

PHYSICAL EDUCATION TEACHERS' LIVES AND CAREERS - 1980-2015

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Abstract

This thesis explores the narratives of five physical education (PE) teachers in England about their careers and professional practice. It examines the espoused pedagogical values of these physical education teachers as they implemented waves of national PE policy at a micro-level. The study aimed to understand how policy is enacted or resisted within a specific historical and organisational context.

The research design is qualitative, set within a constructivist-interpretivist framework. Data were collected through semi-structured interviews from these five purposively sampled practising physical education teachers, who taught at different secondary schools within the same local education authority. They were of similar ages and trained to be PE teachers prior to the introduction of the National Curriculum for Physical Education (1992). The data is presented in the form of narratives, with the teachers' stories presented individually, to allow a holistic and contextualised understanding of the practices at different policy junctures throughout their careers. The portraits also offer a chance to consider the diversity and distinctiveness of physical educators, particularly in their relationship to policy.

The theoretical framework underpinning the analysis is Lawson's occupational socialization theory (Lawson, 1983a, b). The phases of professional and organisational socialization are used to analyse how PE teachers' perspectives and practices may be differently shaped by the two phases of their socialization. The portraits illustrate the variable and complex interactions of engagement with policy, enactment of policy, practice, beliefs and institutional ethos. Each teacher demonstrates a distinctiveness in their interpretation delivery of PE and enactment of policy. These views are seen to be shaped by their professional and organisational socialization. The institutional specifics provide insight into how the teachers negotiate policy and how they go on to enact or not enact, adapt or resist, policy in secondary schools. The stories highlight the complex interactions between teachers, their professional training, their working environment and the broader educational workplace.

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Finally, to my family for their support. I am sure it has not been easy for my husband, so thank you Stuart for supporting me on this very long and turbulent journey. I am particularly sorry to my daughters Amelie and Gabriella for every time I let you down and wasn't there for you, I hope one day you will understand the sacrifices, and I hope I make you proud.

This is for you. Xxx

List of Abbreviations and Acronyms

APPG	All-Party Parliamentary Group
CfE	Curriculum for Excellence
DCMS	Department for Culture, Media and Sport
DES	Department of Education and Science
DFE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
ERA	Education Reform Act
DNH	Department of National Heritage
HMI	Her Majesties Inspectorate
KS	Key Stage
NC	National Curriculum
NCPE	National Curriculum for Physical Education
OECD	Organisation for Economic Co-operation and Development
OFSTED	The Office for Standards in Education / Office for Standards in Education, Children’s Services and Skills
OFQUAL	The Office of Qualifications and Examinations Regulation
PE	Physical Education
PESS	Physical Education and School Sport
PETE	Physical Education Teacher Education
QCA	Qualifications and Curriculum Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
WO	Welsh Office
YST	Youth Sport Trust

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Chapter 1: Introduction

1.1 Research Rationale

When teaching secondary Physical Education (PE), I observed the impact of curriculum structure on pupils' motivation and engagement. I was captivated by the different levels of student engagement I witnessed. The noticeable differences between pupil engagement or disengagement in PE, depending on the activities pupils took part in, was astounding. This highlighted the importance of the curricula and of curricular development in the learning and teaching of PE. For my master's dissertation I had begun to look at this area from the point of view of the pupils I taught. I discovered that the pupils wanted greater breadth within the curriculum and that the pupils I taught were not being exposed to the full scope of the curriculum for a range of pedagogical and institutional reasons. After gaining a position as a Lecturer in Physical Education in a higher education institute, I embarked upon this doctorate because I wanted to conduct a piece of research that explored the perspectives of practising PE teachers on their pedagogical stances and the nature of interactions between practice, policy and institutional contexts.

It seemed that if we are to understand the ways in which policy is played out in practice in schools, we need to research those who arguably play the most significant role in its delivery, specifically, in this research, the delivery of PE in England, preferably over a long period of time that encompasses different policies and policy frameworks. It is long serving PE teachers who are able to provide an insight into what it has been like to teach PE at the micro-level (in schools). The decision to research teachers' espoused views and practices was in recognition of the importance of teachers' insider knowledge, acquired out of their experiences as professionals.

They are knowers who can reflect on their experience, from this we are then able to educate ourselves and act upon this perspective and experience.

The period chosen to be covered in this research (1980-2015) has been selected as it includes one of the most significant reforms to education since the 1944 Butler Education Act (Lawton, 1989). The Education Reform Act (ERA) 1988 set the provision for the introduction of the National Curriculum (NC) in schools. Alongside the introduction of The Office for Standards in Education (Ofsted), The ERA has led to an increase in accountability for teachers and schools. During this period there has also been an increase in emphasis and political involvement in physical education and school sport (PESS). This has resulted in the production of many government white papers and changes to funding. In seeking to research the enactment of policy in PE, it is acknowledged that this is a complex and contested area, influenced/shaped by educational, political and sporting agendas.

1.2 A Brief Introduction to Policy and its Functions

The vast amount of policy and reforms that emerged in the 80s and 90s in the UK has been described by Levin (1998) as an “epidemic”. Governments have tended to enact new reforms to education following on from their manifesto commitments, because education is seen as one of the most central aspects of governance (Bowe et al., 2017), a means of enacting desired – short or long term – changes in society. Alongside educational policy changes in the UK, there has also been a global trend of educational reform in school-based physical education (Hardman and Marshall, 2008). The policy demands have a direct impact on everyday teaching and learning practices, with each new policy signalling a shift in what is most valued and therefore the areas of focus/emphasis in education/physical education.

Policy has been studied in different ways; this section therefore offers a brief introduction to the principle ways in which the notion of ‘policy’ is used in policy research. Simply put, policy can be defined as ‘a statement of intent regarding achieving, maintaining, modifying or changing something’ (Green, 2008, p. 23). Ball’s (1994) study proposes two key ways policy has been conceptualised: ‘policy as text’ and ‘policy as discourse’. Ball’s notion of policy as ‘text’ reflects the view of policy as not straightforward, and more as a compromise between different agendas, depending on the writers and readers of the text, and how they engage with it. Policy as ‘discourse’ identifies that policy is also subject to the different contexts in which it is evoked or enacted, contexts that always involve power relations. Indeed, power can be seen as implemented through ‘a production of truth and knowledge’ in the form of policy; that is, policy texts and discourses signal which world-views - beliefs, practices and end goals - are to be valued. Policies can therefore be analysed as manifesting certain truths and knowledge over others. As Ozga explains:

Education policy is not confined to the formal relationships and processes of government, nor only to schools and teachers and legislations affecting them. The broad definition requires that we understand it in its political, social and economic contexts, so that they also require study because of the ways in which they shape education policy. (Ozga, 2000, p. 113)

Such definitions demonstrate the complexity and varied nature of what constitutes policy and how it works in everyday life. Policy research therefore tends to identify the multiple agendas and compromises that intersect as policies are navigated between individuals involved in both the construction and implementation phases. In educational policy, there are often gaps between the promises inherent in the policy rhetoric and how the policy emerges in practice.

Therefore, it becomes important to explore the relationship between policy initiatives and practice. Different types of policies are enacted in schools: some are statutory, i.e. mandated for action, seen as the ‘official policies’, some non-statutory, couched as suggestions or recommendations. The different prefixes to the word ‘policy’ indicate differences in the intensity and also scale of the intended policy - for example, macro-policies (government) will be of national importance, while micro-policy will relate to institutional (school level) educational policy. These different levels of enactment and intensity (statutory or non-statutory) will determine how visible or hidden they may be. All have an impact on what happens on a daily basis in schools.

Often, different types of policies in schools require simultaneous action, and there is a possibility that policies may ‘collide or overlap, producing contradictions or incoherence or confusion’ (Ball et al., 2012, p. 7). Policy research also attends to the implementation gap (Supowitz and Weinbaum, 2008) when policies are either not enacted or enacted in ways not envisaged by the formulators or which end up having unintended consequences. These complexities arise as policy texts pass between various individuals in both the development and enactment phases (Ball, 2003).

More critically, curriculum policies can influence ‘who teachers and students are and who they will become’ (Winter, 2017, p. 70). This is partly because, as Hilton (2012, p. 163) suggests, formal education (or schooling) is often conceived as being at ‘the forefront of change and is often seen as the cause of any country’s problems and failings’. This leads to education being seen as a device through which new futures can be created. It is this reason that perhaps underlies why educational policies are highly politicised and often ‘the focus of controversy and public contestation’ (Olssen et al., 2004, p. 2). This is also why policy enactment is of

significance to researchers and specifically focusing on teachers as they are key to the enactment of policy.

Ball et al. (2011) identifies the paradox of policy enactment in which teachers, key actors in the policy process, are torn between engaging with policy directives on the one hand and being creative with them on the other, while at the mercy of interests within institutional contexts, and their own values. Policy makers, institutions and teachers cannot be treated as distinct entities if policy reforms are to be implemented in classroom practice (Spillane, 1999). Teachers do not confront policy texts as naive readers, they come with histories, with experiences, with values and purposes of their own; they have vested interests in the meanings of policy. Policies may be interpreted differently by practitioners with various histories, experiences, values, purposes and interests. All of these features have a role to play in the extent of the alignment between policy and policy implementation (Hayward, 2015). Previous studies indicate that unsuccessful educational policy implementation can commonly be related to insufficient attention being paid to factors related to teachers, e.g., in terms of teachers' professionalism or knowledge of the rationale for or the intentions of the policy (Verlopp et al., 2001). These understandings have led to an emerging consensus that teachers must be placed at the centre of policy-implementing process as they have a direct influence on student outcomes (Viennet and Pont, 2017). Acknowledging the central role of the teacher, the focus of this research is to explore the way teachers came to understand/interpret new policy ideas through their values and pre-existing knowledge and practices, how they are 'interpreting, adapting, or transforming policy messages as they put them in place' (Coburn, 2005, p. 477). It will also take a longitudinal look at how teachers regard institutional contexts as influencing their interpretation and enactments of PE policy, over the length of their careers.

1.3 Research Aim and Questions

This thesis focuses on the retrospective stories of five PE teachers across their careers (roughly from the 1980s to 2015, when fieldwork was completed). The idea was to form a picture of their practice and pedagogical stances in the context of the waves of curriculum policy changes that were rolled out during that period. As a part-time professional doctorate with a fixed duration of fieldwork and study, a longitudinal study over decades was unfeasible. Hence, the study design involved looking back over decades retrospectively, as teachers narrated them. Thus, the analysis for this research involves an engagement with the narratives (as distinct from actual practice) offered by teachers as well as the policies (documents, texts, announcements) they experienced.

The overarching aim of this thesis is to understand the impact of national level policy changes on the professional practice of physical education teachers. To fulfil this aim, this study addressed two research questions:

- How do the PE teachers narrate their interpretation and delivery of physical education in relation to policy and policy changes?
- What factors are offered (and can be deduced) as influencing the PE teachers' interpretation and delivery of physical education?

1.4 Structure of the Thesis

The thesis is structured around six chapters. In this introductory chapter, I have introduced the setting for the study, including the research rationale, a brief introduction into policy and policy research and the research questions.

Chapter 2 – The review of literature – I critically discuss the relevant education, physical education and sport policies, and the political agendas underpinning them, as applicable to the period of time relevant to the study. This is followed by an exploration of curriculum and policy construction and implementation, reviewing the role the teachers play in the enactment of policy. Occupational socialization (Lawson, 1983a, b) which forms the theoretical framework of this study is discussed and the influences of professional and organisational socialization upon PE teachers' practices are set out.

Chapter 3 – Research design and methodology – this chapter explores issues around using a narrative study design and interpretive qualitative research. The rationale for the use of interviews is summarised. Mini profiles of each of the participants are provided. Ethical considerations are detailed, and the method of analysis is outlined. Issues of reliability and validity are critically evaluated. The chapter concludes with reflections on the design.

Chapter 4 – The findings – the perceived distinct, critical or significant features of each participant is provided as an individual career story alongside an analysis of each narrative. The aim is to provide an understanding of the unique, even idiosyncratic features of each individual teacher. This is followed by a cross-comparison analysis to compare and contrast the key similarities and differences the teachers expressed through these career narratives.

Chapter 5 – Discussion - the teachers' stories are embedded within existing literature to explore and seek to further understand the changes if any, to the professional practice of physical education teachers in response to policy changes. Occupational socialization theory is used to understand the diverse and complex relationships of policy enactment that emerge from the teachers' stories.

Chapter 6 – Reflections and conclusions - provides a summary of the key findings of chapters four and five. These findings are positioned alongside the research aim and questions in order to clarify how this research enquiry has added to existing knowledge. Personal reflections in terms of what has been learned by the researcher and how the study might be improved in hindsight, are identified. Finally, future research possibilities are offered.

Chapter 2: Review of Literature

Introduction

This chapter sets out four key areas of literature of relevance to this research: the different PE policies rolled out between 1980-2015 in schools in England; the underlying political programmes/agendas and other developments in play during this period; the literature around policy enactment in schools; and finally, a discussion of Lawson's occupational socialization theory which forms the theoretical framework for this study.

In part 1 of this chapter, discussion of issues around intention and realisation of curriculum policy is followed by a review of literature of the educational and Physical Education (PE) policy over the period 1980-2015. This period of education and sporting policy corresponds to the time most relevant to the participants' careers and practices. This section therefore discusses the developments in educational policy from the general national policy development of the Education Reform Act (1988), which led to the introduction of the National Curriculum (NC) and the first National Curriculum for Physical Education (NCPE) (1992), through to the NCPE of 2014. The detailed curricular requirements of the 1992, 1995, 2000, 2007 and 2014 NCPE are presented in Appendix 1. Other education and political sporting policy, where relevant to the discussion, is reviewed chronologically alongside the curriculum developments. Together, they provide a picture of the context in which the participants of this study lived and worked as PE teachers.

In Part 2 of this chapter, the political developments and broader educational backdrop to the teacher's narratives is offered through a brief overview of Physical Education Teacher Education (PETE) during 1970s/80s, the creation of the Office for Standards in Education (Ofsted), the growth of Academies, and the rise in examinable PE.

The third part of this chapter reviews literature on the policy-making process, the role the teacher plays in the enactment of sporting and education policy/curriculum changes in schools, including power relations, barriers to and facilitators of curriculum construction and enactment.

The fourth part of this chapter reviews teacher socialization and Lawson's occupational socialization theory (OST), which has been used as the theoretical framework for this study to aid understanding of the careers and pedagogical decisions of PE teachers.

Part 1 – Education, Sport and PE Policy

The notion of policy was briefly discussed in the introduction, focusing on definitions of policy that attend to its complexity and varied nature. Before examining the policies introduced during this period, I will firstly recapitulate what is meant by 'policy' within this study. According to Green (2008, p. 23), the term 'policy' 'is a statement of intent regarding achieving, maintaining, modifying or changing something'. As this thesis deals with PE policy in its relation to curriculum, it is also important to briefly discuss the term 'curriculum', which is used to signify a variety of different meanings by researchers and educational establishments. I see this study as aligned with Penney's (2006) conceptualisation of the curriculum:

...a social and relational process. Curriculum is acknowledged as socially constructed, and the construction is recognised as ongoing. Curriculum is "unfinished", always in the making; in the process of (de- and re-) construction and furthermore, contested and contestable throughout what have traditionally been referred to as "stages" of making (or construction) and implementation (or "delivery").

(Penney, 2006, p. 567)

As will be demonstrated later in this thesis, the narratives from teachers in my study underscores this understanding – that fluidity, contestation, making, un-making, re-making of curriculum is a never-ending process. As a result, curriculum and policy research tends to be concerned with the aspects of “content”, “processes” and “contexts” and the dynamics in which they are “played out” (Penney, 2006, p.567). These elements highlight the many ways in which curriculum gets to be practised and experienced at school, playing field and classroom levels, and in turn bring to light the dimension of ‘intention’ in curriculum and policy studies. The intended or planned curriculum is likely to comprise of the formal or written directives/requirements about curriculum and can be seen as distinguishable from the enacted or implemented curriculum. Posner (2004) refers to the ‘official’ curriculum, as the ideal version of what is meant to be delivered – the form and structure. However, how the curriculum is implemented can depend on users’ experiences, be influenced by their beliefs as well as the processes and contexts of teaching and learning. Ball et al. (2012) have argued that policy texts, are rarely enacted in a simple or straightforward manner in classrooms and schools. A process of enactment of policy that is unique to specific contexts will need to take place. Marsh and Willis (1999) refer to this as the ‘enacted’ curriculum. This is also sometimes referred to as the ‘real’ curriculum, the curriculum that is seen and observed in action in the classrooms of schools. As Evans and Penney (1992, p. 2) note:

Even though state educational policy may strongly frame the range of opportunities which an individual teacher can enjoy, policy makers...rarely if ever control or determine the readings made of policy texts in context of practice.

Reforms in education are purported to change matters for the better. They are well-meaning (from the perspective of formulators) and mostly attempt to improve education, educational

processes or environments for young people. As a result, McGinn (1999, p. 7) notes, ‘the design and execution of education reforms... provide an opportunity for radical breakthrough in understanding, for giant leaps in learning’. However, reforms are also saturated with political agendas (Kirk, 2003) and as a result, I note the potential for competing discourses in the formation of curriculum policy.

Penney (2006) uses the term ‘discourse’ to refer to the range of ideas (which may embed political ideologies) that people involved in making policy, incorporate into policy texts. For example, Penney and Glover (1998) suggest that both the 1992 and 1995 NCPE ‘privileged’ traditional team sports which ‘reflected the government’s specific interests in and for physical education’ (p. 10). For example, the learning process of planning and evaluating movements was excluded in the 1992 NCPE whilst the learning discipline of mastering content across a set of six activity areas was emphasised (Curtner-Smith and Meek, 2000). Thus, ‘Discursive boundaries have been shown to be fundamental to the privileging of specific discourses in curriculum development in PE and the marginalization or exclusion of others from curriculum debates’ (Penney, 2006, p. 570). Such battles for ideas and power are integral to all policy initiatives and in turn, there is a contestation of such ideas that is also mirrored at the level of practitioners and institutions. These ideas around contestation between intended and realised curriculum are central to this thesis and will be explored in more detail in Part 1 and 2 of this chapter.

by Prime Minister Thatcher and then Prime Minister Major retrospectively sought a different type of control of schools/teachers within a marketised¹ educational context. Most educational policy researchers agree that until then, there was a view that teachers could operate under a sort of 'licensed autonomy'. Subsequently,

...a view emerged in the 1970s that teachers had abused this licensed autonomy to the detriment of their pupils and society... All this supported the shift to 'regulated' autonomy, involving a move away from the notion that the teaching profession should have a professional mandate to act on behalf of the state in the best interests of its citizens to a view that teachers (and other professions) need to be subjected to the rigours of the market.

(Whitty, 2002, p. 66)

The Education Reform Act (ERA) 1988 was pronounced as the most significant education legislation since the 1944 Butler Education Act (Lawton, 1989). The ERA was designed to deal with the 'crisis in state education in England and Wales, and to transform both its content and form' (Penney and Evans, 1999, p. 1) and would exercise greater control over education through control of teachers and the curriculum. The Act was constructed on parallel platforms of centralisation and devolution (Bridges and McLaughlin, 1994) through which schools were afforded control over certain areas such as budgets, staffing and resources but were simultaneously bound by a centrally prescribed curriculum and new testing arrangements. The National Curriculum (NC) was designed to transform the content and form of education, this would be the first time the country had a NC, which all state schools in England and Wales

¹ Marketised educational context generally refers to increasing central government intervention and the applying of business principles to the organisation and operation of educational institution such as, 'competition and greater accountability' (Penney and Evans, 1999, xi).

would be required to provide to all pupils. The purpose was to ensure that certain standards would be met in provision (DES, 1989). The NC was also designed with the aims of promoting ‘the spiritual, moral, cultural, mental and physical development of pupils at the school and of society’ (DES, 1989, p. 1); and to ‘prepare such pupils for the opportunities, responsibilities and experiences of adult life’ (p. 1).

