from supervisors – ask your supervisor for this.
--

<b>C POTENTIAL RISKS</b>
C1 What potential risks do you foresee?
<ol style="list-style-type: none"> <li>1) Working with the teachers and pupils in this type of research may cause an unpleasant and uncomfortable experience if sensitive issues emerge including: feelings around professional judgement, anxiety around being disclosed within the dissemination process.</li> <li>2) Participants not being fully aware of the research process and the nature / purpose of the chosen methods</li> <li>3) Unexpected change to school environment or school activities, for example, Estyn / OFSTED Inspection or exam period.. Study affects or alters the day-to-day activities of the participant.</li> <li>4) Some teachers may take offence to the questions being asked, and may see the study as their teaching styles and methods being judged.</li> </ol>
C2 How will you deal with the potential risks?
<ol style="list-style-type: none"> <li>1) During the entire dissertation process pseudonyms will be used to enable the identities of the participants to remain confidential. This includes using pseudonyms for the names of schools, colleagues, and previous institutions that the participant may have worked at. During the course of the interview participants will be allowed to withdraw at any point and it will be highlighted that they have the right to stop the interview being recorded.</li> <li>2) All relevant parties, namely, the school, staff, pupils and parents/guardians will be anonymised during the study and data collection. This will include the aim of the research project, potential benefits to the school, risks and rights, and freedom to withdraw at any time. Participants will be informed that they are free to leave the study at any point.</li> <li>3) Information sheets and consent forms will highlight that they have the right to withdraw at any point. This will be verbally explained to the teaching participants.</li> <li>4) To ensure that the interviews are conducted ethically, the time and place of the interview will be negotiated to ensure that the anonymity of the participants is maintained.</li> <li>5) The researcher will not deal with any potential issues but will consult with the supervisor and ethics committee as and when necessary.</li> </ol> <hr/>

**APPENDIX B  
CONSENT FORM**

## Appendix B Consent Form



**Ethics Approval Reference Number: 15/5/302U**

**Title of Project:** Understanding primary school teachers' perceptions and ideologies around the value of physical education.

**Name of Researcher** Danielle Morgan

Please complete the following sections by placing your initial in each box and signing where stipulated.

**1. I confirm that I have read and understand the information sheet for the above study.**

**2. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily**

**3. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason**

**4. I agree to the interview being audio recorded.**

**5. I agree to the use of anonymised quotations and data being used in publications**

**I agree to take part in the above study**

**Name of participant:**

**Signature of participant:**

**Date:**

**Name of person taking consent:**

**Signature of person taking consent:**

**Date:**

**APPENDIX C**  
**REQUEST FOR DATA COLLECTION**

## Appendix C

### Request for Data Collection



### **Request for data collection for Cardiff School of Sport Undergraduate Dissertation - 'Understanding primary school teachers' perceptions and ideologies around the value physical education' 2015-2016.**

Dear

As part of my final year as an undergraduate at Cardiff Metropolitan University a study will be undertaken in order to look at understanding primary school teachers' perceptions and ideologies of physical education. Cardiff Metropolitan's Ethics Committee has approved the project and you have been selected to participate in the study. The results of this study would be beneficial to both the school and pupil within as it could a greater depth of knowledge and understanding of primary school teachers' perceptions and ideologies of what P is, where these perceptions & ideologies have originated from and also how they may potentially impact or influence their teaching of Physical Education.

This project will adopt a qualitative life history research design. Participants will be interviewed to explore and understand the perceptions and ideologies of primary school teachers, as well as their past experiences.

The participant will be supplied with information and consent/assent forms to be completed and handed back before the commencement of the research. Participants information, names and address, will remain anonymous to all but my supervisor and myself. At the end of the study we will destroy the information we have gathered and will only keep the consent and assent forms with participants name and address. We keep these for five years because we are required to do so by Cardiff Metropolitan University. Anonymity is a high priority as is the information will only be used for research purposes and the participant's identities will not be identified.

I look forward to hearing from you in due course.

Yours sincerely,

Danielle Morgan

**APPENDIX D**

**PARTICIPANT INFORMATION SHEET**

## Appendix D

### Participant Information Sheet



**Ethics Approval Reference Number: 15/5/302U**

**Title of Project:** 'Understanding primary school teachers' perceptions and ideologies around the value of physical education'

Dear

Through Cardiff Metropolitan University and as part of my final examination, I am required to undertake a research project. The aim of the research project is to give a greater depth of knowledge and understanding of teachers' personal ideologies, where these perceptions or ideologies have originated from and how they potentially impact or influence both positively or negatively upon their teaching of physical education.

The following outlines key components of the study.

#### **Why you?**

The study requires three primary school teachers, who do not specialise in the area of physical education to participate in a series of semi-structured interviews. The interviews will discuss their thoughts, opinions and ideologies of high quality physical education, where these thoughts have originated from and how they interpret their own past experiences within PE. The sample will include three teachers in early, mid and late teaching career stages.

#### **What will happen?**

During any convenient time period for yourself, you will be asked a series of semi-structured questions, which will follow a life history research design. The interview will last around 45-60mins and can be at a venue of your choosing. It is voluntary and if you do not want to answer a question you may not answer.

#### **Your rights?**

No one is forcing you to take part; it is completely up to you. If you decide you do not want to carry on for any reason you can drop out. You will not be giving up any of your legal rights and in any very unlikely event of something going wrong Cardiff Metropolitan University fully indemnifies its staff, and participants are covered by its insurance.

### **Risks?**

Sensitive topics may occur during the interview process, however if this does happen you can decide end the data collection at any time. To ensure that the risks are accounted for the following will take place; pseudonyms will be used to enable the identities of the participants to remain confidential. This includes using pseudonyms for the names of schools, colleagues and previous institutions that the participant may or may not have worked at. During the interview, participants will be allowed to withdraw at any point and it will be highlighted that they have the right to stop the interview being recorded. To ensure that the interviews are conducted ethically, the time and place of the interview will be negotiated to ensure that the anonymity of the participant is maintained. The researcher will not deal with any potential issues, but will consult with their supervisor and the ethics committee as and when necessary.

### **What I will do after?**

I will record the answers and will put the results into the research project I am working on. Your work may be seen by others but no-one will know it is you, they will only see what you have said/answered.

### **Any questions?**

If you have any questions, please don't hesitate to ask me via email as I would respond as soon as possible.

### **Confidentiality:**

Participants information, names and address, will remain anonymous to all but my supervisor and myself. At the end of the study we will destroy the information we have gathered about you. We will only keep the consent forms with your name and address. We keep these for five years because we are required to do so by Cardiff Metropolitan University. Anonymity is a high priority as the information will only be used for research purposes and the participant's identities will not be identified.

I have enclosed for your attention, a consent form. I hope that you will participate in this study. You are free to pull out from the investigation at any time. Should you require any further information please do not hesitate to contact myself or my supervisor through the contact details provided.

I look forward to hearing from you in due course.

**Yours sincerely,**

Danielle Morgan  
@outlook.cardiffmet.ac.uk

Supervisor: Dr. David Aldous  
Email: [daldous@cardiffmet.ac.uk](mailto:daldous@cardiffmet.ac.uk)

**APPENDIX E**  
**INTERVIEW GUIDE**

## Appendix E

### Interview Guide

#### Introductory Questions

- ❖ How long have you been teaching?
- ❖ What school do you currently teach at; private or state school?
- ❖ What Key Stage or age group do you currently teach at?
  - Have you had any experience teaching other ages?
- ❖ What subject do you specialise in currently?
- ❖ Do you have a 'specialist' Physical Education teacher at your current school? Do they take all PE lessons?
- ❖ Have you worked alongside or seen a specialist PE teacher deliver? If so, what were their lessons like?
  - Are there any similarities and differences between your own teaching delivery and theirs?

#### Training Programmes/Pathways into Teaching (CPD ITT)

What was your pathway into teaching? (PGCE, SKITT programmes, Degree etc)

- Ask participants to talk about their experience of training programmes
- ❖ What are your thoughts upon your own previous experiences of ITT and or CPD? If any at all?
- ❖ What skills and knowledge did they equip you with, in preparation for your teaching career, if any?
- ❖ What skills and knowledge did you gain from these experiences? And in what way did they help prepare you in relation to the teaching of Physical Education?
- ❖ How were these programmes delivered in terms of theory and practical? Did this impact your knowledge and understanding in anyway?
  - How do you feel about teaching PE?
- ❖ Do you feel confident in delivering PE? – If so, where has the confidence been gained?
- ❖ Have you attended any other courses to further your own understanding in certain activities? If so, which ones, why and how do you feel they helped further understanding?

### **Personal Education Experiences, including Physical Education:**

- ❖ The subject you currently specialise in, is this also the subject you feel most comfortable in teaching? – If so, why is this?
- ❖ What subjects do you prefer teaching and why?
- ❖ Was this your own personal favourite subject in school when you were in school?
- ❖ What was it about this favourite subject in school that you most liked?
  