The NC comprised of three core subjects: English, maths and science and seven foundation subjects: art, geography, history, modern foreign language, music, PE and technology (DES, 1989). This signalled a difference in subject status between those deemed as ‘core’ and those termed ‘foundation’, such as PE. Four Key Stages were also introduced, defining ‘the matters, skills and processes which are required to be taught to pupils of different abilities and maturities during each Key Stage (KS)’ (p. 2). Ten Attainment Targets were introduced to signal ‘the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each Key Stage’ (p. 2). At the end of KS4 pupils would be tested, and associated to this, league tables for schools were introduced. The publication of these exam results contributed to the marketisation of education as parents (as service users with the power to exercise customer ‘choice’) would be able to ‘see’ the performance of schools. Since then, there has been much critical examination of the ideology behind these changes and their implications for the control of teachers, control of curricular content and the ranking of schools based purely on exam results (Hughes, 1997; Whitty and Power, 1997).

According to Ball (2013), the ERA by regulating the curriculum, increased governmental control and reduced teacher control over the content of what is taught. The Act transferred most powers and responsibilities from LEAs (Local Education Authorities) to school governing boards at one end of the educational spectrum and to the Secretary of State at the other end.

Penney and Evans (1999, p. 1) posit how such intervention meant that ‘no longer would teachers and other educationalists enjoy privileged control over the curriculum in schools’, however they would be ‘vital cogs in the wheels of its delivery’ (p. 33). Whitty (2000, p. 4) suggests that the reforms to education in England ‘led to the undermining of professional control, at least in its traditional sense’. These concerns, in conjunction with a severe inspection regime, were exacerbated, as evidenced in a wealth of scholarly literature (Jeffrey and Woods, 1997; Case et al. 2000; Lowe, 2007)

2.3 NCPE 1992

Following the 1988 ERA the DES and the Welsh Office (WO) published proposals for attainment targets and programmes of study in physical education for 5-16 year olds in maintained schools in 1991. The introduction of the NC meant that PE, as a foundation subject, would need to be included within the curriculum of all schools in England and Wales and schools needed to review their provision to ensure that the content met the statutory requirements. Houlihan and Green (2006, p. 1) described the NCPE as being ‘greeted with a palpable sense of relief among PE teachers and PE organisations. PE had experienced a prolonged period at the margins of education policy in general and curriculum discussions in particular.’ Penney and Evans (1999, p. 3) argued that the introduction of NCPE was an opportunity for PE to ‘consolidate some of the more innovative ideas that had found their way into physical education in the 1970s and 1980s, such as the introduction of health-related exercise, new forms of games teaching and co-educational PE’. However, physical education curriculum was one of the last subjects to be introduced in 1992 and it could be argued that NC subjects were introduced in a hierarchical order, perhaps signalling PE’s less significant place and position in the curriculum, despite its status as a ‘foundation’ subject. The time to be dedicated to each subject within the curriculum was not detailed and

therefore, PE's position was not as secure as initially may have been thought (Penney and Evans, 1999).

The 1992 NCPE's (DES/WO, 1991) content was decided by a working group chaired by the Head Teacher of Harrow (a public school that was not obliged to abide by the NC) and members included a PE adviser, head teachers, lecturers and athletes. Notable by exclusion were practising PE teachers. Penney and Evans (1999) argue that such selections/exclusions perhaps segregate the distinct activities of policy 'making' and policy 'implementation'. The NCPE 1992 (DES/WO, 1991) consisted of four key stages and ten non-statutory levels of attainment that were designed to aid teachers in planning and assessing progress. The programmes of study (content) introduced were designed to create a broad and balanced curriculum for all pupils to experience, through the introduction of six activity areas: athletics, dance, games, gymnastics, outdoor and adventurous, and swimming activities and water safety.

However, the emergent theme of the curriculum was the privileged interests of sport, performance, competition and traditional team games (Kirk 1992, Fisher, 1996, Lockwood, 2000). As Fisher (1996) explains, a 'greater emphasis on traditional competitive team games in the school curriculum...can be seen as a feature of a political context in which tradition, order, stability and accountability are important' (p.140). Prime Minister Major's policy ideas for PE and School Sport (PESS²) was noted as resonating strongly with a Conservative political ideology (Evans and Penney, 1995) and as privileging the values of elite and competitive sport, and the

² **Physical Education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance' (afPE. 2019).

School sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity' (afPE. 2019).

discourse of traditional competitive team games (Phillpots and Grix, 2014). School sport (in particular traditional team sports) were seen as the first step towards a lifetime participation in sport, and the development of national identity. This discourse can further be seen in the NCPE 1995 reform and the 1995 government white paper *Sport: Raising the Game* (discussed in the next two sections).

2.4 NCPE 1995

The Dearing Review (1994) (School Curriculum and Assessment Authority, 1994) was the reference point for the recommendations for the first point of revision to the NC. The principle guiding the review was teachers' concerns regarding the 'excessive content' required to be taught and 'over-prescription'. Similar to the NCPE 1992 (DES/WO, 1992), the central discourse of games activities for the NCPE 1995 (DFE/WO, 1995) can be observed in these revisions: they featured as a compulsory activity in all key stages and occupied a central position, reflecting the government's and Prime Minister Major's view of PE and school sport at the time. The changes made to the NCPE brought about by the 1995 revisions can also be understood by situating them in the wider educational and sporting context. The government's greater involvement in education generally and sporting governing bodies was said to be a response to the inadequacies of British sporting teams and their failure to secure wins/medals on the international stage during the 90s. Thus, the focus on 'sporting excellence' can be seen in the government white paper *Sport: Raising the Game (1995)*.

2.5 Sport: Raising the Game – 1995

In 1995, the Department of National Heritage (DNH) introduced a new policy called *Sport: Raising the Game*. This document had a significant impact on sport in Great Britain and set out to revitalise British sport at all levels, with the intention of bringing about 'a sea-change in the

prospects of British sport' (DNH, 1995, p.1). It is notable this was the first government policy statement on sport in 20 years. Prime Minister Major's administration believed that sport 'enriches the lives of the thousands of millions of people of all ages' and British sporting success could present political opportunities and realised that schools needed to improve their sports provision. As Houlihan and White (2002, pp. 67-68) argued, youth sport could be integrated into elite sport development given its potential in talent identification and its significant role as a 'ladder of progression'. There were two key strands to the document, school sport and excellence (getting young people to participate and winning medals). 'National success' was at the heart of the proposals, with the National Lottery being used to create a new British Academy of Sport that would enable elite performers to develop and improve. The policy also set out to improve facilities and support for all those (including teachers) who delivered sport and to ensure that all children had adequate sporting facilities by 2020.

There was a strong emphasis on the discourse of 'competition', 'traditional games' and 'national heritage' running through the policy. The document reflects the belief that competition in sport is important and helps develop skills such as discipline, fair-play and respect which enables participants to experience the value of both winning and losing. In contrast to these policy benefits, Bloyce and Smith (2010) observed that the Conservative government valued elite and school sport, competition and international success at the cost of mass participation and recreational forms of physical activity (PA). Penny and Evans also critiqued the key elements of the document, noting how they 'reflect once again the government's privileging of elitism, nationalism and cultural restorationism within the arenas of PE and sport policy... clearly it is particular values and interests that are again being promoted and legitimated and, in parallel, others excluded and/or subordinated' (1997, p. 24). Green (2008, p. 36) highlighted how the outcome of the two policy interventions created a '...narrow curriculum experience. From 1995,

games occupied between 50 and 70 per cent of Key Stage 3 PE’, demonstrating how the 1995 NCPE had further led to games being ‘enshrined as the dominant area’ (Lockwood, 2000, p.124). Such emphasis on games activities and competition were also argued to have afforded a curriculum that was more relevant to boys than girls (Penney and Evans, 1999).

2.6 NCPE 2000

The 2000 NCPE was the first NCPE introduced by the Labour government after their election win in 1997. The New Labour administration had emphasised that ‘education’ was at the heart of its agenda. The reforms made through the 2000 NCPE (DfEE/QCA, 1999) were argued to be a ‘light touch’ approach (Penney, 1999), as David Blunkett³ wanted to ensure that revisions to the NC would not instigate major change, but maintain stability in schools, believing that this would enable schools to focus on further improvement of standards in education (Blunkett, 1999). Penney (1999) voiced scepticism about whether such a ‘light touch’ approach was the right tactic to continue to enhance standards. However, she also suggested that the revision to the NC privileged the interests of teachers as the reforms sought to ensure stability, greater clarification and reduced levels of prescription for teachers.

The 2000 NCPE (QCA, 1999) saw the introduction of four core strands: (i) acquire and develop skills; (ii) select and apply skills, tactics and compositional ideas; (iii) evaluate and improve performance; and (iv) increase knowledge and understanding of fitness and health. Additionally, there was the inclusion of levels of assessment for PE, which had been omitted in the 1992 NCPE but had been introduced for the majority of subjects (Murdoch, 2003) amidst concerns voiced by teachers and the National Curriculum Working Group (DES/WO, 1991). Areas of activity continued to be positioned as the reference point for the programmes of study. Similarly to the

³ Served as Secretary of State for Education and Employment under Prime Minister Tony Blair – 1997-2001

1992 (DES/WO, 1992) and the 1995 NCPE (DFE/WO, 1995), the focus of the 2000 NCPE was still on games. The New Labour government however, was more encouraging of a broader range of activities for older pupils to increase participation in Physical Activity (PA), therefore games became an option rather than being compulsory at KS4. Additionally, dance and gymnastics were given a more prominent role and health-related exercise was a common theme across all activity areas (QCA, 1999) due to an increased concern about obesity. Creativity as well as competition evolved so that the ‘holistic’ development of children was being considered through spiritual, moral, social and cultural development. In contrast to the 1992 and 1995 NCPE which made little reference to an inclusive curriculum for all pupils (DES/WO, 1992; DFE, 1995), the 2000 NCPE included general and subject specific statements on inclusion and cultural diversity (QCA,1999).

At the turn of the Millennium, PE in the UK and across the world was felt to be experiencing a decline in status (Hardman and Marshall, 2000). At the World Summit on PE in Berlin (1999), the Berlin Agenda for Action urged governments across the world to address the decline in time spent on curricular PE and to improve the standards of school sport facilities (Hardman and Marshall, 2000). In the year 2000 in the UK, New Labour’s first major policy on sport, *A Sporting Future for All* (Department for Culture, Media and Sport (DCMS), 2000), was introduced to raise the standards of PESS in England.

2.7 A Sporting Future for All – 2000

The policy statement *A Sporting Future for All* set out the sporting vision of the New Labour government. Largely it was consistent with the previous government’s policy statement *Sport: Raising the Game*, however, the New Labour government’s strategy for sport had some distinctive features. Prime Minister Blair’s administration supported the idea of sport for social change, therefore mass participation was restored as a policy objective. Welfare goals including social

inclusion were a key policy concern and permeated across almost all public policy areas (Collins et al., 1999) including sport. The ‘joined up’ approach (to link sporting organisations) was a major discourse of this time, and it is evident from the documents that school sport and PE were a vehicle for New Labour’s broader social policy agenda. Another key feature of New Labour’s sport policy, as Shaw (2004) argued, was an increasing tendency towards centralisation. The government tightened its control over UK Sport (and also Sport England), but as Houlihan and Lindsey (2013) argued, there was also a shift in terms of the nature of the relationship between government and voluntary sport organisations (NGBs and their affiliated clubs) from one based on trust to a contractual one.

The two key strands of *Sport: Raising the Game* - youth sport and excellence – were sustained in this document. A further instructive aspect of this document was the emphasis on sporting opportunities for all, and to provide more variation in the sports received and better opportunities for children, to encourage lifelong participation (Houilhan, 2001). Targets to appoint 600 School Sport Coordinators (SSCOs) and to create 110 Specialist Sports Colleges with a clear focus on elite sports (DCMS, 2000) were continued after being initiated by the Conservative government under Prime Minister Major (DNH, 1995). This document made a firm commitment to sport in education and positioned PE teachers and schools at the centre of the New Labour’s policies for sport. It was evident that PE was once again seen as synonymous with school sport (Green, 2008).

2.8 Game Plan: A Strategy for Delivering Government’s Sport and Physical Activity

Objectives – 2002

In 2002, the policies outlined in the 2000 document *A Sporting Future for All* were replaced by *Game Plan: A strategy for delivering government’s sport and physical activity objectives* (DCMS/Strategy Unit, 2002). The document detailed a vision for provision and delivery of sport

and PA from 2002-2008 by the UK government. Once again, the ‘joined up thinking’ philosophy of New Labour was evident in the document, with both the Social Exclusion Unit (SEU) and Department for Culture, Media and Sport (DCMS) coming together to create the document. The government’s broader social policy objectives were reinforced through a clear statement of intent that sport and PA should be used as a social vehicle to combat social exclusion and inequalities. The document provided statistics regarding sport participation and a rationale to reduce inequalities. Coalter (2007) suggests that New Labour saw the potential for sport and school PE to tackle a wide range of issues including social exclusion, community cohesion, health and obesity, crime and anti-social behaviour. Thus, the ideology that characterised *Game Plan* was the use of sport as a social instrument. The policy also emphasised young people as one of the government's main policy priorities for sport.

2.9 PE, School Sport and Club Links (PESSCL) – Learning Through PE and Sport – 2003

The *Physical Education, School Sport and Club Links* (PESSCL) (DfES/DCMS, 2003) strategy represented a major commitment by the New Labour government to the restructuring of the delivery of PESS in England (Flintoff 2003), making it one of the administration’s policy priorities (Phillpots and Grix, 2014). The Department for Education and Skills (DfES) and the Department for Culture Media and Sport launched the PESSCL strategy in 2003 through the cross-departmental publication *Learning Through PE and Sport*, to increase the opportunities for children to try a range of different sports and increase their activity levels. To enable this to happen, infrastructure for PE and school sport would need to be increased, i.e. coaches, facilities and clubs. The target was to ensure that all 5-16 year olds received the ‘five hour offer’: 2 hours of PE at school per week and an additional 3 hours of out of school sporting opportunities, 1 hour organised by schools plus 2 hours, jointly by school and community/club-organised sport.

The main aim of PESSCL was to increase participation and to encourage lifelong participation in sport. The Government set to invest ‘£459 million to transform PE and school sport...on top of £686 million being invested to improve sport facilities across England’ (DfES/DCMS, 2003, p.1). Central to the PESSCL strategy were School Sport Partnerships (SSPs) which enabled schools to work together to provide sporting opportunities and provisions. At the heart of SSPs were Specialist Sports Colleges (SSCs), who would play a key role in raising standards of teaching and learning (DCMS, 2000). The government used the PESSCL strategy as a tool to drive reform in schools through the development of partnerships beyond the school and as a strategy for sporting excellence. According to an Ofsted report, by 2006, SSPs had improved opportunities and quality of provision for young people in school sport and PE (Ofsted, 2009).

2.10 NCPE 2007

The 2007 NCPE (QCA, 2007) evolved from the 2000 NCPE (QCA, 1999) by moving further away from the emphasis of games activities (although games activities still held a dominant position). The newly re-elected New Labour government however, had begun to de-emphasise the importance of competition in PE and focused more on promoting greater activity and participation in PE through providing more flexibility in the curriculum (Green, 2008) and by reducing the priority of games activities in the KS4 element of the 2007 NCPE (QCA, 2007). There was greater emphasis on the holistic development of pupils, with the curriculum designed to enhance children’s creativity, improve competency, promote a healthy and active lifestyle and assess performance.

Whilst the previous manifestations of the NCPE had focused on the acquisition of techniques and tactical knowledge and understanding, the 2007 NCPE (QCA, 2007) saw the introduction of key processes aimed at development and more rounded growth: developing skills in PA; making and

applying decisions; developing physical and mental capacity; evaluating and improving and making informed choices about a healthy lifestyle. These were the essential skills and processes required for pupils to make progress. By emphasising and making the tactical aspects and appropriate use of relevant skills more explicit than in previous NCPE, this moved the curriculum towards more personalised learning - broadly understood as tailoring of the 'what' and 'how it is taught' to the needs of the individual pupil. This was to be achieved by making pupils responsible for their own learning through making decisions, exploring, experimenting, solving problems and overcoming challenges (QCA, 2007). Additionally, the use of cross curricular learning was emphasised, such as the use of ICT in PE to help record and improve performances.

2.11 Playing to Win: A New Era for Sport - 2008

Published in 2008, *Playing to Win: A New Era for Sport* (DCMS, 2008), replaced the 2002 sporting policy *Game Plan* as the Government's sport policy. It set out the Labour Government's vision for sport to 2012 and beyond and was seen by some to represent a step change in sporting policy. Unlike *Game Plan*, which focused on sport as a social intervention to combat social exclusion. Social inclusion was entirely absent from *Playing to Win: An Era for Sport*. Instead, performance, excellence and competition became the emphasis. The policy focused on people accessing and benefiting from playing competitive sport and developing a 'winning ethos'. The Central Council for Physical Recreation (CCPR) (2009, p. 4) described the policy as a shift to 'sport for sport's sake', which was in contrast to the previous decade of sport policy which had focused on using sport for its instrumental value to health, crime, employment, education etc.

The main aims of the policy were to create a world leading sporting nation, increase regular sport participation (a million more people participating) and produce a seamless ladder of talent

development from school to the elite level. Andy Burnham⁴ simply suggested his aim was ‘to create a healthy ‘playing to win’ culture in English sport by creating competitive opportunities for all’ (DCMS, 2008, p.2). A joined-up approach between key sporting stakeholders (Sport England⁵, Youth Sport Trust (YST)⁶ and UK Sport⁷ was required to effectively achieve these aims.

2.12 From PESSCL to The PE and Sport Strategy for Young People (PESSYP) - 2008

As part of *Playing to Win: A New Era for Sport*, the new PE and Sport Strategy for Young People (PESSYP) was introduced to continue the work in challenging the decline in school sport. PESSYP was designed to build upon the success of the PESSCL and to extend the quantity and quality of PE and sport from 5-16 year olds to 5 -19 year olds. The strategy was once again a cross-collaboration of government departments with the Department for Universities, Innovations and Skills (DUIS), working with 16-19 year olds and the Department of Health (DoH). School Sport Partnerships remained the key driver for young people to experience high quality PE and sport opportunities within and beyond the curriculum (YST and Sport England, 2009). The strategy was still committed to enabling every young person (aged 5-16) to access five hours of PE and sport alongside developing more opportunities to partake in competitive sport through a national network of Competition Managers. The PESSCL and PESSYP strategy together arguably represent one of the most significant initiatives relating to PESS in the 2000s outside of the official curriculum discourse. Despite opposition from teachers, parents, pupils and elite athletes, the decision to replace this strategy still went ahead in later years.

⁴ Served as Secretary of state for Culture, Media and Sport under Prime Minister Gordon Brown – 2008-2009.

⁵ Sport England is an executive non-departmental public body helping people and communities develop a sporting habit for life.

⁶ The Youth Sport Trust is a children's charity working to ensure every child enjoys the life-changing benefits that come from play and sport.