- ❖ Did you enjoy PE in school?
- ❖ What was it about PE that you enjoyed/disliked?
- ❖ Did you have any particular favourite PE sports or activities? What was it about these activities that you enjoyed/favoured the most?
- ❖ What was your PE teacher like in school?
- ❖ What teaching styles or methods did they use in their teaching delivery?
- ❖ Did you like these methods? Why?
- ❖ Briefly describe one of your typical PE lessons from when you were in school.
  
- ❖ What, if any, are your own thoughts on PE becoming a core subject?
- ❖ Why do you feel this? – Potentially bring in benefits?
  
- ❖ With regards to HQPE – do you feel your own experiences were of a ‘High Quality’? Why and what made them HQ?
- ❖ Within your school, what types of activities and sports have you delivered?
- ❖ How many hours per week does each pupil receive?
- ❖ Do you enjoy teaching PE?
- ❖ Do you feel confident in delivering PE? If so, what makes you feel confident? If not, why?
- ❖ Are there ways in which you feel could help improve this confidence when delivering PE?
- ❖ Would you say that you embrace change in terms of activities and teaching strategies? In what way?
- ❖ Does your school support such changes; alongside supporting yourselves as teachers to ensure you are fully prepared to implement these changes? In what way?
  
- ❖ Describe your own teaching personality and methods.
  - How do you think that these have been influenced over your teaching career and by what?

- ❖ Did your own PE teachers' influence your own teaching? If so, in what way?
- ❖ Are there times in which you change the way in which PE lessons are delivered and structured? If so, why?
  
- ❖ What is HQPE in your own opinion? What characteristics of a lesson make it HQ?
- ❖ Where has your idea of HQPE originated?
- ❖ Do you feel HQPE standards are met during lessons? How? Give examples.
- ❖ Are there areas of your delivery that you would like to improve?
- ❖ Do you know how to improve these delivery methods and strategies?

**APPENDIX F**  
**TRANSCRIPTION OF INTERVIEW 3**

## Appendix F

### Transcription of Interview 3

#### Key For Thematic Data Analysis

Previous Sporting and PE Experiences	Cyan
Training Experiences	Magenta
Teaching Practice Influence	Green

	<b>Colour of Writing</b>
<b>Interviewer</b>	Orange
<b>Participant</b>	Black

#### **Participant 3: 'Joanne'**

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**Interview Length: 00:56:44**

How long have you been teaching in primary ed, roughly?

Right, I qualified in 2000, so and then so I haven't taught now for around 7 years. So, I suppose I taught for nine years, and I did a lot of, because we moved around a lot with the military, so I did two years in an inner city in London, which was a brilliant experience and I loved that. And then I've done a lot of supply work, and then covering for the teachers' personal admin time. I've always been really lucky that wherever we've ended up, um I've always managed to get two or three days in a school covering the teachers personal time, and yeah I've always been lucky. You know I've never actually ever had an official interview for a teaching job, I've just always been in the right place, at the right time, yeah.

That is lucky then, so lucky.

Yeah I know because some of my friends went through panel interviews and had eight people asking them questions...

...Oh my gosh yes, my PGCE interview was enough and pretty tough in fairness!

So do you think that from when you qualified then to when you sort of maybe finished or continued into supply (teaching), do you think that is has changed (during) your teaching career at all?

Yes, I do actually. The thing is, it changes quite a lot anyway, all the time doesn't it, and it constantly evolves and they have sort of new ideas. So I've just started going back into school now and doing work experience up in Tafan Spite, and in actual fact on Tuesday they have PE lesson and I had to cut up the birthday cake so I missed the PE lesson, which I think that it wasn't a PE lesson in the true sense. It was cover/supply and I think she just let them go around the obstacle course, but um...yeah, I mean, when I trained there was a lot of paperwork. In actual fact there is so much more now, you know, sort of eleven years on. Um, yeah and the teachers spend an awful lot of time doing that.

Do you think that maybe the focus has moved from the classroom, to sort of.

...yes it does seem a little bit like that yeah, and I think that it just, a lot of the teachers I know seem quite stressed, because they've got so much to do and sometimes perhaps concentration isn't so much on the pupil as it should be, because they are too busy writing at the walt, at the top of the book, do you know what I mean? And umm...as I'm helping out in the class, I spend a lot of time cutting out the walt, to stick in and you know there's a lot more concern about that and then they keep bringing in...they've brought in this new.....oh gosh what's it called? It's a type of caterpillar and um...so they have this caterpillar with the head and all the bumps and then they use it for like power punctuation. You know like the full stop and all the rest of it, and they have the sticky bits that they stick on to each bit, for each part and then the teacher has to go through each part and do that for each lesson, and it's like kind of like, there must be better ways of actually teaching the children, rather than worrying about whether they are sticking to say that they...

...yeah potentially they well, in my opinion that would maybe sort of going through the motions and it's one of those things that's got to be done today, rather than maybe do the pupils actually need that today? I suppose that ...

...I mean I think that they've obviously done lots of tests and it does work, and lots of positive reinforcement and for some children of course doing things like that does reinforce it doesn't it? But it's a lot of work for the teacher...yeah.

On top of everything else, I suppose maybe yeah.

So what kind of key stages have you taught?

I'm mainly key stage one. I specialise in year one/two, I suppose is what you'd call it. Um, having said that I was with year five on Tuesday and I enjoyed that.

Yeah?

Yes. I'm usually quite scared of the older ones because of my own numeracy and literacy ability is not brilliant, but actually it was absolutely fine. I really enjoyed it.

Oh ok, so it was a different experience for you, going from to (teaching mainly) key stage one to year five, is...

...yes.

I think they are almost finding their feet in year five and six so they are ...

...more independent.

Yeah, and I suppose they are kind of testing the water with some things, and I suppose they can become more challenging in different ways.

Yes, yes. This class is very challenging. Boy heavy.

Oh is it, gosh ok.

So what subject would you say then that you specialised in during your teaching?

Well, my degree is in history, and so I'm definitely more towards the literacy (and) history side, you know that's where my preference lies. That's what I enjoy. Um, but at primary in year one/two, you know I mean you know literacy and numeracy is fine. And in fact sometimes it's easier teaching numeracy because it's so cut and dry isn't it, you're either right or wrong. Whereas with literacy it's a bit more, so yeah.

So you've obviously said you prefer teaching that one, is that also the one you felt most comfortable in?

Yes, yes.

And is that obviously because of your pathway with your degree?

Yes.

Ok. So what was your pathway to teaching like? Was it degree, then teacher training, PGCE?

No. I, what I did was I did my degree, and then my... right let's... I've just got to think this through. My husband is a lawyer with the RAF, but he needed after university, once he got his law degree, he needed to then go to law college for a year, so we couldn't then both go and do it, so in actual fact then at that point, I didn't know I wanted to be a teacher. I wanted to join the police force, believe it or not. So, but I supported him then. I worked while he did his legal training, and then he got a trainee position, because they have to go and get a training position, so I basically supported him and I worked in Cheltenham job centre. While he finished qualifying and did his training period and then obviously then he was a fully-fledged lawyer, and then we kind of switched. So then as soon as he was earning, I then started thinking about what I wanted to do and I applied to do a PGCE at Cheltenham. So I did that there for a year and I loved it. Really loved it. And in fact I can remember quite clearly when I was thinking about doing it, my mother in law who is staying at the moment; she worked in a school called Kings School in Gloucester, and she was like secretary of the junior school and she was very; 'oh you should, you know you'd make a very good teacher'. I'm quite bossy and I think that's why, and she said you ought to think about this, and so she arranged for me to have two weeks observation period in Kings School, because at that point you couldn't actually do a PGCE until you had been and done a two week observation period, with evidence and you had to perform certain tasks. Because they said that a lot of people think that they want to be a teacher, until they are actually in the classroom. And it's true because, and even though we had to do that two week observation period, when I went to actually do my PGCE, I think it was ninety three of us that started and something like only seventy six of us finished. No, you know a lot of people dropped out, well it's not a lot of people but it was quite a lot for that amount...

...yes it's quite a lot I suppose, and it's quite tough. I mean, I've just gone through the selection process now for Cardiff Met and it was very, very tough. I was speaking to some of the girls that started this year and they've said that it's very, very competitive to get onto,

but when you're on it, it's so intense. You know, you've got two placements of a certain amount of time, so you just from day one you are just, you know...

...yeah you don't have much time for anything else.

If you don't then realise that you don't want to teach, then well you're in the wrong place.

Yes, yes.

Completely. There's no way of...there's no in between. You either know that you want to be a teacher or you definitely don't. So I understand what you're saying.

And I think that you figure that out quite quickly. Although do you know what, I did feel quite sad...there was two, two people, but one girl in particular and she was lovely and she had gone for key stage two, but she wasn't sure, because it was split in ours, so although you were qualified to do both, you're kind of emphasis was one way or whatever. And she wasn't sure that she had gone the right way, and then she got a really tough school in Cheltenham. Now, if she hadn't of gotten such a tough school, and she'd had perhaps one of the nicer schools, I think she would have stuck it out and made a really good teacher. But she had such a bad first placement, she dropped out and she, and there was no going back, and in actual fact a friend in Chester, exactly the same thing happened. She did actually finish her PGCE, but her first job in Liverpool was such a nightmare that she, that was it. She has never gone back. She does personal management in hospitals now. And a male friend, actually two years ago, he's ex-military, exactly the same thing. He trained, loved the training. Got a job in a school for children with behavioural issues, and did half a term and now won't go back. So it's your experience isn't it. You could go in and get a really nice school, absolutely love it and blossomed, or ended up with a nightmare.

Yeah, I suppose it could put you off like, even trying another place, just for the risk of not liking it again, and almost wasting your time in some ways I suppose. You know, if you've got that inkling that it's not for you, and it's a shame.

And it is a shame isn't it, and the one thing I learnt from my observation, which was really, really important was, um...it was a private school Kings, so probably slightly different to what I've then experienced since working in the state system. Um...well, I learnt two things; parallel forms, old teacher who had been in the job for years and years, and this

was a year one class, and then a new teacher, just qualified came in. So I spent one day with one year one class and the second day with the second year one class, and the older lady who had been there for years and years, she was very rigid, very much the children had their names where they sat. They had their pencils named; it was very prescribed and rigorous. And um, the whole day was very smooth. The children knew where they sat, they knew when they were given work they had to sit down. Of course there were things going on, but the whole day was very...it ran really smoothly. And then the second day with the young teacher, she was lovely, full of ideas; like 'arty, farty', and her classroom was beautiful, but she had no order in her, or organisation in the class. So she gave out the work, and they could sit where they liked. They could go and get their own pencils, well all that happened was people just squabbled where they were going to sit, they squabbled over the pencils; who was going to get them. Most of them spent a lot of time going to the loo or sharpening their pencils. It was complete chaos, and I remember thinking; god if I was a parent and I watched this, I'd want my child in the other class. You know because although she seems lovely and has got lots of good ideas, she's not really transmitting those to the children. So that was a learning curve for me, because I thought right well, when I teach I want to be the first teacher, which actually when you think about it cold, you think that's a bit boring and a bit bland, but do you know what, it was a far more affective way of teaching because children do like routine and they do like structure. And then the other thing that I learnt there was that the French teacher couldn't control the class, it was embarrassing.

Was it really that bad?

It was awful. I sat there, and you know when you just sit there and think oh I can't believe, I really couldn't. It was awful, awful and I remember thinking, right if when I start this, I can't control the class, I'm packing it in. Because if you can't control a class, you can't teach.

No...

...So you know...

...Yes, I suppose you've got to have some sort of control and some class management skills in order to teach like you say, and to teach anything effectively, because if you haven't got that rapport with your pupils, you know they're going to try things and they're at that age of course they are.

And they know don't they, they know...

...Oh yes.

They know. I remember at school, we had a Geography teacher, lovely little man, but my god the boys took the mickey out of him something chronic, and even in our O-Levels, he, one of the boys put his hand up and asked him a question and he gave the answer. So of course, then so other people started asking and putting up their hands. And even at that age, I realised that if any other adult knew about that, we'd probably have all our O-Levels, struck off, you know.

So, obviously, with your training could you possibly describe the things that you had to do? Obviously, you've spoken about your PGCE placement...

...Yeah, the training. Um...right think back. I, actually it was quite interesting. I felt really frustrated initially because I felt like I would be better off spending more times in school rather than in the lecture hall. I can remember feeling that very clearly and thinking, this is a waste of time. Umm...you know, it would be much better doing sort of training on the job and actually interacting with the children and things. But then afterwards, I realised the importance of some of those lectures. You know, and I have referred back to my lecture notes and things, or I did refer back to them. So, yeah, that was quite interesting. Um...we had, I can't remember...the first placement, I think we went in two days a week for sixteen weeks or something like that. And then the second placement was umm, you were in for like three or four days a week, for half a term or something you know like that. Um...and then the rest was like lectures, and I mean it was intensive. It wasn't like doing my degree, where I might have an hour per day, you know and I used to feel quite sorry for the um...I was also a mature student as well because I didn't go to until I was thirty (years old), and they really liked that. I can remember them saying to me at the interview that they really liked mature students, who'd had other experiences and hadn't come straight from school, straight from college. Do you know what I mean? I mean it's good to have a mix isn't it?

Yeah, I'm coming from a similar sort of background myself, because obviously I've come from sort of come from management (which I did) for three years, and then coming straight in. So although sometimes people don't realise I'm a mature student because I'm twenty-five (years old) now so. It's only small things, but you don't realise, you sort of learn to apply different situations, where you've ...

...yes, and when start, if you go into it, and if you ever go into primary schools, you see because of your management bit, you know you'll probably go quite quickly up that route won't you? ...oh, you're not sure?

...oh, I'm not sure. Um...obviously...

...I suppose it's not really teaching once you get to management to schools these days.

No I think that's sometimes, maybe the higher you go, obviously this is my own personal opinion (and perception), sometimes the higher you go, you kind of don't teach and I think that's where if I went into it, that is what I would want to do is teach. Yeah so it's kind of...but then again I guess you can maybe influence...

...yes but deputies' teach, well usually do don't they? Because Mrs. Arthur up at Tavan Spite, she's the deputy there and she's brilliant. You know when you just watch someone and you think; she's just got it all going on and she's firm but she has fun with the kids, and yeah she's quite inspirational actually and she's a deputy but she's still got her own class, but you have to work hard mind don't you.

Yes, well I had a Music teacher in secondary school and she sort of assistant head and was working her way up, but she was the same. She was brilliant, she still taught and took her GCSE and A-Level classes, and you know maybe a couple down in year nine maybe, and she was so passionate. She would do all the after-school clubs, and I just thought (as a pupil), what is everyone else doing? If you can fit all this in, but I suppose everyone chooses what they want to do with their time.

Yeah, its an interesting one. When we were out in Germany, with the British Forces School, we had, we were top heavy with people who were coming up to retirement, and they didn't care anymore. And I mean I did sympathise, because you know what if you've done thirty years, you probably are wanting to sit back and rest on your laurels a bit. Which is why you need to have the NQT's, that's why you need to have a range, so the NQT's and then some that have been doing it for just a few years, because you need that enthusiasm as well don't you.

Yes, to sort of pick up and go again.

Yes. So going back to the college, actually what was at the time again, I thought it was a bit stayed, was the way that they taught PE and how they taught us how to teach PE. But actually, it was really, really good. And I think that it stood me in good stead and because I have worked at quite a lot of different schools with us moving around and I've done supply, and I've watched different PE lessons with teachers. I think that the method that this woman taught us, and although it seems quite dry and maybe a bit dull and boring, it doesn't have to be, you know it's how you translate it, but actually it was really good because it was very, very controlled. And the one thing I've seen with PE lessons, when you've got about thirty kids and lots of boys, they're just complete chaos. So yeah, and what they did it was very clever, they had a massive great big sports hall and they would invite a couple of the primary schools to work alongside us, so all of their year fives and year sixes would have their PE lesson with the students. And we would be given a group of maybe two or three children that we would work with, and we started with them. So they had never done it before with the students, so they didn't know what to expect either, so we could all grow together I suppose. So we would all go in and the lady who ran it was so, so strict. When she said stop; everyone had to stop, students and kids alike. Nobody moved. If you moved, if you squeaked, she was down on you like a tonne of bricks, and it sounds really awful, but because it was so controlled, we actually got through, and then by the end of the term the children understood the routine, and they understood that if they didn't cooperate, they wouldn't have a PE lesson. And they wanted to have the PE lesson. It was really, really good. Now I remember from my school experience we used to love playing things like 'Pirates'. Do you remember where you put everything out on the floor and you'd leap around, well health and safety you wouldn't be allowed to that now.

No.

And you know, just letting us go. We'd go up the wall bars and up the ropes and things, it does have to be much more controlled now, because the rules are so tight for the teacher actually and you can really get quite worried when they're all racing around place, because children aren't always terribly sensible are they?

No, and they can be clumsy sometimes as well, can't they do you know what I mean?

Yeah, and they don't mean to do it. But I have to say that, she started off in this way and the first couple of lessons, I thought bloody hell this is really boring. You know because if they weren't standing exactly where she put them and they had moved or they'd smiled at

a friend, she stopped. And she would, and she said to us, if she said, if you cannot get them to cooperate, you make them sit on the floor and they do nothing for the entire PE session, and she was really strict about that. And she said you only have to do it once, maybe twice and they're going to get that you are serious and they won't next time. And do you know what? It does work. So when I have my classes in London, I had some really, really naughty kids with severe behavioural needs, and um...it was a struggle, but it really helped.

So that experience in your sort of training, sort of stood you in good stead for practical...

...she was very structured as well, so when you first went in, you had your ten minutes warm up time and she used a lot of language. She sort of reinforcing the language to them walking around and stuff. And then you'd have your main activity and then you'd have your cooling down period, and it was very, very structured, but the children knew what to expect. They knew that there would be a fun period at the end of the main activity, before the cooling down and yeah, it just worked.

So did she apply that to different activities, or was it for example maybe Gymnastics or was it across...

...yeah it was across whatever you were doing. You always started with a warm up, had whatever activity you were doing, whether it was ball skills, gymnastics, um running type stuff and then the cool down. So it was ...

...very structured then?