⁷ UK Sport is the nation’s high-performance sports agency, funded by the Government and The National Lottery. They work in partnership to lead Olympic and Paralympic sport in the UK to world class success

2.13 School Games – 2011

After the 2010 general election, a Conservative-Liberal Democrat coalition government was formed by Prime Minister, David Cameron and Deputy PM, Nick Clegg. Michael Gove⁸ announced in 2010 that funding for School Sport Partnerships would end from 2011. The School Games initiative for both primary and secondary schools replaced the PESSYP strategy, and was designed to increase the levels of competition in schools and to renew the focus on competitive sport for all by designing four levels of competition: level one intra-school competition, so all pupils had the opportunity to compete within their school; level two, students would be selected to compete against other schools in inter-school competitions; level three, the county or area would hold a multi-sports School Games festival; and level four, a National School Games final, where the most talented young people would be selected to compete. The strategy reflected a new direction for school sport and PE, with competition at all levels, at the forefront of the government's plans. Sport England (2016) noted that the School Games were a success, identifying that 86% of schools in England taking part, with an average of 75 competitions each year in each area.

2.14 Creating a Sporting Habit for Life: A New Youth Sport Strategy (2012)

In the most recent government sport strategy *Creating a Sporting Habit for Life: A New Youth Sport Strategy* (DCMS, 2012), the government was still also concerned with the issue of raising sports participation levels. This document outlined its plan to increase the participation rates amongst the 14-25 age group to develop a sporting habit for life. The strategy intended to capitalise on London 2012 (the Olympic and Paralympic Games) to leave a lasting legacy of sports participation (something that has not been achieved by other host nations (DCMS, 2012)). In partnership with Sport England, the School Games provided a framework for children to have

⁸ Served as Secretary of State for Education under Prime Minister David Cameron – 2010-2014

access to competitive school sport. Partnerships between schools and clubs were aimed at providing easy transition when children left school. Funding was made available for facilities and governing bodies were required to spend their funding on youth sport. The discourse used in the policy denotes an emphasis on encouraging and enabling young people to be involved in competitive activities. This rhetoric can also be detected in the 2014 reform to the NCPE (2.15).

2.15 Beyond 2012 – Outstanding Physical Education for All

In 2013, Ofsted produced a report *Beyond 2012 – Outstanding Physical Education for All* (Ofsted, 2013) based on evidence from visits to 120 primary schools, 110 secondary schools and seven special schools during the period of 2008-2012. Acknowledgment was made to the investment in PESS over the last decade, which had ensured that PE was a central part of every child's entitlement to a good education. They found that the goal of maximising participation for all children was largely met (coinciding with the aims of the NCPE, 2007) but that only a minority of schools played competitive sport to a very high level. Ofsted recommended that the DfE consider devising a new national strategy for PE and school sport that built on the successes of school sport partnerships and enabled schools to make a major contribution to the sporting legacy of the 2012 Olympic and Paralympic Games.

2.16 NCPE 2014

The latest reform to the English NC was claimed to be driven by the desire to increase the competitiveness of the education system and implement a world class curriculum that would provide greater freedom for teachers from the perceived restrictions that were enforced by the previous version of the NC (Herold, 2020). An agreement between the coalition parties in 2010 had outlined that wider opportunities should be given to teachers to establish the most appropriate curriculum for their pupils in what was a much 'slimmed' down version of the NCPE. Similar to

the 2007 NCPE (QCA, 2007), the 2014 NCPE (DFE, 2013a) was based around the pupils taking ownership of their own learning and problem solving. The curriculum was designed to provide opportunities for pupils to become physically confident and support their health and fitness by being physically active and opportunities were to be available for pupils to compete in sport and other activities to build character and values such as fairness and respect. This was to be achieved through engaging in competitive sports and activities.

However, in contrast to the 2007 NCPE, the 2014 NCPE has a strong rhetoric of competition both against self and others (DFE, 2013a) rather than participation. Kay (2014) describes the 2014 NCPE as one which returns to more traditional values, which are widely associated with an era that emphasised PE with competitive sport. The 2014 NCPE, The School Games event and the New Youth Sports Strategy (DCMS, 2012) all designed by the Conservative-Liberal Democrat coalition government emphasised competition. The policies moved away from the mass participation emphasis of the 2007 NCPE and PESSCL strategy. The policies were designed to encourage and enable young people to engage in competitive activities as recommended by Ofsted in 2013. Throughout each of the key stages, in the purpose of study and aims of the NCPE 2014, competition became a central part of the narrative. Games activities were also brought back to the forefront of the agenda, after its prominence was reduced in the 2007 NCPE.

Under the reformed NC, PE remains a compulsory subject at all key stages. A significant change to the NC, as part of the reforms, has been to remove levels that had previously been used to report attainment and progress between statutory tests. Whilst the former curriculum included an attainment target that specified assessment guidance in an eight-level assessment descriptor, the new curriculum abolished this guidance and no longer detailed any specific criteria for teachers

(Harrold, 2020). Individual schools were given the autonomy to take control of the assessment process by choosing how to track progress and report on attainment. The minimalist and flexible nature of the new NCPE presents a different challenge for teachers to interpret and implement. Further discussion reviewing the challenges to teachers posed by flexible curricular frameworks will be reviewed in Part 3 of this chapter.

2.17 Overview of the NCPE and Associated Policy Sport Documents 1992-2015

This final section of Part 1 of the literature review will summarise some of the key curricular and sport policy developments discussed thus far. Before the introduction of the NCPE (1992) there was no clear vision of what pupils should experience through PE (Lockwood, 2000). The NCPE was the first government directive that explicitly outlined the nature and purpose of PE and sought to establish a recognisable PE curriculum in all state schools in England and Wales. This marked a clear shift in how PE teachers themselves were encouraged, (perhaps even required) to view the curriculum and their roles in enacting it. In the policy documents, there is little or no information about the changes to the role of the teacher or how these policy changes might impact the practice of teaching, perhaps illustrating the point that many political administrations tend to see teachers and teaching as a medium through which policy can be enacted.

Secondly, we can see that the main continuity throughout the five NCPE policies (DES/WO, 1992, DFE, 1995, DfEE/QCA, 1999, QCA, 2007, DFE, 2013a) were games activities which occupied a central role in PE from the introduction of the NCPE (DES, 1992) and throughout all subsequent revisions. The 1992 (DES, 1992) and 1995 (DFE) NCPE saw a greater emphasis afforded to games activities and the 2014 one (DFE, 2013), to the role of competition through games activities. The balance was somewhat addressed in the 2000 NCPE (with games not compulsory at KS4) and in 2007 the NCPE attempted to broaden the range of physical activities

offered within PE (Whitehead et al., 2010). Penney and Evans (1999, p. 66) argue that from the introduction of the NCPE, the Conservative government viewed that 'traditional games should be the central feature of the physical education curriculum. At this time the government explicitly stated its desire to reinforce this emphasis'. Lockwood (2000, p. 124) observed that the emphasis of games 'is supported by tradition and the bias of many teachers towards games in the physical education curriculum. This tradition and bias has perhaps weighted the curriculum towards games even more than that intended by the NCPE' and many schools have continued to reinforce a predominant sport based curricular. This emphasis on games activities is also said to have afforded a curriculum that is more relevant/attractive to boys (Penney and Evans, 1999) and has not reflected societal changes (Capel and Blair, 2013). This was particularly evident in the 1992 (DES, 1992) and 1995 (DFE, 1995) policies which made no acknowledgment of differences between learners. The NCPE does not outline time or balance of activity areas, which is therefore open to individual teacher interpretation. Furthermore, it is argued that the implications of such an imbalance relate to the limited range of processes experienced by the pupil (Lockwood (2000). As Green (2008, p. 39) pointed out, changes in policies towards PESS in England and Wales 'changed the PE terrain quite substantially', the terrain out of which PE teachers performed their daily practice.

Thirdly, it is evident from Part 1 of this literature review that PE and school sport have been inextricably bound in politics and ideology about what is appropriate and valued, during any period. PE thus emerges as a subject of significant political interest since the introduction of the NCPE in 1992. Houlihan and Green (2006) note that prior to the early 1990s political interest in PESS was marginal in policy terms. The omnipresence of reference to PE and school sport not only in policy statements but amongst the PE profession is viewed as 'sufficiently significant' (Green, 2008, p.39) that Bloyce et al. (2008) argued that PE and sport can no longer be seen in

isolation from each other nor from the wider politics within which they seem to be embedded. Conservative, New Labour, Coalition and subsequent Conservative governments have each sought to foreground their agendas/ideologies of sport and PE through changes and amendments to the NCPE and sporting policy documents. For example, Prime Minister Major's policy ideas for PESS including the 1992 and 1995 NCPE privileged and focused upon the values of elite and competitive traditional team games in schools (Phillpots and Grix, 2014) (Section 2.3 and 2.5). The 2007 NCPE (QCA, 2007) (Section 2.10), demonstrated New Labour's belief that PE sport could be used to tackle a range of social issues. The 2014 NCPE (QCA, 2013) (Section 2.15) curriculum reaffirms the role of competition and traditional games, thereby reinforcing the Conservative-led coalition government's agenda of wanting a return to more traditional and competitive values to underpin PE. Alongside iterations to the NCPE, government documents produced alongside the NCPE such as *Sport: Raising the Game* (Section 2.4) and *A Sporting Future for All* (Section 2.7) served to further demonstrate these interventions in the PESS policy agenda. These documents also assist in illustrating how the government can privilege some values and priorities over others (Bloyce and Smith, 2010). For example, competition, excellence and performance (seen in *Sport: Raising the Game*) or mass participation (seen in *A Sporting Future for All*). Here too, what is of central interest to this thesis is how PE teachers who have worked through this entire period coped with the shifting winds of change and how they might have complied, compromised, ignored, resisted or enthusiastically supported the lead signalled by policy. In other words, how did these shifts in ideologies change practice.

Part 2 – Political and Structural Changes Affecting the Teaching of PE

Following on from the introduction to PE and sport policies, Part 2 will introduce different political and structural developments, which are relevant to this period in which participants in this research have built a career as PE teachers. This is included to further understand the full

range of contextual developments occurring during the relevant period of time and these include: a brief account of developments in PETE; developments around school inspections; the introduction of examinable PE; the effect of performance measures and academisation. Each of these elements helps build a picture of the big influences on PE teachers' practices and lives.

2.2.1 Teacher Education 1970s/80s

In order to provide a context to the teacher's stories, this first sub section of Part 2 of the literature review will provide a brief historical context into teacher education and PETE in England specifically focusing on the 1970s and 80s (the period the teachers in my study undertook their training prior to gaining a teaching position)⁹. This information is included to set the background to the teachers' experience as an indicator of how they were inducted into the profession through their teacher training. The theoretical framework used in this research (teacher socialisation) emphasises the importance of this period (professional socialization) in the socialisation of teachers, which is one of the two key periods of socialisation (the other being organisational socialization) this research focuses on.

During the 1960s, teacher training was based in colleges of education, which were specialist teacher training institutions. In PE, teacher training took place in single-sex institution. By the 1980s, these had begun to disappear, with men and women experiencing the same courses. The 1962 Education Act required local education authorities to provide students on first degree or teacher training courses with grants. Students graduated with a Certificate in Education. The 1963 Robbins Report (Committee on Higher Education, 1963) supported the development of an all-graduate teaching profession and the re-designation of training colleges as degree-awarding

⁹ Specific training dates of participants is outlined on pages 81-84

colleges of education and the launch of the new, university-validated Bachelor of Education degree with the majority of universities providing an honours route (Browne, 1980).

However, it was not until the 1970s that degree-level qualifications became widely available in physical education teaching (Kirk, 2010). During this period (1970s and 1980s) there was also an emergence of non-teacher education undergraduate degrees, such as human-movement studies, sport science and kinesiology (Kirk, 2010). This period was termed the 'degree decades' because of the academisation of sport/PE in higher education (Kirk, 2010, p. 90). However, this was not easy, and physical educators had to fight to convince bodies such as the Council for National Academic Awards in Britain that there was sufficient academic content to make degree-level study possible (Kirk, 2010). Positively, because degree-qualified teachers were becoming the norm in other subject areas, this aided momentum to produce degree qualified PE teachers (Connell, 1983), and also enabled PETE to be retained in college and universities (Kirk, 2010). Practical competency continued to be a large part of the course until the middle of the 1980s, even in the face of policy directives to mainstream courses and to increase their length (Kirk, 2010). Frequently, part of the interview process for a place on a degree programme was a practical test of 'basic skills' (Whitehead and Hendry, 1976, p.52).

The introduction of degree-level status for physical education, came with unexpected, and as some regarded, 'disastrous consequences' (Kirk, 2010, p.91) such as a reduction in the amount of practical physical activity. Some degrees maintained an element of physical activity, but these sessions were non-credit bearing as degrees needed to be seen as academic in order to, 'survive in the face of policy reform in teacher education and...to confound the stereotypes of the...not too bright individual' (Kirk, 2010, p. 91). Therefore, there was less formal practical instruction and more academic content included. Kirk (2010) argues that the average teacher produced by

those courses (high in practical focus) arguably understood the subject matter they would teach in schools much more than future trainees. Furthermore, ‘trainee teachers could not possibly match their predecessors of the 1970 and earlier for depth of experience and knowledge of physical activity’ (Kirk, 2010, p. 93) and aside a few exceptions teachers trained from 1980, were better suited to teach the sport and exercise content of examinable PE than practical physical activities (ibid, 2010). Conversely, Whitehead and Hendry (1976) found there was no relationship between ability in sports and their teaching practice. Furthermore, they (ibid 1976, p. 91) argued that there was ‘no substitute for teaching ability’.

From the 1950s to the 1970s (the period of time the participants in my research were pupils at school, participating in PE lessons) physical education expanded to include a wider range of sports games and outdoor pursuits. No longer would gymnastics be regarded as the core of physical education (Kirk, 2010). PE school programmes consisted of gymnastics (mainly for girls), athletics, major and minor games, swimming, outdoor activities and dance (for girls) (Whitehead and Hendry, 1976; Underwood, 1983). Team games became prominent in secondary PE, believed to be driven by the new influx of males into the profession – PE educators had predominantly been female up until this point (Kirk, 2010). As a result, students would henceforth enrol on PETE courses with different experiences of this broad-ranging subject (Kirk, 2010). Whilst teachers had the freedom to teach their own programmes of study, there was a degree of convergence of practice across schools ‘despite considerable diversity between teacher and teacher education institutions’ (Whitehead and Hendry, 1976, p. 73). This was a broader curriculum than what pupils would have experienced from 1930-1950 when gymnastics was the prominent focus for physical education.

A major report on teacher education published in 1972, The James Report, the 1972 White paper, Education: A Framework for Expansion (DES, 1972) led to the closure or amalgamation of many of the relatively small colleges of education and the enlargement of university and polytechnic departments of education (Hencke, 1978). Eventually, all were taken over, often by a nearby university, or closed altogether. Hayden and Hake (1995) note how this model of teacher training (university based) was sometimes criticised as being ineffective and as overemphasising theory. It could be argued that prior to 1984, teacher education was characterised by diversity, limited government control, and a common, though not universal, emphasis on educational theory (Wilkin, 1996; Furlong et al. 2000), with 'a slow trend towards professional relevance ... [and] professional autonomy' (Furlong et al., 2000, p. 21).

In the 1980s, schools became more involved in the process of teacher training in an attempt to reform and improve teacher education courses – through a partnership approach (Haydn and Hake, 1995). As HEI–school partnerships developed during the 1980s, opportunities to teach broad 'educational studies' within ITT programmes diminished in favour of subject studies, professional studies and teaching practice. Following this, Her Majesty's Inspectorate (HMI) reports acknowledged improvements in the quality of training/preparation for teachers, as by now, quality was signalled by increased academic content as well as close partnership with the practical application of the subject in school settings (HMI, 1988). Placements in schools may have positively impacted the practices of the PE teachers in this study enabling them to gain an increased understanding of the workplace.

2.2.2 Office for Standards in Education, Children's Service and Skills (Ofsted)

As a result of the ERA, a new inspection system for schools was introduced. Specifically, the 1992 Schools Act led to the creation of the Office for Standards in Education (Ofsted), a national

body of independent and impartial inspectorates. The title was expanded in 2007 to the Office for Standards in Education, Children's Services and Skills (Ofsted). Ofsted replaced HMI who had previously undertaken inspections of schools for the government. By the end of 1998 all schools in England had been inspected at least once. Each of the teachers in my study have been involved in many Ofsted inspections throughout their careers. The aim of Ofsted was to contribute to raising standards and improving the quality of educational experience and provision, by inspecting and regulating services that care for children and young people. This sub-section is important to my study due to the potential implications and changes Ofsted may have on teacher's practice and on schools. Until 2005, Ofsted inspected schools every three to four years. Schools were given an overall grading (satisfactory, good, very good or outstanding). Lessons were observed and teachers were judged on the quality of their teaching, and performance in examination results were used to give schools an overall grading. From 1993 until 2005, teachers were inspected by specialists from their area of the curriculum. In 2005, the notification period for schools was dropped from 6-10 weeks to two days, and generic lesson observation criteria was replaced by subject specialist criteria. This was reformed again in 2013, with the notification to schools reduced to just one day. Outcomes of the inspection are produced in reports made available to the public.

Penny and Evans (1999, p.85), suggest that with the arrival of Ofsted, there was a shift in focus, with 'inspection rather than advice...to be the key means of achieving improved standards in schools'. There was a suspicion that the creation of Ofsted would undermine the development of supportive relationships with both schools and teachers, as the shift in priority focused on inspections, which were 'perceived as a threat and an ordeal for schools' (p.86). Negative feelings regarding the role of inspections meant teachers may have regarded Ofsted with 'fear' or as the 'enemy' (BBC, 2014). Such focus on inspections has essentially reduced the supportive advisory

role that was intended to provide advice and support to teachers. In this regard, Ferguson et al., (2000) have argued that rather than being an effective catalyst for school improvement, these inspections have been little more than an accountability tool. Several teachers' stories make reference to the role / impact of Ofsted during the career.

2.2.3 Examinable Physical Education

The notion of PE being marginalised is and has always been a major contestation for subject specialists (Reid, 1996; Rimmer, 2013; Cale, 2018). Thornburn (2007) identified how PE has repeatedly sought to have parity with other subjects in schools. It was believed (or hoped) that the introduction of the NCPE (1992) would address the position of PE in schools by all subjects being given an equal standing (Houlihan and Green, 2006). However, this did not quite go as expected as 'core' and 'foundation' subjects were introduced and it could be argued that this divide between subjects reflected perceptions about their relative importance. Therefore, recognition and striving to address the marginality of PE's place in schools was sought through teaching for high stakes examinations on the subject (Brown and Penney, 2013; Thornburn, 2007). With regard to the term 'examinable PE' Green (2001) explains that this term encompasses formal, nationally recognised assessments in PE, including GCSE, A-Level and BTEC qualifications. However, it should be noted that the provision of examinable PE is no guarantee in itself of raising the status of PE.