Yeah it was, and actually as I say, by the end of term, because the children knew what was coming and we knew what was coming and then of course when you have complete control of the class and they know you're serious, you can then start to expand on it, and bring other elements into the mix and make it a bit more fun.

Yes of course.

So yes, and so yeah that's really worked and having seen some classes that have just been chaos or classes where, she was also very strict about having all the apparatus ready, and not doing that when the children were there. Which was hard when you're in

school, because you don't have a lot of time do you? But you know I have, I have sort of been in and watched PE lessons where, you spend so much time putting out the stuff, you only have about ten minutes for the kids to actually do anything. Yeah, so you know I think you have to be quite organised to get the most out of that period of time don't you?

Yes, I suppose because by the time they get changed as well, and then you know that eats into your teaching time if you like. So like you say by the time you get out there, they have a very short amount of time, which is shame then because physical education is in the spotlight at the moment with the obesity problem and getting kids active ...

...I still don't think they do enough in school to be honest, with physical type stuff. You know it's still they usually have two slots a week don't they?

Yeah.

And yeah, I think that something everyday would be good personally.

Well I think they are looking into restructuring the National Curriculum and trying to bring in different elements to sort of make the most of it, and then there's been talks on the news with Tanni-Grey Thompson about..

What do you think about what they are doing in Scotland, where all the children have to walk or run a mile a day?

Do you know what, I think it's a good idea. I think they've obviously had a re-structure in Scotland, and I think that it's good for the kids, because...

Well now that's my initial, um that's what I thought as well initially, but then at the PTFA we had, I don't know, was Llinos there? She probably was. It was meeting we had at Griffiths Jones, and one of the mums brought this up and said, is this something that could be brought into Griffiths Jones because I think this is a very good, it's a brilliant idea. So the first thing you do in the morning is that you either walk or run a mile, and oh my god some of the parents were absolutely, completely anti the idea. They were, to the point where they were finger (gestured pointing finger in direction), 'oh my kids won't want to come into school if you do that', because they hated sport. So, and that's when I sat there thinking, bloody hell I'm glad I'm not a head teacher! How do you keep everyone happy?! Because you know, I would have thought that every parent would be really pleased that their

children or child was doing or was going to do something physical exercise, but no, apparently not.

I think maybe, if maybe their parents have sort of had a bad or negative experience, maybe I don't know, in some cases that might sort of affect their decision-making. Maybe they feel that more time should be spent on something else, and then it comes down to their personal sort of preference then, which is difficult like you say to cater for, everyone.

Yeah! Well it's weird because the one mum who was so anti it, her daughter actually goes to harriers.

Oh gosh.

So weird.

Yes that is a bit strange, and when you think about it, they probably walk more than a mile in a day anyway, by the time they ...

...obviously in Griffiths Jones, well it's bloody massive!

Yes, it is big there. Obviously like you were saying about your son at school, wearing those belts, it would be interesting to see actually how far they actually walk and ...

...well they've even got to sleep in them. So it's going to monitor their heart rate too apparently.

There's some good technology out there, which is interesting.

They are brave giving it to an eleven year old boys though aren't they.

I know, I bet it's tamper prove and everything! So do you feel like the National Curriculum , the structure of the National Curriculum allows you to put your own sort of personal preferences and ways into your teaching?

Do you know, I can't really answer for now, because I haven't seen it and I expect that it has changed a few times since. Um...I'm trying to think back. I mean there would be very definite objectives and different schools follow different, um...planning. So you know,

some of them prescribe or they pull their planning from different places don't they and follow. I'm trying to remember back when I was in London what did we follow, was it a school plan? And it was quite prescribed, what we did, when we did. Um...and actually I can remember thinking that it was a bit of a relief having that, because you spend so much time planning and thinking up new ideas, but I think on a weekly basis the school in London was a really good school and they were very, very strict at concentrating on going over your plans and you always had to have your file of plans in the classroom, so that if any head or if anyone was visiting upstairs, they could see what you were doing. And we had weekly meetings, department meetings and you would all come up with new ideas to make it a bit more interesting and exciting and things. And that would be across the board, and they had quite good facilities there. They didn't have a field, they just had playgrounds and that was a bit more limiting but they had quite a good gym. Um, and we would, and I can remember at the end of week, you would sit down and would um have to write down an evaluation of each subject area; what had worked, what hadn't worked and what would you change. Umm...which ok it was more paperwork, but in actually it was quite good. So with the PE, especially once you got to know your class, you could work out, um...what they enjoyed doing, so you could use that as a carrot. And also, how much freedom you could actually give them to get on with it, and how hard you needed to come down to keep them in order, rather than them racing around like loonies, because like I say I had a couple of, well I had quite a few kids. I had a couple of non-english speaking children and quite a few kids with quite serious behavioural needs, so you had to be you know quite careful. You couldn't give them too much freedom otherwise it would all go 'pear-shaped'.

So you kind of felt that maybe, that the structure then helped you in terms of your planning and organisation?

Yes. Yes. I don't know now though, as I haven't seen planning for PE for such a long time.

Yeah, no it does change, and I think it changes depending upon the individual as well, in the ways and the methods that they teach because there are so many different teaching methods out there now, which obviously makes it different as well.

Yeah, yeah. I did ball skills on one of my teaching placements. We had to take a club for the half term or the term that we were there for, I can't remember what it was now, and actually I really enjoyed that. I was really worried about doing it, because I had to take complete ownership of it and then I was assessed on how it went and we did a different

area each, over the six to seven weeks, from hockey, football rugby. And that was really, was really good and also that was quite eye opening for me because I then had to go and learn some of the rules. I mean obviously we only did it very simply but we needed to have a little bit of background knowledge about. We did do netball, um...as well and actually I always thought that if I taught in school, and they wanted someone I'd be happy to go onto a training course. I felt I would need to be quite competent to need to be a coach of netball.

Yeah. So you felt that obviously you went your own way and found, sort of if you like your basic rules and knowledge that you needed, but maybe if it got a little bit more complicated you would need to go and do a training course?

Yes, so if I was going to be like a netball coach or something, probably coaching it not so bad but you know if you went to another school and you had to be the ref (referee) or whatever, yeah I think I would of felt I needed that little bit more.

Yeah, ok. So obviously you've said that you went into teaching because you were moving around with the military with your family and for different reasons, but was there any other reason why you went into teaching?

Umm...yeah I do. Do you know what, it was one of those things, I'd always wanted to be a policewoman to the exclusion of all else and I hadn't really thought about doing anything else, but when I was young I did have a school. You know my parents had a farm and one of the little out farming sheds I had a school with all my teddy bears you know.

Of course yeah!

And I played that endlessly. I loved that; I had it all completely set up. So I suppose it was always kind of in there, but I think little girls do things like that but I've, I think there's photographs somewhere. I can remember when I was in school in London, we had a day where all the children brought in their cuddly toys for the day, and they put them on their chairs when they went to break and I've got a photo of all the cuddly toys sitting at their desks.

And it looks like similar to your little classroom?

Yes, so and then a few people had said to me, have you thought about teaching? Because I, sorry, let's go back a bit. I failed the eye test for the police, so I needed to have um, laser treatment on both of my eyes, but when I went to look into that I had a squint. So I needed to have the squint dealt with on both of my eyes, then the laser treatment, so I was looking at sort of eighteen months to two years before my eyes would be ready to reapply for the police. And then I started to think god, is this worth it? And then Tim joined the military and of course they move around quite a lot, so joining the police wouldn't have worked really at all. And um, a few people had said to me, have you thought about teaching? And as I say, it was probably because I was so bossy! So I did. Yeah I liked, I like helping people and I like working with kids. I'm not or I wasn't hugely maternal, and I'd never been a baby cuddler, but I did like kids and I did like talking to them. You know and so I suppose it kind of evolved from there.

Ok. That's a very good reason actually. So from your own personal experiences as a pupil, so how were you taught in primary school? What were your teachers like?

Um...you know I was thinking about this the other day, because I had to write, I've just done a...do you know Caroline? Llinos' friend, Caroline Prince?

Yeah, I think she's mentioned...(her)

Yeah so she did this course, so we had to write memories and one was our first day at school. Um...I loved school. I really loved it. I have a warm, bubbly feeling when I think about school. My first teacher was a lady called Mrs. Mocksome, and she was just brilliant because she started me on a very positive pathway in school and I think that is really important. I find it very hard to believe that younger primary; especially key stage one; if they don't like school then there must be a reason. What is there not to like? Do you know what I mean? It's lovely, they have so much fun! The work is definitely ramping up, they do far more academic type than what we did than what we did at that age, it was much more about play and making things. Umm... and I was also, I wouldn't say I was brilliant, but I was always good at sports. I was always on every team and it wasn't something that I thought about or had to work at you know. I had friends who hated sport and did everything that they could to get out of it. Just, something, I enjoyed it so I played on the netball team in my primary school and it was massive in Stratford and we did country dancing because of Shakespeare. So we had to do country dancing on the band craft and I absolutely loved that as well – no sense of rhythm. No sense of rhythm at all, you know I couldn't kick a ball for love nor money but umm netball and running I was really, really

good running; long distance. That's probably the only thing I was really, really good at in primary school actually. Umm... and our PE lessons were really, really fun. More fun then than what they are now because like what I was saying about health and safety, and you know it was a private school so I don't know if that made a difference or not, but I can remember that they used to put everything out; the mats, the horse, the ropes, the wall bars umm... and the benches; some right way up, some upside down and they would put them all out and then they would put just one person on and the rest of you would just have to scarper and stay away. Makes my blood run cold now actually, I don't think I would be able to do that with a class; a little bit more control, with just a few things and you do play some games but not like we did. You know it was hell for leather, fast as you could; up the wall bars, onto the... you know, so but fun.