PE, once seen as purely a physical subject, is now formally examined through all stages in education (GCSE to degree level) (Capel, 2002). In the mid to late 1980s, the Advanced Level (A Level) and the General Certificate in Secondary Education (GCSE) replaced the Certificate of Secondary Education (CSE) and O Levels. Since then, there has been a stark rise in the popularity of examinable PE. Even back in 1996, Reid suggested examination teaching had become the 'new

orthodoxy' of the subject (Reid, 1996). Green (2008) similarly reported a steady increase in the range of PE and sport-related qualifications available in schools. In 1990, there were just 639 A Level PE entries compared to just over 10,000 A Level entries in 2018 (Ofqual, 2019). With the introduction of the publication of school performance measures (to be discussed in the following section), many involved with secondary school PE saw that it was crucial for the subject to be included in such measures. Schools were seeking ways to maximize their chances of obtaining high levels of examination passes (Green, 2008). In this respect, Green highlighted that one method of achieving this outcome was to offer PE and Sport related courses in schools. Stidder and Wallis (2003, p. 43) acknowledge that 'examination courses in PE can make a significant contribution to a school's overall examination percentages, which, in a system that has come to rely heavily on league tables, could prove to be a highly commercial product'.

MacPhail (2007) considers this to have changed the landscape for both teaching and learning in physical education with both research by Green (2005) and Thorburn (2007) concurring that examinable PE is now central in the lives and careers of many PE teachers. Consequently, this has been seen to cause a 'reduction and marginalisation of the experience of practical physical activity' (p. 137). MacPhail (2004) and Penney and Evans (2013) argue that the standing and academic status of physical education has likely been raised as a result of the development of examinable PE. However, whilst these authors note the positive developments of the introduction and rise in academic PE, it has been noted that the emergence and rapid growth of examinable PE has resulted in a number of significant issues, for both teachers and pupils. Particularly, those concerned with: standards of attainment, the gendered nature of the subject; the practicalities of teaching examinable PE; the impact of examinations on both curricular PE and extra-curricular PE; and the implications for conventional PE due to the perceived academisation of the subject (Green, 2008). Additionally, Kirk (2010) argued that by placing significance on the academic

basis of PE at university level, practical physical activity experience in physical education teacher education (PETE) programmes had decreased, causing teachers to be ‘better suited to teaching senior high school examination versions of physical education than the core programmes for younger pupils’ (p. 137).

Further changes to the GCSE and A Level for first examination in 2018 saw a reduction to the weighting of practical assessment. With only 40% of the GCSE qualification weighted to non-exam assessment (practical assessment) and 60% to theory examination, this is a reversal of the previous weighting and has increased content to reflect the additional content weighting. Additionally, it was announced students would only be able to pick three instead of four activities, and the revised the activity list reduced the number of available assessed practical activities. This included the removal of rounders and fitness and health activities as assessed activities (DfE, 2015). The reversal in weighting and reduction in available activities provides further challenge to both teachers and students involved in GCSE PE.

2.2.4 Performance Measures for Secondary Schools

Since the rise in popularity of examinable PE (see section 2.2.3), secondary schools were subjected to policy changes regarding school performance measures. These changes served to raise the stakes and pressure on exam results and in particular, results in certain subject areas, resulting in a change of priorities and unintended consequences for schools.

From 1992 to 2005, the key performance measure in English secondary school league tables was the proportion of a school’s pupils gaining at least five passes at GCSE at grade C or above (any subjects could be included to make up the five GCSE passes). In the 2006 league tables, the Government introduced a new indicator alongside the original target indicator. The new indicator

now included English and Maths within the five GCSEs passes. This meant that examinable PE could still be considered 'worthwhile' to school results and performance tables as it could be one of the other three pass grades. However, in 2010 the English Baccalaureate (EBacc) was introduced as a key performance measure which would be published annually. The Ebacc outlines particular subjects/subject areas, which would form the measurement of the Ebacc. These were, English Language and Literature, Mathematics, the Sciences, a Modern Foreign or Ancient Language and a humanities subject) (Department for Education (DfE), 2010) that schools would be judged upon. By prioritising certain subjects, it could be seen that schools may prioritise time and resources on these subjects whilst marginalising those that do not make the list, such as PE.

In 2008, Progress 8 was introduced which measured the average progress a student makes across eight approved subjects. The subjects were clustered into three 'buckets'. Once again, the designation of different buckets with different attainment weightings, served as a signal that some subjects were of more importance than others and reinforced the traditional school subject hierarchy (Maguire et al., 2019). Findings by Neumann et al., (2016, p. 6) found 'creative, vocational and technology subject teachers reporting a decrease in examination entry rates, reduced resources and less time being allocated to their subjects' due to the Progress 8 and EBacc measure, specifically the double weighting of English and mathematics. Baker (2007, p. 1) suggested that the governments were using league tables 'to direct the school system down one particular track or another'. This is further echoed by Thaler and Sunstein (2009), who suggested that it had been designed to push students and schools towards traditional academic choices. A concern was that such measures were narrowing the curriculum as students were forced away from taking subjects they may enjoy, to take subjects which had a higher standing for Ebacc and Performance 8 measurements (Neumann et al., 2016). Disappointingly for PE, Maguire et al., (2019, p.562) found that teachers reported 'that students were being nudged away from subjects

like PE, particularly those students who were assessed as having a more traditional academic profile.’

The changes noted above could be considered to have triggered the subsequent impact on PE. Research released by the YST in 2018 found that there had been a spiralling downward trend in the number of core PE minutes offered to young people. 38% of school teachers stated PE core provision had declined because ‘Core NC’ subjects had been given additional time, alongside 33% of teachers identifying exam pressures as a key contributor to the decline in time given to PE lessons. Only 17% of the PE teachers surveyed suggested that there had not been a decrease in Core PE time, despite Ofsted’s (2013) recommendation that the curriculum time for Core PE should be increased per week where schools were not providing the two hours and at a time when improving young people’s mental and physical wellbeing was becoming increasingly significant (YST, 2018). In a report published by Ofqual, the number of students entered for PE GCSE fell from 112,550 in 2017 to 87,825 in 2018 (Ofqual, 2018). Additionally, national examination entries ‘in Ebacc subjects increased (by 5 per cent) and entries in non-Ebacc subjects decreased (by 13 per cent) in 2018 compared to 2017’ (Ofqual, 2018, p. 1.). Maguire, et al., (2019) argued that the status of subjects studied by students who were not taking examinations in those subjects tended to diminish, which could have an impact on PE experience and its status within the institutions in which teachers’ practice.

2.2.5 Academisation

A relatively recent change to the education system is the development of the Academy school. This sub-section has been included as each of the teachers in my study have been impacted by academisation during their careers. The schools they taught in were either recently converted to an Academy or were due shortly, to be converted to an academy. Academies were first set up in

England in 2000; they are publicly funded independent schools, overseen by individual charitable bodies known as academy trusts and could be part of a larger academy chain, which operate outside of local authority control. They are still subject to inspection by Ofsted. However, once converted, academy schools are given autonomy over many processes and decisions. For example, although academy schools must teach a broad and balanced curriculum, there is no obligation to follow the NC (Eyles et al., 2017; Morris, 2012). Therefore, they have the freedom to vary the curriculum to their own ideals of learning. Such freedom has led to debates over the purpose of the NC and the impact any NC reforms have in schools; for example, what is the impact on curriculum and pedagogies? What do students learn? (Evans and Davies, 2014). It has also prompted questions about how Academy schools achieve the right balance between the entitlements guaranteed by a NC and the flexibility of the school's own ideal of learning to achieve the best outcome for pupils (Morris, 2012). In addition, the relevance of the NC if it is not for everyone and suggests that the government has used freedom from teaching the NC to lure more schools into following the academy route. (ibid, 2012).

Despite opposition from teaching unions, teachers, head teachers and parents to the changeover of particular schools to Academy status, academy numbers have continued to grow vigorously under successive Conservative governments. By 2017, almost two-thirds of secondary schools in England were academies (Eyles et al., 2017).

Part 2 of this review of literature has introduced political agendas and developments relevant to the teacher's careers in this research. Each aspect introduced is significant to the teacher's lives, careers, practice, and gives the context in which their data can be read.

Part 3 - Curriculum and Policy Construction and Implementation

2.3.1 Introduction

From part one and two of this literature review it can be seen that there has been a wealth of changes in the last few decades in both policy/curriculum and in the context and institutional arrangements around schooling and assessment. The policies and developments discussed in part one and two of this chapter were chosen as they were most influential on the pedagogical practices and everyday lives of PE teachers in my study. The third part of this chapter will examine literature on the policy-making process and the role the teacher plays in the enactment of policy/curriculum changes.

2.3.2 Power and the Policy-Making Process

Research relating to curriculum interests and how the curriculum is shaped is underpinned by the idea that ‘power-relations’ (Penney, 2006, p. 570) are critical to the role of curriculum construction and change. When policy is constructed, there will be competing and conflicting interests during the construction phase. The competing interests during the construction phase serve to afford factions with differing interests to create policy. Kirk (2003) believes that some individuals are afforded a ‘louder’ perhaps more privileged voice with which to present their positioning towards PE. For instance, Evans and Penney (1995, p. 28) identify how the Secretary of State for Education and the Minister for Sport demonstrated ‘power, authority and control in the policy-making process’, during the original construction of the 1992 NCPE as they discarded many of the NCPE working group’s ideas on what the first NCPE ought to look like. However, as Green (2008, p. 27) argues, ‘no group is entirely powerless’. So, although PE teachers are controlled (to some extent) by policy enforced by the government, PE teachers also retain an important role as the necessary implementers of the policy. As Green (2008, p. 27) suggests, ‘implementation of the policy is never straightforward, unplanned outcomes are an inevitable feature of the policy process’, hence the salience of the role PE teachers play.

The literature on curriculum reform across the world notes certain patterns such as, a top-down, a bottom-up or a partnership approach and also identifies the tensions or dilemmas that arise for each approach.

Top-Down

Top-down curriculum reform is the traditional, common approach in which people with authority to do so may generate and issue policy, and those on the ground – schools and PE teachers, for example – receive and implement these directives. The intent of such curriculum reforms are to:

...minimize the teacher's influence on curriculum reform by developing a tight relationship among educational objectives, curriculum content, and assessment instruments – all packaged in a set of curriculum materials or texts produced by specialized curriculum writers removed from the school.

(Macdonald, 2003, p. 140)

Oh et al. (2013, p. 244) suggest that in this approach 'teachers have been told what to do and have been supervised to make sure that they had done it at the national, state or district levels'. Simmons and MacLean (2018) find tension between policy makers and teachers, the latter believing that policy can be 'thrown at the profession' (p. 198). In this approach, the curriculum is mostly designed by those removed from the school setting; these may be groups of 'experts' from a range of agencies, such as commercial educational organisations, higher education or government. The impact of such a model is judged by whether teachers have performed the desired intentions of curriculum reforms as the reformers intended them to be (Curtner-Smith,

1999; Craig, 2006). The problems of such an approach are easy to identify. Connelly and Clandinin (1992) describe the curriculum designed for teachers (without teachers) as similar to 'putting the cart before horse' (p. 365). Ha et al. (2008) note that in this approach, teachers, are merely expected to perform the role of transmitting the intentions of the curriculum.

The top-down approach to curriculum-making is evident in the construction of the NC, NCPE and its subsequent reforms. Macdonald (2003, p. 141) describes this approach to designing the NCPE as embodying the 'the explicit aim of having a codified curriculum produce a new (and cohesive) social order reflective of dominant groups'. Such codification could/should lead to greater standardisation of the experiences of pupils across different schools and locations within the country. However, this does not mean that 'slippage' between the desired intentions and actions will not take place (Penny and Evans, 1999). The homogenous impact of the policy cannot be guaranteed when taking into account different institutions, departments and regions (such as in England and Wales). Therefore, the process of enacting the curriculum can be disjointed and distinct between 'the makers' and 'the implementers'. Evans and Penney (1994) note that if a top-down process is to be effective, support needs to be given to teachers. This is particularly problematic for teachers who are struggling with situational constraints: as educational sites are not homogenous, policy can rarely be implemented to achieve homogenous results. As a result, it is not uncommon to find that although policy makers introduce policies with several, more-or-less clear goals, these are 'neither straightforward to implement, nor entirely compatible, nor result in the outcomes anticipated' (Green, 2008, p. 25). Oh et al., (2013, p. 247) argue therefore that 'teachers need to be actively engaged in the curriculum making process in order to make meaning of their teaching experience.'

Bottom-Up

As early as the 1970s and 1980s, there was acknowledgement that top-down curriculum packages were not necessarily being implemented in schools by teachers as they were intended to, with “slippage’ between conception and practice’ (Macdonald, 2003, p. 141). Penney and Jess (2004), Kirk and Macdonald (2001) and MacLean et al., (2015) have argued that the teachers’ active role in curriculum reform is important and that they ought not to be isolated from the construction process. Curtner-Smith (1999) suggests that bottom-up curriculum change would allow groups of teachers to focus on local problems and opportunities, rather than a curriculum sponsored by central government, which could alienate teachers. Sparkes (1991) is also critical of the top-down approach, advocating instead that teachers play a central role in curriculum construction and that this is more likely to be successful when it comes to implementing the curriculum. Both school-based curriculum development and action research based development and evolution have the potential to place schools and teachers at the heart of curriculum reform. However, Macdonald (2003) claims that in the USA and Australia when this approach was attempted, what transpired was ‘less demanding, poorly resourced and loosely assessed curricula’ (p. 141) and slippage between intention and outcomes still occurred in school-based curriculum reform (Fullan, 1999).

Partnerships

A partnership approach to curriculum reform is a third option, designed to involve co-operation between key stakeholders in education, (teachers, researchers, parents and policy makers). This could be considered a hybrid or fusion of the top-down and bottom-up strategies. Notable partnership approaches can be seen in some Australian states, with teachers adopting policy adviser roles and being involved in school-based curriculum research (Leahy et al., 2016).

Recently, the Curriculum for Excellence¹⁰ (CfE) has demonstrated flexibility in enabling teachers to exercise agency in enacting policy (Simmons and Maclean, 2018). However, Kirk and Macdonald (2001, p. 565) suggest that ‘even within partnership-based approaches to curriculum reform, we are confronted again with choices between degrees of bottom-up and top-down control’. MacLean et al. (2015, p. 94) nonetheless believe ‘that there are possibilities and opportunities to make substantial progress to ensure an education that is ‘fit for purpose’’. However, this requires ‘shared vision’ of purpose which can be tricky, especially for a subject like PE whose educational purpose seems to be perpetually contested. Kirk and Macdonald (2001, p. 565) found that in this approach, ‘most (teachers involved as agents in curriculum projects) will not contribute in any substantial way to the construction of the instructional discourse’. This is because of the complex nature of a partnership approach, as stakeholders with competing interests are brought together. Furthermore, Kirk and Macdonald (2001) have argued that it is the teachers’ line manager or other stakeholders within a partnership approach who undertake the process of curriculum construction and ‘most teachers cannot own this process and the resultant product’ (p. 565).

The different approaches to curriculum reform outlined above demonstrate the challenging complexity of the policy-making process and the relationship between practice and enactment of policy in schools which is not only apparent in physical education but also in education generally.

¹⁰Scotland’s Curriculum has been described this: The framework is less detailed and prescriptive than previous curriculum advice. It provides professional space for teachers and other staff to use in order to meet the varied needs of all children and young people (Scottish Executive, 2004, p. 1).

2.3.3 Enacting Curriculum Policy – Policy and Practice

There is widespread acknowledgement that the process of educational reform involving the intentions of policy makers and the actions of practitioners to implement that policy, is fraught with complexities (see for example, Priestly, 2010; Gray et al., 2012; Templin and Richards, 2014; Ball et al., 2012; Blankenship and Coleman, 2009). Ball (1994, p. 10) states, that ‘Policy is both text and action, words and deeds, it is what is enacted as well as what is intended’. A policy is therefore continuously made and remade through the implementation stages, but for practice to represent the values of the policy, teachers need to be cognisant of the true meaning of policy. MacLean et al. (2015) believe it is important that the intentions, aims and values of the policy are not lost during enactment. This can be difficult and Supovitz (2008) suggests that there will be variances to what was intended by policy constructors and what eventually is converted into practice, as teachers navigate and interpret policy. MacLean et al. (2015, p. 11) posit that teachers face a set of complex tasks involving the need ‘to be aware of the values and principles of policy’, and the need to ‘increase their capacity to create curricula that enable children to have educational experiences, which authentically capture the essence of policy intentions’. Furthermore, during the transmission of policy, the teacher’s individual agency is a clear feature for policy enactment (MacLean et al., 2015). Individuals will interpret policy in different ways; this is inevitable and unavoidable in the process. Therefore, whichever policy process is undertaken, the understanding of the text is going to be different between individuals. Kirk and Macdonald (2001, p. 557) note that ‘where teachers are positioned within the curriculum reform process lies at the heart of the issues of teachers’ ownership of curriculum innovation’. Brown and Penney (2017) acknowledge in their research on the New Victorian Certificate of Physical Education, the difficulties in attempting to deliver a coherent curriculum: a curriculum designed to be delivered to all young people, regardless of the

heterogeneity that is evident in society becomes invariably contentious if not almost impossible.

As policies migrate from policy maker to policy implementer, there will be inevitable differences between the intentions of the policy and what is translated into practice. When reviewing the effectiveness of the implementation of the NCPE, teachers' practice and pupils' experience can differ from the official aims set out in the policy documentation. The worry for policy makers then is whether the original aims and values of the policy could be lost if policy is mutated in practice away from the intended version (MacLean et al., 2015). Penney (2006, p. 568) documents the:

often problematic balance between “opportunities and constraints” in relation to our capacity to produce our own readings, interpretations and adaptations of texts; to actively (re) shape curriculum form and content to suit specific interests, particular school and classroom contexts and individual learning needs.

Simmons and MacLean (2018) posit that policies are always incomplete insofar as they involve teachers steering the policy frameworks. If policies do not enter the arena fully formed, they argue, then teachers can experience ownership of the curriculum. This gives practitioners a key role as agents for implementation, Heineke et al. (2015, p. 383) confirms that ‘teachers are not passive policy targets’. In this regard, Oh et al. (2013, p. 249) found that PE teachers played a significant role as curriculum makers, not just curriculum takers, as ‘they adapted, modified and recreated the national PE curriculum to fit their own teaching philosophies and views about PE’. Similarly, MacLean et al., (2015, p. 79) found that PE teachers can often ‘translate, mould and recreate policy uniquely to fit within the opportunities and constraints of the school’. Kirk

and Macdonald (2001), however, observed that it is difficult for teachers to produce instructional discourses because they can be delimited by powerful institutional forces in educational systems. This is because ‘their [teachers] experience is rooted in their local conditions, of their school, facilities, programmes, classes, politics and so on (Kirk and Macdonald, 2001, p. 557). This location of teachers’ expertise in ‘the local’ is an important aspect of how they see and enact national policy (Biesta and Tedder, 2007). Priestly (2010), however, observed that enactment may be inhibited, but could also be empowered by the cultural, material and social structures of the school. Therefore, the NCPE will vary according to the school context and that this is needed and necessary to ensure that national agendas can be met locally (Penney, 1999). However, how such variations are made and whose interests are being catered for in this process, is very locally specific as they relate to the elements of school leadership, facilities, programmes, teacher expertise and interest and as they come together create ‘unique situations’ (Biesta and Tedder, 2007, p.137). Priestly (2010, p. 39) therefore argues that ‘there needs to be a clearly articulated process for engaging with...externally initiated policy’. Without willingness from the teachers, the desired intentions will never be experienced by those for whom the curriculum has been designed (Oh et al., 2013; Templin and Richards, 2014).

MacLean et al. (2015, p.11) suggest that the dissonance between national-level policy constructors and the practising teachers ‘has the potential to result in a form of PE that is far removed from current good practice/models of PE.’ In a study of the CfE policy in Scotland, MacLean et al. (2015, p. 11) reported that ‘many teachers reported ‘lip service’ changes to current practice with little or no change’, despite a policy reform that had been designed to allow autonomy to the teachers through flexibility and responsibility. During their evaluation

of 5-14 curriculum in Scotland, Swann and Brown (1997) reported that teachers did not change their current practice, but simply changed the language used to fit around their existing practice. Research in this area has explored why teachers may be resistant to change. Phipps and Borg (2009) and Borg (2003) suggest that beliefs regarding how to teach are highly resistant to change, which makes imposing policy on teachers difficult. Teachers will respond more favourably to ideas that are in tune with their existing beliefs (Nisbett and Ross, 1980; Ball et al., 2011) and pre-existing knowledge structures; when this does not happen, teachers will resist change and the desired intentions of the curriculum or curriculum reforms will not take place (Pennington, 1996). Oh et al., (2013, p. 244) propose that curriculum reform is rejected by teachers when they believe 'their teaching intentions, practices, contexts' have not been taken into account. Some teachers may believe that changes in policy will damage their position and in this case, are more likely to resist innovations. Conversely, teachers who see their position improve due to changes made are more likely to implement those changes (Sparkes, 1991). Shulman (1986) and Knight (2002b) suggests that the development of pedagogic content knowledge and how it shapes what teachers do in the classroom, continues after training and that those experiences gathered whilst in-service continue to influence the teacher's knowledge and performance. These can also create some resistance to change. The key factor in teachers' openness to change in practice is the belief that those changes will benefit their pupils (Jewett et al., 1995).

In their study understanding the factors that enabled PE teachers to enact the CfE, MacLean et al. (2015, p. 11) found that the PE teachers resisted policy change because they 'expressed a view that the CfE had been imposed on them'. This was despite a conscious effort by the Scottish government to create a policy framework that was flexible and recognised the importance of teacher autonomy. Contrary to views regarding the vibrancy of teacher agency

(Goodson, 2003), the PE teachers were cautious of autonomy; according to MacLean et al. (2015), teachers needed time to adjust to their new role in the policy process before they could embrace the autonomy they were being offered.

In MacLean's et al. (2015) study it was also clear that the changes expected would not be achieved unless teachers fully supported and understood the particulars of the CfE framework; in other words, teachers need to have sufficient knowledge about why change is needed. In their research on Scottish PE policy changes, Gray et al. (2012, p. 270) conclude that 'If more teachers had played a greater role in the reform process, then issues of interpretation and modes of delivery would not be so pertinent'. They further argued that 'teacher involvement in policy discourse throughout the policy cycle would enable them to understand policy more clearly and enable them to implement policy more effectively' (Gray et al. 2012, p. 270). Without awareness of, and communication about the 'cycles', teachers may still feel like they are an afterthought in policy making. This is supported by findings relating to the NCPE: Penney and Evans (1999), for example, found that the lack of teacher involvement in the creation of the NCPE in England has resulted in decreased enthusiasm towards the policy amongst teachers. Penney (1999, p. 1) further emphasised the struggles of teachers when their feedback is solicited in the policy revision making process:

short time-lines for submission of responses, the apparently non-negotiable aspects of proposals, and the limited ability of busy teachers to display the necessary awareness, interest and commitment to make a personal response.

Simmons and MacLean (2018, p. 189) suggest that such policy creation is 'a rather linear view of implementation where teachers are seen as recipients'. This is supported by Ball et al., (2012)

who argue that policy enactment is a dynamic and complex process and ought to be treated as such by policy formulators. In turn, delivering a prescribed curriculum can lead to feelings of uncertainty. Therefore, it appears that it is not necessarily about giving teachers autonomy during the enactment stages, but it is about the inclusion of teachers as the stakeholders within the formation of the policy and providing teachers with a suitable amount of time during the consultation process (if one is given). Autonomy as an afterthought does very little to inspire teachers to change their practice.

Sparkes (1991) also believed that changes may not take place because of teachers' perceptions of their own level of competence. This is supported by the findings of Simmons and Maclean (2018, p. 195) who found in their research on the CfE that PE teachers exhibited 'insecurity towards mediating the flexible curriculum'. Simmons and MacLean (2018, p. 199) go on to suggest that in order for teachers 'to confidently pose as curriculum decision-makers...it would perhaps be easier for teachers to exercise agency within a more explicitly structured course.' (p.199). This is in contrast to the belief that policy that provides autonomy and flexibility (such as the CfE) would permit teachers to be agents of change, but the PE teachers still believed they had been 'kept in the dark' by policy makers (Simmons and MacLean, 2018, p. 195).

Putting aside PE teachers' more personal resistance to curricular change, there are also more 'practical' barriers and obstacles that PE teachers face as they try to implement the desired intentions of policy. Schempp and Graber (1992) identify how this "landscape of teaching" varies by school. For example, in studies by Sparkes, (1991), Curtner-Smith (1999), and Penney and Evans (1999), obstacles to curriculum change include: insufficient guidance for teachers from policy-makers; insufficient time allocated to curriculum planning; the lowly status of PE; the amount and the reduction in curriculum time allocated for PE; the lack/poor

facilities, large classes or lack of equipment. These were particularly evident and discussed during the creation and introduction of the 1992 NCPE by the working group but were not taken into account in the final policy document (Penney and Evans, 1999). Such findings demonstrate the unfavourable conditions for creating change (Rovengno and Bandhauer, 1997) and acknowledge that educational policies are best constructed with consideration given to the realities of life in school including the challenges and barriers that teachers face (Blankenship and Coleman, 2009).

Unlike literature on resistance, barriers and obstacles to policy and curriculum change, positive stories of curricular change are sparser. In their study of four secondary PE teachers, Bechtel and O'Sullivan (2007) identified two factors that contributed to positive curriculum change: a receptive attitude regarding teachers' beliefs and visions of progressive changes in their fields and support and encouragement from colleagues, the senior leader team and students. Similarly, Craig and Ross (2008) in their research about physics teachers, found that teachers helping teachers was key to enhancing curricular change; in other words, a collegiate approach to change needed to be embedded. Rees and Gatenby (2014) identified a supportive head of department as crucial while Dyson and O'Sullivan (1998) found that shared vision, external support, curricular integration, centrality of PE and shared decision-making were enhancers to curriculum change. Simmons and MacLean (2018) also highlight the importance of collaboration, collegiality and discussion, particularly significant for less experienced colleagues. Like Dyson and O'Sullivan (1998), Ward et al. (1999) also emphasise the need for a shared vision among physical educators. In this regard, in the more recent study by MacLean et al. (2015), teachers who were most likely to attempt to enact the policy changes were those who operated in an environment that placed value on teacher agency and within a school setting

that embraced links and collaboration between subject areas as part of interdisciplinary learning.

Simmons and MacLean (2018, p. 195) found that key to policy enactment was ‘Teaching experience, desire to enact change, and values and beliefs associated with both the subject area and the profession’. Throughout their study, these authors were struck by the values and beliefs that underpinned teachers’ understanding of their job, in other words their professionalism, dedication and desire to work hard for the benefit of their pupils. They highlight the desire of teachers to place the pupils’ best interests at heart and consistently portray their key concerns to shelter their pupils from negative experiences of PE. This is a powerful finding relating to curriculum enablement as it demonstrates that whether or not policy is enacted in the desired intentions, teachers place the students at the centre of what they do. In discussing the tension they identified between policy makers and teachers, Simmons and MacLean (2018) suggest that ‘to collectively adopt a policy-as-discourse approach from an early stage would allow both teachers and policy makers to form new policy collaboratively, in a discursive manner,’ (p. 198) rather than teachers conceiving that policy is ‘thrown at the profession’ (p. 198) by policy makers. This underscores the importance of teachers being collaboratively involved with policy makers during the initial phases of the policy-making process, to aid understanding and enactment of new policy documentation. Teachers in their study suggested that shared internal discussions/conversations and collegiality were key factors of enablement and that they preferred this departmental, local level approach to teacher CPD.

2.3.4 Changes as a Result of Policy

The final part of this section briefly discusses research that has explored the extent to which policy introductions have led to changes in schools. Research to date has focused on the

introduction of the NCPE and the subsequent reform (NCPE, 1995), although Curtner-Smith (1999) identified that there has been little research reviewing the effects of large-scale top-down initiatives like the NCPE. There has been an abundance of Government policy texts but this does not necessarily mean that change has taken place in schools (Curtner-Smith, 1999). Notwithstanding substantial reform, change has remained indefinable:

...very little has changed in the curriculum and pedagogies of physical education. Notable inequities have been sustained not only in 'official' documents but also in their implementation.

(Penney and Evans, 1999, p. 138).

Similarly, Green (2008, p.43) identifies that:

...assumptions that a standardized NCPE leads, straightforwardly, to standardized pupil experiences and guaranteed outcomes, as well as raise standards, have been shown to be misplaced.

Curtner-Smith et al. (1999) found that teachers made little changes to their instructional practices, rules, routines, and expectations following the NCPE (1992). Similarly, Curtner-Smith (1999, p. 92) found that the introduction of the NCPE had not resulted in changes to the teachers' values and beliefs. Teachers merely 'recreated and adapted the new curriculum so that it was congruent with their existing perspectives and ideologies', a finding that led Curtner-Smith to aptly titling his research: 'The more things change the more they stay the same'.

Part 4 - Theoretical Framework

2.4 Teacher Socialization / Occupational Socialization Theory

Part 4 of this literature review will briefly introduce teacher socialization and Occupational Socialization Theory (OST); discuss why it has been used in this study and where researchers have used it as theoretical framework in the past, before delving into the specific features of OST.

Teacher socialization research endeavours to understand how a person becomes a member of the teaching profession (Ginsberg, 1988). Lortie (1975) highlights that how an individual becomes a teacher provides an insight into how they learn to understand and accomplish their professional responsibilities. Simply meaning, teacher socialization provides an explanation of how and why teachers teach in the manner they do. Originating from teacher socialization theory (Lortie, 1975), the OST (Lawson, 1983a, 1983b, 1986) has assisted researchers in understanding why teachers do what they do and the way in which individuals become prepared for, and socialised into the profession during three different phases (acculturation, professional and organizational socialization - these will be introduced later in this chapter) (Richards et al., 2014). Richards et al. (2014, p. 113) suggests that future researchers could use the ‘occupational socialization theory as a framework through which to understand the careers and pedagogical decisions of physical education teachers’. These particular articulations of OST resonated with my own research desires to understand how PE teachers practiced their trade through successive waves of policy change during their career. Subsequently, the data from fieldwork seemed best analysed through this framework as professional and institutional factors played a large part in their narratives.

Substantial research in the past using OST especially from Curtner-Smith has been particularly useful to study the processes by which individuals develop as PE teachers. For example, it was one of the two theoretical frameworks used by Curtner-Smith in 1999 in his research centring on the interpretations and delivery of the NC, in 2001 to examine the influence of a PETE programme on a newly qualified teacher, and later in 2008 by Curtner-Smith et al. to understand the influence of occupational socialization on the interpretation and delivery of sport education. Richards and Templin (2012) cited OST as the theoretical framework when investigating strategies used to support NQT. Researchers do not always use all three phases of the OST framework. The first two phases of OST were used by Vollmer and Curtner-Smith (2016) when reviewing pedagogical practices and by Park and Curtner-Smith (2018) when reviewing the perspectives and practices of adapted PE teachers. Richards and Templin (2012) alluded to OST being a valid lens through which to identify the role teachers adopt in teaching PE and the reasons for this.

Occupational socialization in PE can be defined as:

...all of the kinds of socialization that initially influence persons to enter the field of physical education and later are *responsible for their perceptions and actions as teacher educators and teachers.*

(Lawson, 1986, p. 107. Emphasis mine.)

OST acknowledges that PE teachers are shaped by the institutions and agents that seek to socialise them, but also acknowledges that educators may resist the influence of the individuals and institutions that try to socialize them (Schempp and Graber, 1992). One of the key features of the OST is that it adopts a dialectical approach and consists of different types of socialization which are identified in three distinct phases (acculturation, professional and organizational

socialization) using a temporal continuum (Richards et al., 2014) which are said to shape PE teachers' perspectives and practices. However, socialization should not just be viewed as a linear process (Lawson, 1983a). These phases are often conflicting and contradictory and experienced concurrently, which makes using socialization as a concept challenging. However, by being able to recognise these differences, the framework can assist in explaining variability amongst PE teachers/ and differences in their perceptions of work and in their practices (Lawson, 1983a, 1986).

The first of the three phases is acculturation, which is an ongoing process that begins at birth and extends to the period prior to trainees entering a teacher education programme (Curtner-Smith, 1999). This phase is not particularly pertinent to the focus of my research. I focus instead on the second part of Lawson's (1986, p. 107) definition of occupational socialization, and on its responsibility '...for their perceptions and actions as...teachers'. This focuses my framework on the latter two phases: professional socialization (higher education/teacher training) which refers to the process by which those entering the PE profession acquire the values, sensitivities, knowledge and skills deemed necessary by higher education institutions to teach the subject; and organisational socialization (the influence of the workplace/ institution), the process by which PE teachers learn the knowledge and skills valued by the school (Lawson, 1983). The latter two stages of the model speak to the specific data collected, as I concentrated on the PE teacher's training routes and policy enactment whilst in a teaching position at a specific institution. I choose to focus on the second two phases to understand why PE teachers do what they do in their careers, in the face of changes to policy.

Phase 1

Although, I have suggested that I have framed my research focus on the two later stages of the OST, I would like to recognise the life-long process of teacher socialization and introduce all three of the phases of Lawson's OST (Lawson, 1983a) here. The first phase (acculturation) includes the period prior to a person's enrolment on a PETE programme (Curtner-Smith, 2017). This includes the years spent as a pupil observing and participating in PE lessons, participating in extra-curricular clubs, observing PE teachers in action, sporting sessions and schooling, which all inform a prospective PE teachers as to what PE is (Capel and Blair, 2007). Lortie (1975) positions this period as 'an apprenticeship of observation', by which prospective teachers learn about teaching by simply observing for many years. Positive and negative role models have been identified as influences for entering the profession. For those recruits entering the profession with a positive role model, the intent of the recruit would be to emulate the model. For a recruit with a negative role model the desire is to foster change (Dewar and Lawson (1984). The products of this stage may be seen as developing the dominant rules and values one holds, and 'consists of each person's perceptions of the requirements for teacher education and for actual teaching in schools' (Lawson, 1983a, p. 6). These perceptions are what Lortie, (1975) saw as forming a person's 'subjective warrant'. Dewar and Lawson (1984, p. 15) explain that the subjective warrant refers to 'a person's perception of the skills and abilities necessary for entry into, and performance of work in a specific occupation'. This has a direct association with one's beliefs to what they perceive physical education to be and how it ought to be delivered in schools even before they enter a PETE programme (Curtner-Smith, 1999; Stroot and Ko, 2006). This view is said to be shaped by personal, situational and societal factors (Dewar and Lawson, 1984) that combine and contribute towards an individual's subjective warrant; inevitably these will change over time (Fessler and Christensen, 1992).

Templin and Schempp (1989) suggest that although these beliefs are deeply rooted, they do not provide prospective teachers with a complete understanding of the profession because they are student, not teacher experiences. Furthermore, while PE teachers were admired, they were not professional role models for subsequent generations (Schempp, 1987). Nonetheless, this phase can have a profound influence on the decision to enter the teaching profession (Templin et al., 2017). As neither the period prior to being a trainee teacher nor the decision to enter into the profession were the focus of my research, I have chosen to concentrate my research on the following two phases.

Phase 2

The second phase of Lawson's model of occupational socialization is professional socialization and begins upon entering a formal teacher education programme, typically in a college or university. The phase refers to the influence of PETE programmes and is defined by Lawson (1983, p.4.) as when 'teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for physical education teaching'. Studies by Capel (2007) and Lortie (1975) suggest that the teaching practice aspect of PETE is seen as more valuable than theoretical lectures, due to being able to be immersed in a school's everyday life and processes. Curtner-Smith et al. (2008) suggest that the impact of professional socialization is relatively weak compared with that of the acculturation phase of occupational socialization (Blankenship and Coleman, 2009; Curtner-Smith, 1999; Lawson, 1986; Stran and Curtner-Smith, 2009). In both the research by Curtner-Smith et al. (2008) and Griggs (2010), the impacts were varied depending on a number of factors such as, the acculturation of the person and the quality of the PETE programme (Curtner-Smith et al., 2008). For example, Richards and Templin (2011) noted that students who had a strong coaching orientation were unlikely to be socialized during PETE programmes. However, those who entered a PETE programme and were 'teaching-

orientated', were more open to challenging and changing their perspectives, whereas pre-existing coaching orientations may serve to undermine the PE profession (Lawson, 1983b). Graber et al., (2016) suggests that when a person's subjective warrant conflicts with the message of teacher educators, an individual may resist these experiences. This demonstrates the importance of intentionally engaging in conversations and experiences with recruits to help to reformulate recruit's subjective warrants to aid acquisition, change and adoption to the values that are believed to be ideal for teaching PE during PETE (Richards et al., 2013).

Phase 3

The third phase of Lawson's OST is organisational socialization, which refers to the knowledge and skills required within a particular workplace (Lawson, 1983b), and the influence that the workplace has on practice and the process whereby one learns a specific organisational role (Van Maanen and Schein, 1979; Adamakis and Zounia, 2016; Tinning, 1988). Organisational socialisation is reliant on the experiences and encounters within the environment that the individual is situated (Schempp and Graber, 1992). Richards et al. (2014) suggest organisational socialization is an influential phase that impacts on the continued development of the teaching practice of PE teachers. These experiences and changes to personal, social and societal factors which influence the subjective warrant indicate that teachers will also evolve in response to the changes. Blankenship and Coleman (2009) identify this phase as being more powerful than the professional socialization phase, as a 'washout'¹¹ (Zeichner and Tabachnik, 1981) of PETE may take place due to the influence of the realities of the workplace (Curtner-Smith, 1999). Tinning (1988) argues that teachers adopt a 'pedagogy of necessity' in order to survive and fit into their PE department, which contributes to the 'washout effect' of PETE.

¹¹ Rejection of what has been learnt during a teacher education programme and the return to methods, which were familiar or learnt during their acculturation phase.

However, the interpretive approach to this model argues that the individual teacher has considerable agency to turn themselves into the kind of educator the situation demands and can determine what beliefs and behaviours would be acquired and which ignored (Zeichner and Gore, 1990). Lawson (1986, p. 43) identifies this phase as:

...the process by means of which prospective and experienced teachers acquire and maintain a custodial ideology and the knowledge and skills that are valued and rewarded by the organization.

Templin and Schemp (1989) argue that many workplace factors (pupils, colleagues, equipment, culture) impact the delivery of the curriculum as schools are primary socialization agents, as they induct new members into the school's culture and signal the level and constraints on teacher agency and learning available to them. In particular, the influence of colleagues appears to have the most significant effect upon the organisational socialization of physical educators as to whether they adopt an innovative or custodial approach (Capel and Blair, 2007). For PE teachers, this effect may be stronger than other subject teachers. Sparkes et al. (1993) argue that there are noticeable variances between PE teachers and other teachers in terms of attire/clothing, the practicality of the subject and the teaching environment, which distinguishes them from their colleagues. These factors mean that PE teachers are more likely to connect with other PE teachers than with colleagues teaching other subjects. This may also be down to the marginalisation, isolation and precarious status faced by PE teachers (Lux and McCullick, 2011; Sprake and Palmer, 2018; Armour and Jones, 1998; Macdonald, 1995).