So why do you think that maybe your friends didn't like PE? Obviously not speaking to them but was there anything that they said to you that they really didn't like PE? Or any particular reason?

I think that um...there was always, always even at primary school, there were just girls that particularly, some boys but I didn't really notice them so much, but some girls just hated it. Just hated it. Not even because they weren't that good at it. They just didn't like it. You know, they didn't want to run around and climb things, whereas I did and my close friends and going on to now... I always ran like I said, it was the only thing I was good at in school. So I was always in the running teams and in fact my sons have now taken it up after me.

Ah fab!

I don't know about the youngest one, but the eldest and middle one are both good long distance runners. I couldn't run for toffee now! Umm... I don't, I'm thinking sixth form for girls, well they didn't really like wearing PE kit, and in actual fact that was a bit of a problem for me too by then, because we had these knickers and that really, really put me off because I ran for, I ran for Powys, um... a few times, and I used to worry more about wearing these knickers than I did about the race. Do you know what I mean, because they were really tight. I didn't like my legs particularly, I was really skinny but I felt that they were veiny and white.

Yeah, so I suppose conscious?

Yes, really conscious. Um...if I had been, and I think as well actually at school when we did games and things, I think they wouldn't of had so much of a problem with getting the girls out to do stuff if they had been allowed to wear tracksuit bottoms. You know the short skirts with the, um...that was a massive problem for a lot of the girls at sixteen/seventeen, yeah massive amount. And then some of them just hated sports, they would do anything they could, and they'd go hide. It wasn't cool, which was a shame but my close friends all of them were sporty, we all played hockey together and we were on the netball team, the tennis team you know whatever it was, that's what we did. But I'm not fit now at all.

I should be a lot fitter than I am, but roll on pre-season!

What do you play?

I play hockey. Yeah so I play hockey for the university firsts and ...

Blimey, so you must be pretty good?

Oh no, I'm ok! There are better players than me on the team, but yeah. It keeps me out of trouble, and I've been playing since I was twelve so, it's something you...

... I, do you know what? I definitely think that's right because we went through a race at Dinefwr last night and my mother in law actually said on the way back; it's interesting isn't it, because you look around and all the parents there tonight and all of them were physically, reasonably fit. There wasn't anybody that was there that was overweight or big. They all, or everybody looked like they...and of course they are there taking their children to a cross-country race. So you know.

I think that's one of the things that, from a personal point of view I found quite difficult growing up was that neither of my parents played sport. So I'd say that it was maybe my grandfather that kind of started it; I used to go to watch football every Saturday with him and would be around the sidelines causing chaos with a football, kicking it onto the pitch while they were playing, and then my Nanna would be like – 'get that ball off the pitch', and I'd be like sorry!! So it was difficult if you like for my parents to maybe understand maybe from my point of view how important it was. They just didn't get it.

Did they come and watch you play?

Umm, no not really no. It was quite hard to you know, I'd come home from hockey training and they don't quite understand it, or quite understand the importance to me personally. And maybe yeah...

Its becoming far more recognised as a subject in it's own right, isn't it though? Do you know that when I was at school, the PE teacher at school probably wasn't even qualified? They were quite sporty, whereas now it is a big, very important part of the curriculum.

I think the importance like you say, is growing definitely and obviously with the...

It is isn't it? Well, yeah I mean you look at the number of kids that are you know bigger and don't do anything or sport, then yeah it's really important.

Yes, it is important I feel, obviously that's why I like looking into it and to see what influences it.

But I think you're right about the parents as well, because I mean it is, having your children be in teams and things, it is a big commitment for the parents as well, I mean seriously massive. I, if you look at the board (behind you), all the blue is the clubs that we do, and normally by now I would have Saturday; two football matches, a rugby match tomorrow, you know our whole life revolves around juggling and getting them to, and a lot of parents can't be arsed. So you know we go to football and it's always the same parents that go and support and then there are a number of boys that come, given that their parents have no interest whatever, but it gets them out of the house and they get someone else to take them. So yeah I think you're right.

It was difficult, because I am one of three and my sister sort of liked rugby, although she played hockey as well you know, she liked her rugby and played for the Ospreys and she was very much into that.

Oh my gosh! So you're all really sporty?

Well, my little sister would you believe is the complete opposite. She hates sports. She probably wouldn't be able to catch a ball. She's never been interested in it at all. She comes to watch me play netball and she hates every minute of it, but she dances and sings.

Oh so she's...

...so she does do, well it's a different type of physical activity I suppose as she dances a lot and does jazz, contemporary and so she's aiming to do in September is to go to London and do Musical Theatre.

So, although none of your parents are sporty they've actually had three girls that have all proved to be very good in their sporting areas. So yeah, that's quite interesting!

Well yeah, I'd say we were quite different. Maybe that's why they didn't know quite what to do, I'm not sure.

Yeah, and maybe if you had been a boy, your Dad would have, maybe the whole rugby/football thing would have kicked in.

My Dad hates, well hated, he did hate rugby/football, and he liked golf, so I got into golf a bit and went out on the golf course with him, but that's probably..

You should interview them about their experiences and why they felt they weren't interested in sport!

You know it would be interesting to see whether the parental influence starts from such a young age because, I think your first influence is your parents and family, before you've even got into school and doing PE.

Yes.

So they are almost sort of your first experience, before any kind of sport.

Yes. Well and I think that the other thing is that if as a child you're good at something and you do well, that obviously motivates you, to do it. But if you don't have that parental backing, umm it does make it really tricky. Especially when you live somewhere like this where you have to drive, I mean it's not like when you're in the middle of the town and you can get the bus to the town centre.

Well, I'm from Ystradgynlais, which is sort of South Powys, and it was so difficult as there were no clubs for girls at all anywhere. And I would always have to travel, and obviously

with both my parents working shift work and we were running pubs and what not at the time it, it was really difficult to get to anything. And then I turned seventeen and set my own netball club up in the area, for girls just with my friend who happened to be starting out as a sports development officer.

Oh waw!

So we started off, and the club has been running now, well I was seventeen so gosh it's coming up to eight years and its now got over sixty to seventy kids coming to three sessions, we started with one session, and I don't have to do anything with that club now. That club just runs itself, like I'll go back every now and then to do a bit of guest coaching but it's completely run by the community which is, when people ask me what is your probably your biggest achievement ...

...yeah like the proudest thing you've done.

It's probably that, it's not even hockey because there was so many, you know we come from Swansea Valley where there are so many rugby and football clubs for boys, there was nothing for girls anywhere. I would always have to travel to Neath, Swansea you know.

So it made sense?

Yes.

That's really impressive though. That is a real achievement though isn't it? When you do something like that for a community and then it takes off and becomes a force within it's own, that's just, it's really good.

You know it just highlighted to me how much harder to me that it became to for girls to get into sport. They had no access to clubs and they had no access to facilities, so apart from if they weren't getting maybe good PE lessons in schools then there was no way that they could then do it anywhere else, and that's why maybe they could become a bit sedentary and sitting down a lot.

But yeah, and that's completely off topic, sorry I probably shouldn't of chucked that in.

No, it's really interesting though!

Umm...ok! So your PE teacher in maybe your secondary school, what was she like?

Umm...right so let me think, who did we have? Right at Netherwood at school in Saundersfoot we had Mr. Owen, who now runs the outdoor adventure place at Pendine. And he was really nice actually, he was really nice because I was good at running and I was on the team so it wasn't something I ever fussed about, I just enjoyed it. And I was quite good at the running and then we had Miss. Henbrough at Christ College, who at the time we didn't realise it, she was only twenty-two when we were seventeen. She wasn't actually that much older than us, and umm she was very keen on her hockey, really into her hockey. I think she played.

I think I remember Christ College always being very good at hockey because I always remember playing against them and ...

Well that would have been with Miss. Henbrough as well then. Tall, very thin lady with short dark hair. Yeah, I have to say, we weren't terribly good at hockey. You know we enjoyed it, but I played right-back and every now and then I would hit a very good ball right down the pitch, but it would be every now and then. We went on tour in Taunton and oh gosh we had so much fun, but we were absolutely rubbish at the hockey, but we had fun and we enjoyed it and we put a team together. I'd imagine they improved dramatically afterwards, but now they also have younger girls coming into the school, because when I went it was just sixth form.

Ah ok, so that makes it ... they go a lot younger now don't they?

Yeah, so I had a very positive experience for me, but I enjoyed it you see. I think if you enjoy sport you're lucky. If you really, really hate it then...

...It's a little bit more difficult at times?