Lawson (1983) suggested that newly qualified teachers who are creatively oriented would attempt to transform low-quality PE programs and support high quality programmes. However,

this would be restricted if the school and colleagues had a particularly conservative culture, which was not compatible with the incomer's beliefs. Zeichner and Tabachnik (1981) suggest that this belief could then be lost. Thus, institution and staff appear to have a significant role in whether socialization encourages or discourages new beliefs (Lawson, 1983). For example, if the status quo is encouraged by organisational culture, new beliefs are likely to be rejected and innovative teachers will feel obliged to adapt their behaviour and subsequently their views and practice, because experienced teachers in the context may be resistant to change (Capel and Blair, 2007). In other words, it is difficult for newly qualified teachers to teach significantly differently from colleagues (Wright et al., 2004). The nurturing of custodial or innovative orientations appears to depend largely on how the socialization of the new PE teacher is structured. However, Lawson (1983a) identifies that whilst a custodial orientation might be criticised in some schools, it could be desirable where quality programmes and teaching practices deserve to be maintained (Lawson, 1983a).

It is important to note that schools are an important socializing space (Templin and Schemp, 1989), however, organisational socialization varies between schools and teachers, as the workplace influences people in different ways:

There are de facto differences in school programs and in teacher education programs that contribute to the complexity of the socialization of physical education teachers...For different programs in schools, colleges, and universities bring different mixes of socializing experiences, agents, and agencies.

(Lawson, 1983, p. 5).

Workplace environments with a clear sense of what is desired and are supportive can aid pedagogical practice (Feiman-Nemser and Floden, 1986; Hemphill et al., 2012). Important to this study, Fuller (1969) suggests that experienced mature teachers are able to be more concerned with the impact of their teaching on the pupils' learning. Experience allows them to be able to begin to consider the learner and therefore alter and adapt the content, alongside their own pedagogical approach to the pupils. Suggesting that through experience, they are capable of becoming more learner-centred.

Conclusion

This chapter set out to discuss four important aspects that are key to this research: the changes to policy, other political and institutional-level developments in England, the literature around policy enactment in schools, and the analytical framework of the occupational socialization theory. From the first part of this literature review, we are able to see the waves of national directive policy that the participants in this study have been required to implement. This chapter started with the ERA (1988) and reviewed policy from this point. The policy changes denote a constant change of foci and priorities for the realm of PE and Sport in schools, in what Houlihan (2000) calls a 'crowded policy space'. My first research question addresses policy changes from the perspective of practicing PE teachers during this period. It is important to understand the impact of these changes (if any) to the delivery of PE. The second part of this chapter provided an overview of other political and institutional-level developments that have taken place during this period to provide a context to the teacher's stories and demonstrates the influence of subject level changes and pressures on schools as organisations delivering PE and school sport. The third part of this chapter acknowledges the way in which policies have been implemented in schools in England using a top-down approach. The key messages from this section acknowledge the interwoven nature of policy-making and policy implementation, and

the role teachers play in policy enactment, which is important for my second research question, focusing on the factors that influence the delivery of policy changes. It is important to understand how policy changes can be successful in schools. The final section of this chapter introduced teacher socialization and OST, which is used as the theoretical framework in this study to help analyse teacher's narratives. Socialization of teachers is acknowledged as a complex process and Lawson's model of occupational socialization provides a useful framework for understanding the practices espoused by physical education teachers, as well as the political dynamics of what it is like to be a PE teacher (Templin and Richards, 2014), as teachers navigate their career from PETE programmes into the workplace and continue their teaching careers. The following chapter will outline the methodological approach used to address the aforementioned research questions.

Chapter 3: Research Design and Methodology

3.1 Introduction

Reviewing the literature surrounding the development of educational and PE policy in England, and teacher enactment of policy/curriculum change in chapter 2 provides the context for the study and affirms the significance of the research questions. This chapter revisits the research questions with the purpose of detailing the methodological approach and methods employed to conduct the study.

As outlined in chapter 2, there were waves of national policy roll outs that the participants in this study were required to consider/implement during their careers. It also detailed how teachers' implementation of such policy changes is fraught with complexities (Priestly, 2010; Gray et al., 2012), particularly as policy enactment can be inhibited or empowered by the structures of the workplace (Priestly, 2010). This highlights the salience of the theoretical framework of Lawson's organisational socialization theory for the implementation of policy in schools (Richards et al., 2014), with many factors, - pupils, colleagues, resources and equipment, and school culture - affecting the delivery of policy (Templin and Schempp, 1989). The two research questions posed, arose out of professional curiosity and were based on the research literature in the field:

- How do the PE teachers narrate their interpretation and delivery of physical education in relation to policy and policy changes?
- What factors are offered (and can be deduced) as influencing the PE teachers' interpretation and delivery of physical education?

The crafting of the first question went hand in hand with choosing the appropriate methodological approach – narrative – and the second question, while also drawing on the narrative approach was written to remain open to the data offered by teachers’ narratives. Subsequently, the content of the data gave rise to the theoretical framework – occupational socialisation – as the most appropriate to help interpret the narratives offered by teachers.

As the aim of this study was to hear teachers’ experiences of delivering PE classes over careers that stretched across decades, a narrative approach deploying sequential, interviewing emerged as the most suitable method. In the rest of this chapter, how the research design, methodological approach, method of data collection, the ethical considerations and the analytical approach come together is discussed in detail.

3.2 Research Paradigm

Broadly, through this study I set to understand the impact of iterative policy changes on the professional practice of physical education teachers. I was interested in how they interpreted and responded to these changes, and what factors aided them in their response – whatever the response may have been, i.e. whether to implement the policies, ignore them, pay lip service to them, or resist them. This kind of research fits into the constructivist – interpretive paradigm. An interpretive approach in research aims to discover the meaning-making beliefs, values, perspectives, and motivations of individuals or groups (Woods, 1986) whilst the constructivist paradigm is interested in how meaning ‘is not discovered but constructed...meanings are constructed by human beings as they engage with the world’ (Crotty, 1998, pp. 24-25). The two approaches demand that they are considered jointly. That is, the intention to discover meaning-making in people’s lives necessarily involves understanding the factors that come

together to construct that meaning. This underscores the assumption that meaning is not created in a vacuum, neither is it innate to specific persons.

As one of the foremost educational thinkers, Dewey (1938) noted, ‘An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his (sic) environment’ (p. 44). Experiences ‘...do not occur in a vacuum. There are sources outside an individual which give rise to experience’ (Dewey, 1938, p. 40). Therefore, in this study, trying to understand teachers’ narrations about their experience situates it within this interpretivist-constructivist paradigm.

Those who align their research design within a constructivist – interpretivist paradigm ‘share the goal of understanding the complex world of lived experience from the point of view of those who live it’ (Schwandt, 1994, p. 118). This approach to paradigm and design made sense to me as I wanted to hear what long serving teachers had to say about PE policy changes and how this played out in the context of their practice and institutions. The interpretivist-constructivist paradigm links to epistemological traditions in which subjectivity of both participant and researcher is acknowledged, underpinned by the assumption that reality does not exist outside the experience and meaning-making processes of individuals. As this applies equally to the researcher as the researched, it would be futile to insist on a positivist, objective separation of knowledge produced and the researcher. Writing about this, Sparkes notes (1992, p. 27) that ‘the knower and the process of knowing cannot be separated from what is known, and facts cannot be separate of values’. In the same way, it is recognised that for participants too, ‘facts’ will be bound up in values and personal experience. This acceptance of subjective interpretations of experience and its role in creating knowledge is integral to a post-positivist

approach to research, which I have embraced for this study. Later in this chapter I return to related issues of how trustworthiness and credibility can function within this paradigm.

3.3 Research Design

Heck (2006) emphasises the importance of ascertaining the appropriateness of the research design, as an inadequate/inappropriate design is unlikely to secure data that will provide answers to the questions posed. In this regard, certain methodological frameworks will yield a greater understanding about a topic than others. In other words, when designing a research study, it is important to use a methodological framework and means of collecting data that meets the objectives of the research (Heck, 2006). There was thus a need to select design, strategies and methods that respected and allowed for the play of interpretation and difference between the participants in relation to their perspectives on government policies and their enactment of such policies in the delivery of PE. That is, the research design did not aim for findings that will be representative of all participants but instead aimed to highlight knowledge arising as a result of noticing differences between them.

Thus, the research questions lent themselves to a qualitative, interpretive-constructivist research paradigm, as illustrated by the following definition:

Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

(Denzin and Lincoln, 1994, p. 2)

Qualitative enquiry aims to understand how people (physical education teachers) make sense of the world around them and their place within it, and from this understanding, a sense of their

experiences (teaching practice/delivery) and values can be gained. I was attracted to the belief that social science research is about 'human variety' (Mills, 1959, p. 133) and used this as a prompt to be sensitive to 'teacher variety' in my study. Silverman (2003) claims that qualitative research is wide-ranging and flexible, and one where multiple perspectives can be taken account of by researchers, including differences in evidence/experience, political sensitivity and contextual sensitivity. It was important to use an approach that allowed for the description and explanation of phenomena (practice in response to policy changes in this case) in a way that also allowed space for participants to freely narrate their values, judgements and experiences.

A narrative approach emerged as the most appropriate means of hearing and heeding participants' career-long stories as told from the perspective of having lived through policy changes. (The relevance of using a narrative approach in this research is discussed in depth in section 3.5). This also suggested that interviews would be the method that would best enable such expression and interaction. (The use of interviews is discussed further in section 3.6). The importance of this approach became evident as I listened to and heard a range of sensitivities and experiences from teachers. In turn, the teachers' stories paid attention to the physical, social and cultural structures around them, from the past to the present - for example, the place/type of training, the PE department they worked in, the environment of the specific school they taught at, the sorts of physical infrastructure and resources which determined their practice - which were unique, dynamic and complex. This research design, with its focus on the everyday, contextual influences that affected teaching practice, thus also gave rise to the use of occupational socialisation as a framework to interpret and make sense of the data in the later stages of the study.

3.4 Me as a Researcher

It is important that researchers and the designs/methods they choose are compatible. Qualitative research is ideal for researchers who are interested in people and making connections with them (Hatch, 2002), without judgement. As a qualified physical education teacher, I devised this study to understand more about the development of physical education since the introduction of the NCPE (1992) and to understand the experiences of physical education teachers who had practiced their profession through the waves of national policy. My individual strengths lie in communication with, and listening to people, curiosity (without being drawn to judgement), and these drew me to using interviews as a data collection tool. The quality of the information gained through interviews is reliant on the skills of the interviewer-listener, the primary driver of the instrument of data collection (Lincoln and Guba, 1985). The ‘match’ of my own methodological and personal inclinations with the appropriateness of a qualitative framework for the research questions being investigated also contributed to the choice of this design for the study.

3.5 Writing Narratives/Telling Stories

This section discusses the idea of narrative research, starting with a broad overview of the idea of ‘narrative’, then discussing examples of narrative research conducted with teachers and in the field of PE, along with a consideration of how and why narratives have been used in this particular research.

3.5.1 Narratives

Throughout life we are in continuous dialogic interactions with both ourselves and the surrounding world (Bakhtin, 1986). We can all express our experiences through talk and one way to structure these experiences is to organise them into meaningful units, such as a story or

narrative (Moen, 2006). Such descriptions suggest that there is a perceived ease in accessing useful information/data for research through this approach, making it a popular choice amongst qualitative researchers. Casey (1995-1996, p. 211) accounts for the ubiquity of this kind of research by suggesting that narrative research has come to represent ‘an overarching category for a variety of contemporary research practices’. These include personal accounts, personal narratives, life stories, life histories, life writing narrative interviews, autobiographies, biographies, oral histories and ethnohistory. Such range and variety increases the appeal to many kinds of research and researchers. There is a sense of novelty to the approach too, leading Dhunpath (2000, p. 543) to note how modes of narrative research enjoy increasing popularity ‘as an alternate research genre’. Such increasing appeal explains Goodson’s (2006, p. 7) observation that ‘there is a kind of popular consensus...that we live in an age of narratives’. So it is not surprising that researchers have long used narratives to understand and make sense of the actions, emotions and interpretations of the self and others by exploring peoples’ experiences over time (Gubrium and Holstein, 1997; Kvale and Brinkmann, 2009, Stephens, 2011).

As storytelling is a natural, almost intuitive way of recounting experiences, Elliot (2005, p. 17) notes that using narrative in/for research can ‘provide good evidence about the everyday lives of research subjects and the meanings they attach to their experiences’, such as teachers and their practices. Elevating this almost intuitive approach to afford it greater academic relevance, Stephens (2011, p. 63) describes narrative as a ‘theoretical approach to interpreting talk’, as stories provide an accessible way of understanding a phenomenon through talk. This more academic emphasis on access to evidence and theoretical uses by narrative research, alongside the relative ease in capturing the detailed experiences of a single life or the life of a small number of individuals, based on an appreciation of human beings as storytellers (Clandinin and

Connelly 2000) explains its popularity with researchers. That is, the method capitalises on the assumption that humans are drawn to making sense of the world and things that happen to them by constructing narratives to explain and interpret events both to themselves and to other people (Jones et al., 2014). Narrative research is attractive to research on educational practice and experience, principally because teachers, like all other human beings, are storytellers who lead ‘storied lives’ (Connelly and Clandinin, 1990). The aim often, as in my own study, is to produce knowledge of experience by moving through time and memory to talk and reflect on ‘the teacher’s past experience, in the teacher’s present mind and body’ (Connelly et al. 1997, p. 666).

3.5.2 Use of Narrative in Teacher Research and in my Research

Exploring the methods and traditions of varied approaches to narrative research, has been a useful education, particularly, the works of key researchers such as Goodson, Sikes, Bell, Casey, Clandinin, Connelly, Mishler, Reissman, Rosiek, Sparkes. The following statement demonstrates the value of personal narrative which resonated with me as a tool (framework) to talk about and understand experience:

People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience.

(Connelly and Clandinin, 2006, p. 375)

I have personally found it difficult to identify one pre-set definition for narrative research or to identify what ‘narrative’ means in a ‘traditional’ sense, as each researcher uses the term in a slightly unique, even idiosyncratic, way. In the next part of this chapter, I will therefore attempt to describe the use of narratives within my research as I seek to shape my own approach in a manner compatible to me and my research. To note, the terms ‘story’ or ‘narrative’ in narrative research methodology are said to be synonymous (Reissman, 2008), therefore I have chosen to use both terms interchangeably throughout this thesis. Reading the diverse literature surrounding narrative research, it is evident that “narrative” is a catch-all label with various manifestations, definitions, and numerous interpretations. However, I have observed and absorbed an idea central to different types of narrative research, which is a commitment to portraying the significance of life experience through the individual’s story of their everyday life. The following definition encapsulates my understanding of its essence as it pertains to my own research:

... a way of understanding experience. It is collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in the same spirit, concluding the inquiry still in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people’s lives, both individual and social.

(Clandinin and Connelly, 2000, p. 20)

This is supported by Casey (1995-1996) who suggests that one theme that is present in all narrative research is that every study using this approach is based on understanding the person who is speaking, within a milieu. I was drawn to this element of listening and (re) telling, or re-presenting the participants’ stories in situated contexts, because stories, in their repeated and

varied tellings, allow us to understand that world (Denzin and Lincoln, 2005), and they also give room to reveal the hand of the researcher in being the listener, interpreter and re-teller too. Furthermore, ‘personal narratives provide windows into lives that confront the constraints of circumstances... we can represent them as agents acting in life worlds of moral complexity’ (Riessmann, 2001, p. 707). A key aim for this thesis and the ultimate reason for me choosing a narrative methodology was to do just this. It was important for me to ensure that the teachers’ stories of enacting, ignoring or resisting policy through their teaching practice were heard in a respectful manner that facilitated a contribution to the field of policy enactment research.

A characteristic of narrative inquiry is that the individual’s experience is an acknowledgement of the embodiment of the person (narrator) in the world. That is, they are located within a world that shapes them and which they shape in turn. With regards to my research, this relates to the institutional context as a salient feature that shapes them and may facilitate or limit their agency. So narrative inquiry is also:

...an exploration of the social, cultural and institutional narratives within which individual’s experiences are constituted, shaped, expressed and enacted - but in a way that begins and ends that inquiry in the storied lives of the people involved.

(Clandinin and Rosiek, 2007, p. 42)

A further reason for me using narratives was that it allowed teachers to express their experience through stories ‘which hinge on human experience rather than on directly evidential behaviours’ (Oh et al., 2013, p. 248). My study too would rely on memories of how teaching practice evolved over the decades of policy roll outs – this meant that it would be nearly impossible to evidence actual behaviour and depend more on remembered experience and

emotion. Craig et al. (2012, p. 248) see the potential in this for personal and contextual experience to function ‘against the grain’, to thus provide space for challenging the view of institutionalised knowledges or top-down curriculum reform. This is a way of valorising/validating the teachers’ perspectives within the policy research field which may otherwise feel the imperative to appeal to policy makers and perspectives of authority.

If we accept that ‘teachers are curriculum makers’ (Craig 2009, p.1041) narrative inquiry recognises and allows a study of this in a way that can reveal teachers’ actions that make policies come alive. As mentioned previously, I take the view that the teacher is an integral part of the curriculum, the enactor (to varying degrees) of policy in classrooms, without whose buy-in, policies may never reach their full potential or even fail. The agency of teachers and how they enact policy and practice within schools is an angle which narrative inquiry can illuminate. It is therefore important to understand the views and practices of these individuals through affording them the opportunity to narrate them from their own perspectives. Supporting this view, Elbaz-Luwisch (2007, p.358) suggests that ‘the development of narrative understanding of teaching follows directly from the realization that teachers are central to the development of curriculum and pedagogy’. The extent of involvement teachers have in the curriculum enactment/development process has been evidenced by authors such as Penny and Evans (1999), Kirk and MacDonald (2001) and Goodson, (2003). While there may be the possibility of a gap between actual practice and espoused theory/philosophy/rationale, narrative still fulfils the work of understanding ‘how they (teachers) cope with imposed change, or why they adopt a particular style’ (Goodson and Sikes, 2001, p. 21).

Goodson’s extensive work on teachers’ lives has sought to highlight the political nature of teacher perspectives, and the usefulness of gathering these. He suggests that studies on

teachers' lives and careers can allow us to study school/policy reform from the teachers' perspective, particularly important at times of significant educational reform (Goodson, 2003). This too is of relevance to me as the periods of interest for my study can be described as featuring an 'epidemic' of education policy reform (Levin 1998). However, Goodson (2003) also acknowledges that research aiming to increase understanding about teachers' lives can be potentially exploited by those who administer and restructure schools, making it imperative that research is thoughtful, and affords protection through anonymity and a form of representing findings that try to minimise misuse or misinterpretation. Bearing this in mind, appropriate ethics procedures were followed, which are discussed later in Section 3.9.

While early narrative research in PE was primarily concerned with capturing the teacher's voice (Sparkes, 1993), studies in the 90s built upon the life history approach and explored PE teacher identities and values/beliefs too (Armour, 1997; Sparkes and Templin, 1992; Sparkes et al., 1990; Schempp et al., 1993; Dowling Naess, 1996). Such studies have highlighted the idiosyncratic nature of teaching as well as common concerns regarding marginalisation, or teaching subject innovations, such as examinable PE which have provided 'important inroads' in enriching qualitative inquiry in PE in a variety of ways (Dowling et al., 2015, p. 927).