Yes, yes. I do think that kids these days are more sedentary though because of all the computers and phones and I mean mine are all over the place and they bounce through life, but I know that particularly my eldest, he's got a couple of friends that are all they do, every night is go home and they sit on their computer. Now, that's really sad.

They don't think (twice) about it, they just sit on the Xbox maybe and just sort of play.

And mine, you know if they were allowed, they'd quite happily sit on the Xbox all night as well, but they are not allowed so. Oh and then it's like, what shall we go? Oh we'll go on the trampoline.

So they find something it's just sort of initially.

Yes.

So, can you describe a typical PE lesson in your secondary school? What kind of activities did you do?

Oh my god, you're asking now! It's nearly 30 years ago... what did we do? Right then, do you know what I can't really remember. I remember the cross-country, but we were really lucky. Do you know Saundersfoot?

Umm, a little bit yes.

So we would go down to Cockett wall and we you know the tunnels? So we would run through the tunnels and then down to the beach and back along the beach. I mean that was lovely wasn't it, it was really good. Umm...I can remember the sports days, I'm trying to think of the regular lessons... No I do remember when we played team like sports, that whole thing about you know, they would choose two captains, and they would then have to pick people to be on their team. Well of course, because I was ok, I wasn't brilliant but I wasn't rubbish, I would always be picked reasonably soon on, but I think another reason why a lot of my, well the friends that didn't like sport, was because they would never be picked. And that was because of the thing, where you'd stand there and think no one is going to pick me. Umm...so I do remember that, umm... and I see that now happening in schools too. You know when, especially in the older ones when they have to pick teams, you can see some of the children standing there thinking; no ones going to pick me.

It's almost like a social acceptance isn't it, and is like please pick me. And at that age you're quite influenced by your peers.

Yes, yes... well you pick your friends first don't you, and then actually although boys definitely competitive. They pick the ones that are good and then their friends. Girls pick their friends. Yeah that's quite interesting actually isn't it?

Yes. Social dynamics.

Umm... and at Christ Coll, you know I don't remember doing PE at Christ College. I remember we did cross-country, netball, hockey, tennis... bit of cricket. I don't remember doing PE, we must of done PE. I really don't have any memory of that at all. I mean I remember you know with the umm hockey for instance, you would go up the field and the first thing we would have to do is put our sticks down and run around the pitch, between two and five times, depending on what kind of mood Miss Henborough was in, and if she had to talk to anybody. You know, if she was talking to someone, it would be another lap and another lap. And that would have felled a few before we'd even started because they would hate that so much you know. And then there would be the picking, and there would be certain people that, and this is an awful thing to say but that you would not want on your team, because you knew that; a) they wouldn't try and b) in some cases would even go the other way to try and ruin the game to be mean, because they couldn't be bothered to join in. And then you would have warm up, and then we would usually be paired off and you would practice hitting the ball back and fore to each other or something like that. And then we'd always end with a game, which was the fun bit. You kind of tolerated the first bit to get through.

Yes, to just get to the game bit. So you've obviously spoken about that you did netball and cross-country, and that they were your main sports weren't they?

Yeah.

Did you carry them on outside school or did you primarily participate in these during school?

Umm... when we were lived in Stratford, I ran for the school. The school primary, but then I qualified to run for the County, and actually missed the race! Because I did, I always did 1500 metres or 3000 meters, and it was always at the end, always at the end. And when we turned up for this one it was the first. And because Mum and Dad farmed and they wanted to watch me because it was really important, so we got there in what we thought

was plenty of time, to be met by a friend of mine who was so pleased; ah you've missed the race, it was first! My Mum was cross. She went to complain, but got nowhere. So, and then when we were at Netherwood, that was in school, I don't think I ran outside school and then when I went to Christ Coll, when I was sixth form I ran for Powys. So I ran for the school initially and then actually and then from that qualified and ran for Powys at the Welsh Milk Championships, and then ran all around Powys, against other counties, Carmarthenshire or Dyfed then and at various others, Cardiff we ran, Swansea. So and I had a very mixed bag because I wasn't very good at training and sometimes I would do very well and other times I would do not so well. And I have to say that when we got into the big league so we were running against schools from England, they'd be really quite good and I wouldn't do terribly well; I'd get round. I wouldn't come last. I was the senior girls, senior girls Powys champion for a couple of years. So I did quite well inside County, but then not so well outside. It was a bit of a shock actually, from when you win, where it's not too hard to win and then to be suddenly in a race where there is hundreds streaming past you.

I found that when I was playing regional and part of the Welsh Academy and then I hit eighteen and then everything stopped. It was a bit like, oh ok what do I do now. You know what do I do now? There was nothing to sort of carry this on to. You sort of get to this certain level if you like and then things just stop, but I think they've re-looked at it now and you can do more things.

Oh that's good.

Yeah, it's good.

Yeah because obviously it must have been such a massive part of your life and this is when you were playing at the standard that you play at was, to suddenly become ...

... you do. I think if you didn't make your Welsh team by eighteen then that was it. But now at my university I think they've got strong links now with Welsh Hockey and Swansea Spartans which are the European hockey team.

Oh waw!

You know if you're good enough, you'll train with them and then potentially there is pathway there then, which is a lot better than ...

... that's a commitment though isn't it?

Yeah it's a big commitment.

Yes, a big time commitment, because we have it with the boys' football and the boys constantly have scouts out for the Swans and then you're expected; fortunately mine aren't good enough... thank god! But you're expected to drive up to Swansea initially I think and then Cardiff if they get through. And I find it quiet cruel, because these are quite young kids, and they'll do it for so many weeks and then have a game against all the different areas and then they'll be told not to come back the next week because they have failed. Can you imagine eight to nine year olds ...

...and being told you've failed?

Yeah, so some of the parents get quite hett up about that.

I can imagine, because it's a big commitment as well and if it's something that they like doing then it could potentially, defer them the other way, if you know they don't see themselves as being a success, that maybe they once thought were.

Yes..

It's tough for nine year old to take, it's hard enough for an adult to take when you're told that you're not good enough, but you know you're a bit more mature to sort of take the feedback.

Especially if you're used to being...because this race that we did last night with Harry, my middle, so he is my nine year old and so he came third in the Dyfed year four boys, so he was running for Dyfed last night but there were eighteen boys running and I knew that he would be near the end, because he's year four and they were year six.

Yeah, that's a big jump.

Yes, its two years. So he was quite, I was a bit worried afterwards because he was quite demotivated when he finished, because he was like; oh I've done rubbish. And I said, no you didn't, you did really didn't do rubbish. All of you here have been chosen because you are the best in your area and you know his trainer said to him; Harry he said, there's three hundred and thirty three primary schools that have sent the best, so from their areas today. And you work it out, you are in the top, you are sixteenth and that's against year six and you've got two years to go. So for a moment, yes I thought it was a bad idea. I knew he wouldn't do brilliantly, but he did do brilliantly if you know what I mean, but I thought it was good training because it was hard.

And I suppose like both mentally and socially it's hard, as although it has benefit I suppose it is tough to take and I suppose as you said as long as you said to him you've done well and everyone reassures, that should stand him then in good stead for the next race.

Yes, exactly. Well and he got a medal. So he cheered up!

It's always nice to get something at the end isn't it.

They've got so many! I think they give medals out too quickly to be honest. He's got so many bloody medals.

Oh I know, I've got some from when I was younger, but you just don't throw them out! They just stay there!

Well I write on the back of them in permanent pen what they were for, because otherwise you just forget what they are for.

Yes that is good idea actually, because actually I couldn't remember what half of mine were for.

Well exactly and he's got about thirty upstairs and most of them are the same.

Ok, so in terms of delivering in PE in a primary school then, what kind of things do you do with your pupils?

Oh gosh, I'm going to have to try and remember aren't I? Well recently, the last few times that I have taught PE, I would be following the teachers' plan and then maybe adding a few things in, um that I am comfortable with; playing games. You know year one and year two, I love the bean game, so things like that to warm them up and cool down, and I really like using the parachute, that's good fun isn't it?

Yes, that's good fun.

So I'm trying to think, so when I was last in teaching, which in itself was a long time, I would follow the teachers' plan but then usually add in my own ideas. Usually for warming up and cooling down; they would usually say just 'warm up' and 'cool down' and then I would do my own thing. And then the middle bit, the last one I can think of was probably ball skills. You know and bean bags, that type of ...

So your kind of fundamental skills? Throwing, catching etc?

Yeah. Yeah.

So did you ever during your time in teaching, work alongside or see a specialist PE teacher?

Yes.

What was their practice like? Was it different?

Umm, when we were in London we had an inset on it...and it wasn't just one, a couple came in. Yeah no, they did have some really nice ideas actually, and we had our only male teacher in the school; Keith, he was the only specialised PE teacher in the school, so he was coordinator, and he set up the inset day and I don't remember a lot about it. It was good, and it was really interesting. I had previously wondered about a whole day on PE and how that would kind of work, and I think a few of us were a bit worried because physically we weren't that fit. But no it was really good and it was really interesting. We did quite a lot of team based stuff, even the older teachers. Do you know what I'm thinking back so long ago, because that I am talking about was before Ben was born and in fact I think I was just pregnant when that happened, because there was some of the stuff there that I couldn't do, but I am talking about twelve and a half years ago. Yes so that would

have been the last time, but I do remember it being a very positive experience and I am sure somewhere in all of my copious files of notes there would be something about it, some notes. But they were a team that went around London.