As a novice researcher, it seemed a worthwhile exercise to capture the experience of teachers who at the threshold of retirement, had lived and enacted physical education and policy at a time of remarkable and frequent change. By conducting my research using a methodological framework that enabled participants to tell the story over the stretch of their careers, I hoped the participants would have the opportunity to reminisce in a way that knitted together their perspectives, experiences, agency, and facets of curriculum construction, implementation and practice.

The work of Goodson and his account of life histories and life stories as a research method, also influenced my thinking around methodology for this study. Goodson (2006, p. 20) discusses how life stories/life histories that seek to understand the context both historically and contextually and how ‘by moving from life stories towards full life histories and by building in life course analysis, we maximize the potential for understanding how time and context impinge on peoples learning lives’. I have used this idea to some extent within the research as the research is located both historically (i.e. the teachers’ careers from training to present) and contextually (i.e. within the institution they work). I have been mindful in constructing these narratives, to avoid de-contextualising (Goodson, 2006) by composing my narratives to stay close to the teacher’s voices and ensure that the culture of the particular school, the school system and society in which the teacher lives and works is echoed into each story (Elbaz, 1991). I acknowledge that within this tradition it is important to understand the impact that teachers’ personal lives have on their personal beliefs about education, which ‘informs their work’ (Goodson and Sikes, 2001, pp. 21-22). Within this approach the contextual and personal background is central to the narrative, however, I made a conscious decision to not undertake my research in this precise way. As an early career researcher and PE teacher within the same county, I wanted to maintain the boundaries of our professional relations where possible. Therefore, I chose to focus my research mainly on the professional practice undertaken by the teachers as embedded within those contexts and conditions in which teachers work. The methodology is therefore not a ‘life history’ but one, which focuses on the period of life from their University/College training (professional socialization) to becoming a teacher, and their subsequent practice throughout their career to the present day (organisational socialization). At no point were the participants discouraged from talking about personal experiences from their life. However, the topics and questions asked focused on their professional training and their

role as a professional and on the context of teaching and did not delve into their personal background, history or life course (unless they volunteered this information). At the same time, I did not aim for so much distance that the personal details disappear from focus, leaving a story devoid of the character and personality of the teacher. I tried therefore to position myself as a researcher in what Phoenix et al. (2010, p. 5) terms the storytelling mode – ‘storytellers move away from abstract theorizing’. Here the stories have enough of the character and personality of the speaker, so that they in some ways ‘speak for themselves’ and become the vehicle for conveying conceptual/theoretical insights. In this mode, the re-telling or the re-writing undertaken by the researcher is itself a method of analysis, and the main goal is to compose a reasonably accurate representation of the participants and their tales for wider use. Work by Armour and Jones (1998) on PE teachers’ lives and careers assured me that generalisation of the stories so that they become ‘representative’ of all physical education teachers is not necessary, or even an achievable goal. The aim here is not the ‘truthfulness’ or otherwise of each detail of each account, but an ‘accurate portrait’ (Armour and Jones, 1998, p. 7) of each individual participant as a way of understanding the issues most pertinent to them. In turn, such narratives can have the power to influence future policy and practice (Dowling, 2012).

3.6 An Overview of Sample and Data Collection

3.6.1 Participants

Purposive sampling was used to identify the participants for the study. Purposive sampling is a non-probability method that relies on the researcher deliberately targeting a particular section of the population (Cohen et al., 2011) and in this study, was useful to gain access to participants who have in-depth knowledge about particular issues by virtue of their professional role (Ball, 1990). An experienced colleague with extensive knowledge of PE teachers in the East Anglian

region provided me with the names of eight potential participants for the study. I contacted all eight of the potential participants either via a phone call and/or email, depending on the contact detail I was offered. I conveyed to each potential participant who I was, what I was doing and confirmed whether they met the criteria for inclusion in the study:

- (i) trained and taught PE prior to the introduction of the 1992 NCPE;
- (ii) experienced a range of curriculum reforms at the same school;
- (iii) undertaken PE management responsibilities, i.e. Head of Department, Head of Girls'/Boys' PE, Director of PE, or Head of Key Stage;
- (iv) planning to be in a teaching position for at least one year after the introduction of the 2014 NCPE;
- (v) PE management responsibilities (Head of Department, Director of PE, Head of Boys'/Girls' PE).

Only four of the eight participants contacted responded to my initial and subsequent contact or met the criteria; three did not start teaching until after the introduction of the NCPE and one person could not be contacted. One of my participants gave me the details of another potential participant during our first interview, who met the criteria and agreed to take part in the study, making up the fifth participant.

The five secondary PE teachers who participated in this research all worked in the East Anglian region and taught at five different secondary schools that varied in size, student intake and attainment, which allowed for a range of institutional and social contexts. The key aim of selecting participants who met the aforementioned criteria was to ensure that sufficient and relevant data could be drawn concerning the influence of policy on practice during a period of

significant education reform. The teachers and the schools they taught at have been given pseudonyms. Below, I provide a short background profile of each of the participants, including their training background.

Sue

Sue undertook a three-year Bachelor of Education Degree at College from 1978-1981 with a 50/50 split between PE and Geography. Sue started her first teaching job in 1981 at a high school straight after graduation and taught there for four years. In 1990 Sue commenced her teaching career at Nelson High School. During her time at Nelson High School, she has undertaken a number of roles: Second in Department, School Sports Co-ordinator, Head of Year and Acting Head of Department. Sue has been Head of Girls' PE for the past 10 years.

Martin

Martin undertook a three-year Bachelor of Education Degree from 1987-1990. He then undertook a postgraduate degree from 1990-1991 before gaining a teaching position at Paget High School in 1991 and has taught there ever since. He has undertaken a number of roles whilst at the school, including Head of the Sixth Form College and Head of PE. Martin experienced a significant change within the school when Paget High School converted to being an Academy following an inadequate inspection from Ofsted. Martin also lives and takes part in sport in the local community.

Rebecca

Rebecca undertook a three year Bachelor of Education degree at PE College from 1976-1979 followed by a one year Honours degree from 1980-1981. Rebecca got her first job as Head of Girls' PE in 1981, in a middle school for ages nine up to thirteen in a small town in

Worcestershire. In 1991, Rebecca moved to Westside High School as Head of Girls' PE and has taught there until the present day. The position of Head of Girls' PE was held until 2000. She has also undertaken various pastoral roles within the school such as Head of Year, Head of Key Stage and working with feeder Primary Schools, for Year 6 inductions. Rebecca now teaches health and social care as well as PE.

Jane

Jane undertook a three-year degree in Human Movement Studies from 1977-1980 before starting her teaching career started at Woodside High School in 1980 when she was 21, after graduating from a 3 year degree in Human Movement Studies. This is the only secondary school Jane has worked at. Jane had a 9 year gap from secondary teaching while her daughter grew up and returned to teaching at Woodside High School in 1998. During this period Jane worked at a local Primary school teaching PE. In 2004 she became Head of PE and has remained in this position.

Alice

Alice undertook a three-year combined degree at College from 1980-1983, studying PE, English and history before dropping English in year 2, followed by a postgraduate course from 1984-1985. After graduating in 1985 Alice began teaching at Eastside High School; this is the only secondary school Alice has worked at. There have been numerous periods during her career when the school has been placed in special measures. Alice has also undertaken several pastoral roles throughout her career, such as Head of House, Head of Community and Head of Year. In 2011, Alice became Head of PE and currently holds this position.

3.6.2 Data Collection

After initial discussion with participants about the study, all participants were emailed the project details and consent forms. In advance of the first interview, consent forms were collected and project details reconfirmed during the first interview. Data were collected during the period of summer 2014 until summer 2015. All data collection took place in the participant's workplace, in either a classroom, office or staff room at a time that was mutually convenient either before or after school or during a lunch / teaching break. Specific details – dates and length of interviews are included in Table 1.

Table 1: Dates and Lengths of Interviews

Participant	Date of Interview 1	Duration of Interview 1	Date of Interview 2	Duration of Interview 2
Sue	June 2014	67 Minutes	July 2015	53 Minutes
Martin	May 2014	57 Minutes	May 2015	55 Minutes
Rebecca	July 2014	55 Minutes	June 2015	62 Minutes
Jane	May 2014	58 Minutes	June 2015	64 Minutes
Alice	June 2014	64 Minutes	July 2015	55 Minutes

Data collection took place over a number of months due to time constraints based on work commitments for myself and the participants. It was always difficult to find enough time to allow an in-depth interview to take place. Additionally, the second interview for each of the participants needed to take place after the introduction of the latest NCPE (September 2014) and therefore, there needed to be a period of time for the participants to have had a chance to enact/live through this policy.

3.7 Method – Interviewing (Semi-Structured Interviews)

This section aims to identify and provide insight to the methods employed to generate and collect data. Within interpretive paradigm research literature, qualitative approaches such as interviews are prominent (King et al., 2019). Interviews can empower the individual to tell their stories (Creswell, 2013, King et al., 2019) and help understand the ‘what’ and ‘how’ of lived experiences (Mears, 2012; King et al., 2019). The nature of interviews means it becomes a story, which is contextually bound between the interviewer and interviewee (Holstein and Gubrium, 1995). Through discussion, teachers’ beliefs and practices can be understood (Phipps and Borg, 2009). Therefore, as I aimed to discover and further understand the professional practices undertaken by physical education teachers as they accommodated policy (or not), this reflected the need to explore the subjective reality of the individual. The insider’s perspective was therefore at the heart of the research, as such information would help to understand why ‘people act in certain ways’ (Sparkes and Templin, 1992, p. 121). As the research was concerned with understanding teachers’ experience by eliciting and exploring the perceptions and personal understanding of each of the participants, a good way of finding things out was to ask and listen; I therefore chose to conduct interviews as the sole data collection method. Mears (2012) describes the research interview as an enriching way of providing consideration and appreciation for people’s lives and Kvale and Brinkman (2009) highlight the importance of qualitative interviewing in providing a way of gaining an insight into individualised experiences.

There are three main types of interviewing that I could have used to collect data: structured, semi-structured or unstructured interviews. The decision to use semi-structured interviews as a tool for data collection was made because of the flexibility and ‘purposeful interaction in which an investigator attempts to learn...what that person has experienced, what he or she

thinks and feels about it, and what significance or meaning it might have' (Mears, 2012, p. 170). The interviews in this research were designed in the pursuit of depth, understanding and appreciation for the teacher's lives and experiences, which cannot be accessed through a brief interaction. The use of a semi-structured interview format allows all participants to be asked the same questions within a flexible framework. It allows for the exploration of views, experiences, beliefs and motivations of individuals without valorising any aspect over another. The questions asked were predominately open to 'allow the respondents opportunities to develop their responses in ways which the interviewer might not have foreseen' (Campbell et al., 2004, p. 99). Longhurst (2003) describes this method as giving participants the freedom to respond in their own way and allow participants to express further opinions and thoughts as they naturally arise during the interview (Robson, 2002; Bryman, 2008). Participants have a degree of freedom to follow a sequence, about what to talk about/focus on, and also about the direction of the interview. This meant that as the researcher, I was able to guide initial topics and then subsequent topics could be determined by the interviewee's initial responses (Robson, 2002). By using a more non-directive reflexive interviewing technique, interviewees were able to talk freely about the topic areas without direct guidance from me. Probes allowed me to gain depth from responses whilst allowing the onus to continue to be on the participant telling their story. Pre-organised questions (Appendix 2 and 3) could be reformed and adjusted during the interview. These were used as a guide and were by no means an extensive or exhaustive list. This approach supported the holistic nature of the story by not interrupting the participant and letting the storyteller talk, with questions only used as a stimuli to trigger the participants' story. The flexible structure of this type of questioning aimed to encourage depth, and also to allow any unexpected themes to be developed and discussed (Mason, 2002). This was important to ensure that their stories did not become fragmented and were only superficially guided by me, allowing the participants to provide as much information as they wished (Robson, 2002).

It can be argued that structured interviews would have helped to ensure greater coherence of data collected, with participants being asked the same series of question (Silverman, 1993). I decided against this as it would have been far too restrictive, with little variation or scope for follow-up questions to responses to generate further elaboration. This method would have restricted the depth that was required for the purposes of this research. It is also a highly unnatural way of conversing, and not suited with the ethos of narrative research. On the other hand, to have conducted this research using a completely non-directive interview would have been too unstructured and resulted in a loss of focus. It is also an unnatural form of conversation and could additionally have stopped participants from discussing experiences of importance/significance to them and undermined the uniqueness of their stories in relation to what was being sought.

Each interview lasted approximately 50-70 minutes (specific details shown in Table 1), depending on the availability of the teacher within the school time schedule. Two semi-structured interviews were carried out with each participant. On meeting with each participant I informally got to know them prior to the interview and shared a little bit about myself. This was important as it allowed me to become familiar with the participant and create an interpersonal relationship, building a relaxed environment (Armour and Macdonald, 2012). This was an important step in gaining rapport, so that the participants feel able to talk openly and candidly about their career and about any critical events. Fontana and Frey (2005) argued that interviewing is not a neutral data collection tool, but an active interaction between two individuals leading to ‘negotiated, contextually based results’ (p. 698).

The topic schedule that was used to guide the discussions focused on open-ended questions and included:

- Career journey (background information - PETE)
- Context and reputation of PE – pre and post NCPE (Workplace)
- Introduction of the NC and NCPE
- NCPE reforms
- Changes to practice
- Enactment of policy

The second interview reviewed any points of interest from the first interview and was also used to discuss the latest NCPE reform to ensure all policies to date of data collection were covered. I devised the interview topics/questions based on information pertaining to practice and policy. The interview topics were planned to direct the interview and included everything I had thought about in relation to the research questions, but were in a structure that could be adapted if needed. As a novice interviewer this helped to ensure I had the structure required to covering relevant topic areas, but the freedom to uncover unique and interesting stories. This created a relaxed approach and the conversation was smooth; the participants were free to talk about their career and I followed the lead of the participant speaking, the participants shared what they felt comfortable talking about. I was diligent in my approach to ensure I avoided leading questions, which could manipulate the response gained (Kvale, 1996), for instance by revealing any political perspectives that may have distracted the participants. See Appendix 2 for the and Appendix 3 for the interview schedules used.

3.8 Data Analysis

As Coffey and Atkinson (1996, p. 6) posit, ‘analysis should not be seen as a distinct stage of research; rather, it is a reflexive activity that should inform data collection’. Therefore, it was important to consider how analysis would take place when designing my methodological approach. Butler-Kisbar (2010) suggests that reflexivity is implicit in the approach of narrative inquiry as it is important to consider what the researcher contributes to the process. Riessman (1993, p. 54) suggests that ‘while some types of qualitative analysis have a standard set of procedures, narrative research does not’. In this section, I will outline and describe the data analysis procedures that I undertook within my study in order to organise and interpret the teachers’ stories. I have chosen to use participant Jane as my example to illustrate the different phases/stages of the coding process that was employed.

The interviews were recorded using the VoiceRecorder app on my iPad and then downloaded and converted to an MP3 file. The interviews were then transcribed into Microsoft Word documents. Interviews were transcribed verbatim (see Appendix 5 and 6 for transcripts from Jane’s interviews) to allow me to stay close to the intended words at the time of interviews. Initially, I had planned to use NVivo software to code, as having used NVivo previously I was familiar with the method. However, I made the decision after reading the transcripts that I would conduct the data analysis manually. This gave me the opportunity to gain a “feel” and to familiarise myself with the data in a much more intimate and prolonged manner (Jones, 2014, p. 282). In contrast, a computerised thematic analysis would have introduced a “mechanistic” approach to the process, to the detriment of the researcher’s own intuition (Dey, 1993, p. 63), particularly where the sample size was not large or unwieldy. I did not feel this was appropriate for this study which required an understanding and knowing of each of the small number of participants in order to recreate their story. Elliott (2005, p. 38) outlines three

aspects that narrative analysis can be focused upon: ‘the content, ‘the form or structure’ and ‘the performance’. I paid attention to all three, but with the most focus on the content.

The first set of interviews for all participants were transcribed prior to the second interview taking place. This provided me with the opportunity to read all first interviews prior to generating my second set of interview questions (Appendix 3) and conducting my second round of interviews. On reading the first set of interviews for all participants, I roughly drafted a mind map of thoughts/themes for each participant as I read through their transcript noting/highlighting anything I deemed significant in relation to their story and answering my research questions. Please see Appendix 6 for a sample mind map from Jane’s first interview. In addition, I also made notes to add to my second interview schedule of anything I wished to discuss further in the second interview. Although simplistic, the basic jotting down of key features of each individual that resonated with me when reading and re-reading their transcripts into a mind map allowed me to get to know each of my participants and begin to develop thoughts and ideas. These were similar to what Richards (2015) terms ‘memos’ and ‘annotations’ to aid growth of the most significant aspects of the projects. She refers to these as ‘tentative first hunches’ (Richards, 2015, p. 52).

After conducting the second round of interviews with participants, the second interviews were transcribed in the same way as the first. No sections were inaudible and interviews could be transcribed verbatim. Once all of the second interviews had been transcribed, I once again created a mind map of thoughts as I read through each transcript just as I did with the first interview. See Appendix 7 for a sample mind map from Jane’s second interview.

The next phase was to read and re-read each of my participant's transcripts reading together both the first and second interview. This phase allowed me to further familiarise myself with each of their unique characters and personalities as well as the very different institutions they were part of within the educational system. The first time I re-read the participants' transcripts I specifically looked for information relating to the participant's training and workplace as this was going to be used to create a brief introduction to each of my participants to introduce within the methodology chapter (Section 3.6.1). I once again used the process of creating a draft mind map of thoughts and ideas as I read each participant's first and second interviews together, to help create a sense of each individual after the two interviews (Appendix 8).

It was at this point during the analysis phase as I began to become familiar with the full set of data, that I began to see the patterns and interrelations between the enactment of policy and the practice of my participants to their professional training and their workplace. These dynamics were deemed to be integral to the situation being investigated and began to help me make sense of my data. I began to draft ideas to visually see how the two aspects of the stories impacted/influenced the participants' practice (Please see Appendix 9 for a memo note of how I began to see the relationships between their professional training and their specific institution forming in the participants stories). This led me to begin to research teacher socialization and specifically, occupational socialization (Lawson, 1983a, 1983b, 1986) as a theoretical framework to understand the material. I was drawn to phase 2 and 3 (Professional socialization and organizational socialization) in helping to explain my stories and demonstrate the variability amongst the stories and the similarities and differences in their perceptions of work and practices. I could also begin to see how the questions I has asked in the interviews had echoed aspects from phase 2 and 3 of the theory of occupational socialization.

The next phase of the analytical process was to re-create the participants' stories. The three mind maps (See Appendix, 6, 7 and 8) I drafted helped me to create a sense of who each participant was. This was used as a starting point to begin to identify significant, distinct, or critical features from each of the participants' interviews which were required to re-create/re-present the participants stories. As I read through the transcripts and mind maps, I began the process of coding the interview transcripts manually. I worked iteratively through each participant's transcripts firstly reviewing Interview 1 and then Interview 2, identifying distinct, critical and significant features. I created a table identifying key features (codes) and comments from each participant's transcripts. The codes were collated to form a theme. For example, the codes of participation, enjoyment, recreational and involvement were found in Jane's interviews and the theme was named 'PE Pre-NCPE'. The data analysis table for the interviews of Jane can be found in Appendix 10. My goal during this phase of analysis was to understand the unique features of each individual teacher. This was important for my study as I wanted each character to be unique and each story to be 'true' to their voice. It is said that a difficulty with qualitative research is the analysis of the data generated, given that there are multiple options, each unique to the person undertaking the analysis. To increase the accuracy of understanding, the codes themselves were evaluated by a critical friend and discussed/justified before finalising them (Rallis and Rossman, 2000; Foulger, 2010).