So like an external sort of..?

Yes but they were very polished, I do remember that. And they all had matching tracksuits with things on.

Ok, so finally just to summarise then, do you feel that the training you had, alongside your past experiences as a pupil have stood you in good stead for teaching PE? Or do you feel that it could be improved upon?

Umm...I would need training again now. I would definitely need a refresher course because I am sure that lot's of new stuff has come in, but coming back to like I've said to you before, actually at the time I wondered about it being a bit dry and a bit sort of rigid, but in retrospect and seeing what's in schools, then it was really good. Yeah I think she was really good. She wasn't terribly warm, she was a bit of a cold fish his PE teacher, but she was passionate about it. Absolutely passionate about it and she had been teaching it at Cheltenham, she's probably still there now I'd think. For years and years.

(to her mother in law) – Do you ever remember me telling you about when we went to that big hall and we had loads of year fives and year sixes come along.

No I think it was really good because it got the children to a stage that where they had to behave and then they were totally focused on what they were doing and then subsequently when I have gone into schools and it's a bit all over the shop. So just setting those boundaries from the start and being really strict, you could then relax and start to enjoy it.

**APPENDIX G**

**DATA ANALYSIS FOR THE THEME:**

**'TEACHING PRACTICE INFLUENCE'**

## Appendix G

### Data Analysis for the Theme: 'Teaching Practice Influence'

Participant	Evidence	Code	Theme
P1 'Sarah'	63 – 77 <p>'It's ok. You are able to, being a supply teacher or a teacher that would cover um, maybe weeks or maybe months, rather than having a permanent position, I was given a lot more leeway. So I would be able to bring in emotional intelligence, which I did. I'd be able to work with clay, much more not just clay that they are doing and then making something. Talk about emotional responses, making people into clay, and you know clay into people, and discussing where they were at. So I was able to use the sort of, counselling background that I have well, into that, and I would do the blob tree with children. They would ask me to fill lessons up, and I would be allowed to do a paper aeroplane exercise, which is a novelty. I would come up with cooshe balls and do different things with those um, pupils that they wouldn't normally do with a classroom teacher who was with them from morning to afternoon, working through the curriculum. So, you are able to spin it, you are able to do it but some schools, a couple I can specifically think about, they had lesson plans, this is unique for me in primary. They would be timed lesson plans on how long I would spend on each activity and what I needed to teach, and everything was, there.'</p>	Perceived agency allowed.	Teaching practice influence.
P1 'Sarah'	83 – 91 <p>'Um, in terms of my own interpretation as a teacher, it's not how I do things. Um, and what I was noticing was that even though they wanted me to do this, I was leaving pupils behind. My instinctive reaction, is to go</p>	Ideologies around perceived correct practice.	Teaching practice influence.

	<p>'pause..hold that thought, you know, those of you who get it, finish the paper, those of you that don't – thumbs up or the red card, and I'm going to come over and tell you what, those of you that can, carry on. Those of you that can't, have a look at this board and we'll go through it again.' And that's what I did. So it didn't stop me from doing it, but because I'm experienced enough to go 'whatever', and I will teach the way I think needs to be taught for the children to get it, not for me to be able to 'tick box'"</p>		
P1 'Sarah'	<p>160 – 172</p> <p>'I think if she'd been more nurturing and said to me 'Llinos, I can see your struggling with this, let's find something that you'll be interested in, how about giving this a go', or maybe instead of having all the athletes out there first and they are all doing fantastically, maybe having a two-tier lesson, where they would go out for their five million mile walk or jog or whatever it was, and then the rest of us kept back to be shown skill, to be actually taught skill. This is how you do this, this is how you play this game or this is how you'd run to pace yourself for the hurdles. So I may not have been fast, but I would have been able to learn how to actually do it, and that never happened. You were some how expected to telepathically work out what needed to be done, or get it within one session and then either do it or not. Whereas I don't do that, and my children don't do that. They are taught by professional coaches over a period of time, that allow them to fail and allow them to get them to get up, and allow them to get better. That is not what happened to me.'</p>	<p>Ideologies around perceived correct practice.</p> <p>Clouded and mixed idea around what PE is or was.</p>	<p>Teaching practice influence.</p>

P1 'Sarah'	230 – 232 <p>'Sometimes they would say, well you know you don't have to do it, and well I would go it's P.E., it's really important for kids to have P.E., especially with the obesity problem and health-wise I've become a lot more aware, as a parent.'</p>	Ideologies around the value of PE.	Teaching practice influence.
P1 'Sarah'	234 – 246 <p>'So yeah, I don't have a problem with that, and I would try to encourage. I would give the people or the pupils the stuff that I never got. You know I'm not shouting at people because they were rubbish, but trying to encourage them to find that there is somewhere that they can do something, and something they can be part of. I remember one session doing the plank, and doing some exercises that I'd taken from the 'Insanity Workshop, but a lot less diminished, because the boys were really interested. They said, oh miss you know, can you show us what to do. They were very similar to moves that they would do within their football practice; the sort of stance work and things. And the girls, I'd say to them you know your going to be interested in your bodies a bit later on. You (will) want to be toned and fit and healthy, you know you need to work on your abs. If only I'd been told that when I was 8 years old, you know. I wouldn't of had, well I'm quite, my body shape is fine but I just would have been fitter. I would have been healthier.'</p>	Ideologies around perceived correct practice.  Clouded and mixed idea around what PE is or was.  Personal preference.	Teaching practice influence.
P1 – 'Sarah'	251 – 256 <p>'I was in another school, where they said ok we've got a tennis coach coming in from Llanelli, whatever it was Tennis, and they are going to do a session. And I said right ok, what do you want me to do? How can I help? Ok, and then they were showing the ball skills; big balls to start off with so that they knew how to do it. I took the information from that lesson and delivered it in another school that didn't have that opportunity</p>	Teacher identity.	Teaching practice influence.

		within that activity.'		
P1 'Sarah'	–	273 – 275 'Well my delivery of P.E. comes from my experiences of either watching fitness programmes, reading about fitness or um.. or, you know having a conversation with fitness experts right.'	Personal preference.	Teaching practice influence.
P1 'Sarah'	–	276 – 278 'Whereas everything that I've asked the kids to do, I do as well. And that comes from my Army background, where you never ask anyone to do anything you can't do yourself, blah blah.'	Personal preference.	Teaching practice influence.
P1 'Sarah'	–	293 – 295 'I take it from what I've seen and what I've learnt, which may not always be, the most effective way to deal with pupils, because it's mostly adult information I get.'	Clouded and mixed idea around what PE is or was.	Teaching practice influence.
P1 'Sarah'	–	304 – 307 'No. Categorically no. Nothing. Absolutely zero no. Zero, zip, zilch. If I hadn't of later on in life, formed a positive association with fitness and health, um.. and longevity and all the rest of it, and well-being. No, there's no way, if it hadn't of had a personal interest in it, then there would be no way.'	Personal preference.	Teaching practice influence.
P1 'Sarah'	–	310 – 312 'Then I would actually go no actually we do, it's ok. I can do it. I'll find a way. So they would have more information than me, but they didn't have the motivation to do it. And that happened in at least three schools.'	Ideologies around the value of PE.	Teaching practice influence.

P1 'Sarah'	–	332 – 336  'So, although I don't feel that I was as trained as I what I could have been, I do read a lot about health and nutrition and all the rest of it. So my information is coming from a good place and an accurate place, I feel because I do inaccurate information, but it's probably not as specialised as it could be.'	Ideologies around perceived correct practice.	Teaching practice influence.
P1 'Sarah'	–	343 – 345  'No. I come from the train of thought that umm...one I don't know the rules and two I'm not able to play it, so it goes against my core belief of I can only show what I can do myself.'	Ideologies around perceived correct practice.	Teaching practice influence.
P1 'Sarah'	–	355 – 357  'I like to focus on the people, on the whole of the people and my focus would always be on let's get everybody involved, and let's get everybody doing something.'	Ideologies around perceived correct practice.	Teaching practice influence.
P1 'Sarah'	–	361 – 364  'They in my mind need to be taken out and to be done more with. Everybody else needs to enjoy sport; they need to like it, to want to do it and to get something intrinsic out of it; not just mess about and have fun, but to get something out of it.'	Ideologies around perceived correct practice.	Teaching practice influence.
P1 'Sarah'	–	396 – 405  'I can see personally if you are able to show children and adults plank work – it doesn't cost anything, do 30 seconds in the morning, in the middle and in the afternoon. It is neither here or there. You won't break a sweat and you will be working your abs, oblique work, you use the different muscles – it's the core. For me, the answer is in the Core – you can do these different exercises – girls – mostly girls and boys –	Ideologies around perceived correct practice.  Clouded and mixed idea	Teaching practice influence.

		<p>starting to build some chubby fat – if they work on their core the answer is in the core. Exercises they need to do to reduce their fat. The core is the answer for me. They are cheap as chips – exercise can be done at home and everyone can do it, at any time. So I think walk a mile a day idea – cheap, simple and gets them going. But not to make it too competitive – I think that will kill it.’</p>	<p>around what PE is or was.</p> <p>Personal preference.</p>	
P1 ‘Sarah’	–	<p>442 – 443</p> <p>‘Absolutely, that’s the only way to teach it anyway. I don’t think there’s any other way to teach it.’</p>	<p>Ideologies around perceived correct practice.</p>	<p>Teaching practice influence.</p>
P1 ‘Sarah’	–	<p>536 – 540</p> <p>‘ I think it is very much down to the individual teacher – I think if the teacher is passionate about their subject which is what they’ve done a degree in, and this is what they are passionate about they will be interested. If it is a second or forced subject you have got less chance of them being enthusiastic and motivated by it, unless they’re getting encouragement to do it’</p>	<p>Ideologies around the value of PE.</p>	<p>Teaching practice influence.</p>
P1 ‘Sarah’	–	<p>575 – 581</p> <p>‘I don’t want to teach like them, definitely not! I don’t want to have any pupil of mine in a PE situation, feeling the way I did. So in one way, thank you very much – because you’ve taught me how not to do it. How not to make people feel undervalued and totally demoralised. That’s not the way to get them in a situation where they are probably outside their comfort zone anyway – you need to make them feel safe – it’s a fun – laugh and a joke – even when – the opportunity is here to learn skills but it’s ok to make a mistake – that ‘s what needs to happen – to feel safe.’</p>	<p>Ideologies around the value of PE.</p> <p>Ideologies around perceived correct practice.</p>	<p>Teaching practice influence.</p>

<b>Participant</b>	<b>Evidence</b>	<b>Code</b>	<b>Theme</b>

P2 'Charlotte'	- p.105 – 107 ' Um... although I kept to the curriculum, I did lots of my own things to make sure it got to that goal. It's, it again comes back to the person you see. Because I mean, I like games and I like children taking part.'	Ideologies around the value of PE.	Teaching practice influence.
P2 'Charlotte'	- 144 ' I cant remember really being taught PE as such.'	Clouded and mixed idea around what PE is or was.	Teaching practice influence.
P2 'Charlotte'	- 153 – 154 '...it depended on the teacher that you had whether they wanted to take you outside to do anything or not.'	Teacher identity.	Teaching practice influence.
P2 'Charlotte'	- 159 – 160 'We had skipping ropes and sort of played skipping on the yard at break times and things, but I can't remember structured PE lessons.'	Clouded and mixed idea around what PE is or was.	Teaching practice influence.
P2 'Charlotte'	- 188 'I'm practical really, I like to do things'	Personal preference.	Teaching practice influence.
P2 'Charlotte'	- 208 – 210 'They had natural skills, running and jumping and things so I didn't have to teach them anything. They didn't wear anything on their feet, they just did it.'	Different cultures.	Teaching practice influence.

P2 'Charlotte'	– 222 – 223 '...oh I would just made up things myself. I'd have circles there, and sort of draw circles with chalk. To me it's just because I'm practical...'	Clouded and mixed idea around what PE is or was.  Personal preference.	Teaching practice influence.
P2 'Charlotte'	– 227 – 228 '...apply it to things. I didn't know what was on the curriculum, but you still got them running and doing things.'	Ideologies around PE.	Teaching practice influence.
P2 'Charlotte'	– 234 – 236 'Yes, that's right. They all had to be out, we'd check the beds to make sure no one was in bed and that everyone was out on the yard at quarter to for quarter of an hour of exercise before breakfast.'	Ideologies around the value of PE.	Teaching practice influence.
P2 'Charlotte'	– 250 'Well in camp it's an ideal place as you've got a captive audience.'	Ideologies around the value of PE.	Teaching practice influence.
P2 'Charlotte'	– 256 – 257 'Well this was all physical. We were in wetsuits, we were out walking the ... anyway it was all active.'	Clouded and mixed idea around what PE is or was.	Teaching practice influence.

<p>P2 – 'Charlotte'</p>	<p>262 'They all, it was good for them. It just took them out of their comfort zone.'</p>	<p>Clouded and mixed idea around what PE is or was.</p>	<p>Teaching practice influence.</p>
<p>P2 – 'Charlotte'</p>	<p>329 – 335 '...No there'd never be any incentive, but I think umm, you need a different approach. You know a bit of the yoga, bit of pilates, so that you know all you've got to do is lie on the floor and do this for a little bit and then that, so that they could just work on other things, and then slowly perhaps their body shape would improve and they would feel better themselves and that would encourage people to keep going you know. They could do a self-assessment of where they started and how they feel after doing it, sort of ten week programme, and things like this.'</p>	<p>Clouded and mixed idea around what PE is or was.</p>	<p>Teaching practice influence.</p>

<b>Participant</b>	<b>Evidence</b>	<b>Code</b>	<b>Theme</b>
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P3 'Joanne'	– 38 - 41	Value of PE.	Teaching practice influence.
P3 'Joanne'	– 48 - 49	Time constraints.	Teaching practice influence.
P3 'Joanne'	– 125-126	Influenced potential decision-making.	Teaching practice influence.
P3 'Joanne'	– 189 – 197	Perceived idea of teaching practice.	Teaching practice influence.

		class, it was embarrassing'		
P3 'Joanne'	–	201 – 204 'It was awful. I sat there, and you know when you just sit there and think oh I can't believe, I really couldn't. It was awful, awful and I remember thinking, right if when I start this, I can't control the class, I'm packing it in. Because if you can't control a class, you can't teach.'	Perceived idea of teaching practice.	Teaching practice influence.
P3 'Joanne'	–	232 – 234 'But then afterwards, I realised the importance of some of those lectures. You know, and I have referred back to my lecture notes and things, or I did refer back to them.'	Ideology of what should be done.	Teaching practice influence.
P3 'Joanne'	–	288 – 293 'And I think that it stood me in good stead and because I have worked at quite a lot of different schools with us moving around and I've done supply, and I've watched different PE lessons with teachers. I think that the method that this woman taught us, and although it seems quite dry and maybe a bit dull and boring, it doesn't have to be, you know it's how you translate it, but actually it was really good because it was very, very controlled.'	Changed disposition.	Teaching practice influence.

P3 'Joanne'	-	313 '...because the rules are so tight for the teacher actually and you can really get quite worried when they're all racing around place.'	Time constraints.	Teaching practice influence.
P3 'Joanne'	-	325 – 328 'And do you know what? It does work. So when I have my classes in London, I had some really, really naughty kids with severe behavioural needs, and um...it was a struggle, but it really helped.'	Control.	Teaching practice influence.
P3 'Joanne'	-	342 – 344 'You always started with a warm up, had whatever activity you were doing, whether it was ball skills, gymnastics, um running type stuff and then the cool down.'	Structure of lesson.	Teaching practice influence.
P3 'Joanne'	-	358 – 360 'I have sort of been in and watched PE lessons where, you spend so much time putting out the stuff, you only have about ten minutes for the kids to actually do anything.'	Time constraints.	Teaching practice influence.
P3 'Joanne'	-	509 – 510 '...it was probably because I was so bossy! So I did. Yeah I liked, I like helping people and I like working with kids.'	Personality.	Teaching practice influence.
P3 'Joanne'	-	538 – 539 'More fun then than what they are now because like what I was saying about health and safety'	Personal perception of 'fun'.	Teaching practice influence.

P3 'Joanne'	-	544 – 545 'Makes my blood run cold now actually, I don't think I would be able to do that with a class; a little bit more control,'	Ideology of teaching practice.	Teaching practice influence.
P3 'Joanne'	-	616 'They were quite sporty, whereas now it is a big, very important part of the curriculum.'	Perception of curriculum change.	Teaching practice influence.
P3 'Joanne'	-	620 – 621 '...mean you look at the number of kids that are you know bigger and don't do anything or sport, then yeah it's really important.'	Value of PE.	Teaching practice influence.
P3 'Joanne'	-	782 – 784 'I see that now happening in schools too. You know when, especially in the older ones when they have to pick teams, you can see some of the children standing there thinking; no ones going to pick me.'	Reflection and comparison to previous pupil experiences	Teaching practice influence.
P3 'Joanne'	-	931 – 935 '...the last few times that I have taught PE, I would be following the teachers' plan and then maybe adding a few things in, um that I am comfortable with; playing games. You know year one and year two, I love the bean game, so things like that to warm them up and cool down, and I really like using the parachute, that's good fun isn't it?'	Ideology of what should be taught.	Teaching practice influence.

P3 'Joanne'	– 940	'...would follow the teachers' plan but then usually add in my own ideas.'	Ideology of what should be taught.	Teaching practice influence.
P3 'Joanne'	– 979 – 980	'...I would definitely need a refresher course because I am sure that lot's of new stuff has come in'	Lack of knowledge.	Teaching practice influence.
P3 'Joanne'	– 990 – 994	'...got the children to a stage that where they had to behave and then they were totally focused on what they were doing and then subsequently when I have gone into schools and it's a bit all over the shop. So just setting those boundaries from the start and being really strict, you could then relax and start to enjoy it.'	Perceived success of implementation and practice.	Teaching practice influence.