Riesman (1987) posits that temporal ordering is the most familiar narration, but narratives can also be organised thematically and episodically. Interviews used for the data collection were designed to collect data episodically, however the nature of the interviews meant that the data collection was led by the interviewee and the interview schedules were only used as a guide / prompt. Therefore, when writing the narratives, the order did not flow directly from my transcripts. I reproduced each story using a mixture of thematic and episodic ordering using

my transcripts (See Appendix 4 and 5), coding table (See Appendix 10) and mind maps memos (See Appendix 6,7 and 8). Episodic ordering was particularly important within the start of the reproduced narrative; for example, the background information on training and institutions taught at has been reproduced and ordered episodically as each action is consequential for the next. However, significant features to each of the characters have been ordered thematically and are not necessarily episodic. Each story was designed and written to preserve the individual teacher's voice.

The story required crafting and recrafting a number of times, this included changing the order of themes introduced until I believed the story was representative of each individual participant's career story. The uniqueness of each individual participant has been maintained as the objective of the data analysis process was not to quantify the data, look for sameness, or to make comparisons to other individuals. There was no desire to identify 'anomalies' within the stories, as discordant facts can be opportunity to examine the distinctiveness of each individual's experiences, and changes to their perceptions and circumstances.

The stories are built upon the notions of occupation socialization including details regarding training and the institution they work at. However, at this point the stories were not designed to demonstrate the relationship between the theoretical framework and the practices undertaken by the participants. Following the generation of each of the participant's career story, an analysis of each of the participants is provided. For each participant, each story was read and re-read and the distinct, critical or significant features that stand out for each participant, have been grouped to provide the clusters for each individual participant. A cluster has been used to develop understanding of common characteristics that can be classified into a cluster. One characteristic which ran through Jane's story was her attempt to adhere to policy. This was

significant and developed throughout her narrative as something she continually tried and abided by. Another characteristic running through her story was a reoccurring comparison and acknowledgment to the evolution and development of PE. It is at this point during the analysis that my own interpretation of the teacher's experiences was introduced. Once again, the analysis has taken place separately to ensure that each analysis is unique and 'true' to each participant. For example, Jane's narrative has been thematically analysed into the following two clusters: adherence to policy and development and restrictions of PE through the policy changes. The two clusters identified stood out as being significant in contributing to understanding how Jane understands and practices PE. I will now use an example from Jane to illustrate this process. Adherence to policy was classified as a key thread running through Jane's story and was identified as a cluster. As I re-read Jane's story and interview transcripts, Jane's adherence to policy throughout her career stood out in her practice, as Jane had always tried to conform to the best intentions of her interpretation of policy throughout her career. Within the data there were occasions where this was explicitly demonstrated. For example, "As a Head of Department that's my job to make sure that we are in line with what is expected, isn't it?" On other occasions, Jane would more generally demonstrate that her practice had been guided by policy, for example "when it came to developing mental and physical capacity", identifying key components from the 2007 NCPE. Within the data, descriptions relating to Jane's practice were interpreted and demonstrated that throughout her career, policy had been key in guiding her practice. I have identified comments (highlighted yellow) related to Jane's adherence to policy in Appendix 10. Each of the participant's unique career stories can be found in the following chapter (Chapter 4: The Findings).

The final stage of the analytical process involved an across-profile analysis of all of the significant, distinctive or critical features using each of the five participants' created stories.

This process allowed for a comparison and exploration of each of the individuals' key ideas, with similarities and differences between each of the participants being acknowledged. This part of the analysis was used to explore any patterns identified with regards to participants' practice and enactment of the curriculum. It was at this last stage, in comparing the narratives that aspects of 'performance' and 'form/structure' came to light. An overview of the stages of data analysis has been included in Appendix 11.

3.9 Trustworthiness in Data Collection and Analysis

The trustworthiness of any research must be appraised to establish its authenticity. In qualitative research, the study's trustworthiness is to be customised to accommodate the uniqueness of each study (Krefting, 1991). The aim of trustworthiness in most qualitative studies is to support the argument that the findings are 'worth paying attention to' (Lincoln and Guba, 1981, p.290). To some, the qualitative approach appears to be imprecise and may be deemed to lack rigorous measurement, by comparison to practices in quantitative research. However, Maxwell (1992) illuminated that qualitative researchers do not need to demonstrate validity in the same way as positivist researchers. The interpretivist perspective acknowledges the differences in interpretation between researchers and the meanings of actions and situations, rather than the single object of reality (Schwandt, 2000).

Each of the teachers in my study had their own unique story to tell, and the narratives demonstrate each participant's individual account of their practice and implementation of policy. The value of truth is acknowledged as subject-orientated and not pre-conceived by me as the researcher or by some external authority (pre-existing literature for instance). In assuming that there are multiple realities, the use of semi-structured interviews was aimed to elicit this as much as possible (Krefting, 1990). Lincoln and Guba (1985) may describe this as

a focus on ‘credibility’. Sandelowski (1986) proposes that a qualitative study is credible when it accurately describes and interprets the data and presents it in a way that people who share that experience would recognise. It is hoped that the everyday contextual detail from each teacher’s narrative will resonate or draw an empathetic response particularly from those who worked in PE during the same period. The credibility of the study lies in how well the everyday stories of 5 PE teachers is able to chime with those with an insider’s experience of teaching in schools during the period in question. Although generalisation is not key to this study because of the emphasis on uniqueness of each individual’s story, commonalities between the participants were still identified during the analysis and have been discussed in the findings chapter (Section 4.6) These common patterns in the participants’ stories also add to the trustworthiness or credibility of the narratives presented here.

However, the findings overall are not meant to be representative of PE teachers; therefore, unlike researchers within a positivist paradigm I was not concerned with the extent to which the results could be repeated. Recent innovations and experimentations to qualitative research have argued for the importance of non-representative methodologies (Vannini 2015), where the priority is to look for difference, even ‘wonder’ in the data, rather than sameness or patterns (MacLure 2013). Moen (2006) argues that narrative research is trustworthy or reliable because of the deep data generation procedures and the analytical process, such as the use of interviews and the composition of narratives in this research. Indeed, Butler-Kisbar (2010) argues that the attempt to define ‘the truth’ has very little meaning in qualitative inquiry. In everyday language, narratives are stories that people tell each other. Labov and Waletzky (1967, p. 12) refer to them as ‘oral versions of personal experience’, as these stories do not necessarily communicate facts or ‘truths’ but are accounts of people’s perceptions of events or occurrences. In such

research, stories reflect the perceptions and perspectives of participants – the ‘truth’ as they see it (Jones et al., 2014).

I think it is important to note that although the stories of participants in research and in my research suggest their ‘true’ perceptions of events, these may also be falsely remembered or imagined. Such issues around recollection and the recall of said events are inherent to the production of any narrative. The issues of memory reliability as acknowledged by Goodson and Sikes, (2001) highlights the subjective nature of constructing narratives. This may be particularly evident in my research, which asks participants to remember events from over 20 years ago. The emphasis in my research is on presenting the participant’s stories that were remembered and how these are re-told rather than seeking to establish the precise truth of their tellings.

These issues ask us what the priorities might be of narrative research. As Bell (2002, p. 208) suggests, one of these might be ‘going beyond the use of narrative as rhetorical structure, that is, simply telling stories, to an analytical assumption that the story illustrates’. A concern with the ‘truth’ as the participant sees it (Jones et al., 2014) is thus relevant to this research to the extent that the stories and the ‘truth’ that the teachers articulated provide an account that illustrates how teachers might think and talk about practice, how they might interpret and enact curriculum. Bell (2002, p. 209) even argues that ‘whether or not they believe the stories they tell is relatively unimportant because the inquiry goes beyond the specific stories to explore the assumptions inherent in the shaping of those stories’. Here the truths of whether the events really occurred is less important, as it is the presentation of past events from the vantage point of present realities that is significant. In this regard, Butler-Kisbar (2010, p. 78) suggests that ‘In narrative work, the dichotomous distinction between fact and fiction is not a pressing issue’,

as narratives are designed to ‘sing up many truths/narratives’ and not to find only one generalisable truth (Bryne-Armstrong, 2001, p. 112). Bruner (1997) also maintains that the story is not compromised when recollections are distorted, even if they are not precise from a positivist viewpoint. This is of particular importance as in using narratives within my research, I have focused on what is said, how it is said and perhaps even why it is said and not what they ‘actually’ did. I wanted to ensure the findings gave a sense of lived experience, therefore the data has remained in the context of the person telling it and take encouragement from the fact that there is an increased acceptance that the exploration of the subjective nature of storying as a strength rather than as a weakness of narratives (Munro, 1998).

3.10 Ethical Considerations

Ethics is important to all research conduct but takes on greater significance and urgency in close-up, in-depth qualitative research. The tension between eliciting information and protecting the individual’s right to privacy for instance reveals the challenges in such research. Clandinin (2006, p. 52) suggests that ethics is about ‘negotiation, respect, mutuality and openness to multiple voices’. As narrative research entails gaining details of people’s lived experiences, it was important to think through these matters to ensure I worked ethically. There was a moral duty to ensure I caused no harm, wittingly or unwittingly, to the individuals who offered their stories for my research.

The essence of narrative research is founded upon developing a respectful relationship between the researcher and the participant (Josselson, 2007). As Josselson (2007, p. 539) argues, ‘the greater the degree of rapport and trust, the greater the degree of self-revealing’. I tried to ensure I built a level of trust and rapport and allowed them to tell their story, by respecting what the participants disclosed through using subtle interpersonal cues such as empathy, tolerance and

by being non-judgmental. I tried to be cognisant and reminded myself of these values and principles in the preparation before each encounter with the participants.

As with any participant-based research, the ethical implications of this study with particular reference to the research process, were carefully considered at the initial stage of gaining ethical clearance to begin fieldwork. My study was reviewed by the School of Education's research ethics committee and granted approval. Permission to carry out the research with the teachers was granted by the relevant head teachers in the schools. Although the focus was mainly on the teacher participants, their stories were located within institutional contexts; hence, permission from the heads was sought. Since the research is anonymised, it was anticipated that it would not present any significant identification or reputational problems to schools or teachers.

Gaining informed consent is vital when undertaking research (Miller and Bell, 2002). Therefore, before the interviews were conducted, participants were explicitly informed about the key topics on which the discussion could potentially focus. The general nature and purpose of the study was revealed, but I chose not to direct the participants' attention to the particular nuances of the study, as suggested by Josselson (2007), as this might have limited the focus of the research and restricted 'the potential for discovery of avenues of exploration of the data unforeseen at the time of the interview'. After providing this information, the participants were asked to give their consent. Informed consent was then revisited at the beginning of the second interview. This was particularly important as the participants' stories were linked to their experiences and their identities (Mishler, 1986; Smythe and Murray, 2000).

Participants were assured that they could withdraw from the research at any time, I was thoughtful over whether the recall of past experiences may trigger any negative emotions but in the event, this was not a serious issue that arose. All of the participants were assured that within the write up of the thesis, pseudonyms would be used to protect identities of both teachers and schools. Anonymity could become problematic if unique autobiographical facts could potentially lead readers/close colleagues to identify that participant (Murphy and Dingwell, 2001). For this reason, I also removed the name of the institution where the participants were trained and too specific dates from their narratives.

At the end of the second interview, I reminded participants how the data would be used to create an individual narrative for each of the participants, which told the ‘story’ of their career. I discussed that I had collected a range of stories thus far from the participants involved in the research, with some experiences that were similar to theirs and that there were also differences between each of the participants. Although all participants were given the option of reading their transcripts and of being involved in crafting their narratives, none wished to be part of this exercise, citing reasons of time. Participants were offered the opportunity to receive a summary of the findings, but this too was declined. All participants in this study were in the final stages of their careers and talked openly of looking forward to retirement. In fact, they had all retired from the teaching profession before the study was written up, which meant contacting them past their service at school was not a possibility.

I became increasingly conscious of how I was now charged with the responsibility of portraying each of the participants, once I began the process of analysis and writing up. Plummer (2001, p. 403) is right to note serious issues that surround the act of storytelling, including ‘confidentiality, deception, honesty, consent, exploitation, betrayal’. They are all

entangled in the crafting of narratives and the portrayal of others' stories. Each participant had given me access into their career and a sense of what it was like to teach, during an intense period of policy change for the profession. I was/am grateful to the teachers for their engagement in my study and for giving up their precious time. I acknowledge that some memories verged on the painful, recalling anger and frustration as the teachers discussed the marginalisation of their subject or painful changes to the subject and profession they loved. I was conscious that I wanted each participant, for the sake of both the teaching profession and for physical education, to be portrayed positively. However, it was also important to narrate each story as truthfully and as closely to the narrative they chose to voice. I have tried to balance these priorities in the crafting of the narratives. Each participant took a different stance on PE and while some of this could be seen to reflect on PE in a less than flattering light, I have included such material in order to respect the distinctive and authentic voice of each participant. The portrayals are not a criticism of the research participant or their professionalism but an invitation to readers to see the world through their eyes. Extensive quotes from the teachers are included. These remain accurate in meaning but are somewhat filtered as the numerous filler words that are part of normal speech have been removed.

3.11 Reflections

I realise the importance, as an early career researcher of reflecting on the methodological framework of this thesis. The notion of reliability and validity may be seen by some as problematic in qualitative research, particularly due to sample size. Though the views on curriculum enactment that have been elicited by this study are not meant to be representative or generalisable, these stories portray the human variety and a sense of uniqueness of teachers working in physical education departments and perhaps readers will find they resonate with some parts of their stories. The aim was to try to understand each of the participants as they tried

to accommodate their professional judgements amongst policy changes. Each character is unique, and each character has been given a platform from which to tell their career story. I am satisfied that five teachers are a good enough number for this type of study and has served the purpose of demonstrating different types and characters of individuals within physical education departments who enact policy and education/ physical education philosophy in different ways. The aim was to write an account of five different teachers that could illustrate 'human variety' (Wright Mills, 1959).

I have additionally reflected on the way I created the participants' stories. Bruner (2002) suggests that depending on the author, the same experience can produce different narrative accounts. This is also part of the process of re-telling another's narrative, as the researcher plays a key role in what elements of the story get emphasised, this is what sets narrative research apart from other genres of research (Ollerenshaw and Creswell, 2000). I will return to reflect on these matters again at the conclusion of the thesis. In the following findings chapter, I present my compositions of the narratives of each teacher.

Chapter 4: The Findings

This chapter presents the narratives of the participants as composed by the researcher. The teachers' stories are portrayed separately within this thesis to illustrate the uniqueness of each career story. This is followed by an individual analysis identifying the distinct, critical or significant features that stand out for each participant, these have been grouped and termed as 'clusters'. Although I have endeavoured to focus on each of the individuals, there are also commonalities and discontinuities across the stories that suggest that these PE teachers have a set of common beliefs and experiences. This is presented at the end of the chapter (Section 4.6) as a cross comparison of stories. The idea is therefore to draw out the variable and complex interactions of policy, enactment of policy, practice, beliefs, institutional ethos. I have chosen not to include a deeper analysis here as that is offered in the following sections and chapters with further commentary, in relation to the theoretical framework. The focus here remains on the key elements of each participant's story, which were drawn from the fieldwork.

4.1 Sue's Story

Sue began her PE teaching career by commencing a three-year Bachelor of Education degree at College from 1978-1981. The degree was split 50/50 between PE and geography. In 1981, Sue started her first teaching job in a school where there were only two PE staff. In her first year of teaching, Sue can remember being "*quite shocked*" because she a very large mixed class and "*PE traditionally was taught girls and boys split then.*" Sue taught there for four years before commencing her second teaching position at a large Middle School with no playing field for two years.

After these roles, Sue spent a year travelling followed by a number of supply and maternity cover positions, before starting her job at Nelson High School in 1990 where she describes as

being *“rooted ever since, despite it saying on my reference that I probably won’t stay very long!”* The school became a multi-academy trust in 2013. During Sue’s time at Nelson High School, she has undertaken a number of roles: Second in Department, Head of Year and acting Head of Department on a short-term basis and Head of Girls’ PE for the past 10 years. Sue has also undertaken the role of School Sport Co-ordinator.

Sue believes that the reputation of PE is that it is a *“soft subject”* and PE teachers are considered to be *“All brawn and no brain”* and *“Probably weren’t viewed really as having a significant impact on what some of the staff would consider a real education.”* However, Sue believes herself to be *“quite lucky”* regarding the support the PE department in her school has had from the head teachers. She believes the legacy left by a number of head teachers with a sporting background has ensured that PE has always *“had a place”* within the school and has had support from a number of teaching staff - *“we’ve had always had quite a few people helping out in the PE department”*. Sue believes that the support she has had from head teachers has made a *“massive difference”* to how PE is viewed by the school - *“if your head teachers are supportive of sport, and we’ve got a long line of ex-rugby players and people that are very keen on sport. I think that’s the sort of a legacy that’s been left by the heads. So, I think it always has a place.”* Sue also believes that the head of department when Sue first arrived was very much respected within the school and this further increased support for PE from members of staff across the school. *“I’ve been quite lucky...when I started here, he was a very intelligent man, he got a double degree from Loughborough and he was a real gentleman. So, there was no ‘KES’ image attached and he was very well respected by the whole staff as well as the PE department and I think that makes a massive difference”*.

Sue believes that a key difference in her career has been the delivery style she has used for teaching PE: *“There’s been a vast change in teaching styles and the way it’s delivered. I’d say PE teachers were quite didactic 20-years ago, whereas now the emphasis is on less talk and more action from pupils, or them discovering different ways of solving problems. And obviously assessment for learning, peer assessment, that’s probably changed quite radically”*. Sue reflects on the early stages of her career as being a time when her teaching was focused on *“more skills and drills based”* and *“games.”* Lessons would also be *“quite didactic and teacher-led”* with little exploration allowed. Sue reflects on how the structure of her lessons have changed: *“my lesson plan would be on a portrait A4 piece of lined paper. I’d have the aim and objective of the lesson and then down the right-hand column it would be just a time column...nobody had any real expectations and that’s a complete contrast to the way we’re expected to teach now...it would be warm-up, which was generally teacher-led and wasn’t necessarily activity or objective specific as what my warm-ups are now. The kids will do their own warm-up now and then I’ll usually add in a few more activity-specific exercises. Then in terms of skill development, it would be looking at either dribbling in hockey, or passing and it’ll be some set drills and then that just generally used to go straight into a game situation...generally bypassing what we’d currently do which would be to have sort of more conditioned games. My lesson plans were probably a random collection of skill activities and not from a whole scheme of work, sometimes my drills didn’t have any meaning to the actual game...because going from working in twos or fours and then suddenly being in a 11-sided game, the pupils probably couldn’t reference any relevance. I’d like to think now that my skills development... there’s much more of a continuum going from closed, to open skills. Little progressions which offer various conditioned games gradually offering more decision-making and tactical opportunities and then maybe not even going into any formal full game, but conditioned games, so that pupils actually have to practice and rehearse the drills of practice*

at the start of their session". Sue now tries to implement different teaching strategies with *"less talk and more action from the pupils"*. Sue believes that this helps to develop independence, which is an important life skill. She also believes herself to be more inclusive and her lessons are more differentiated than when she first started.

Sue considers that the curriculum, when she first arrived at Nelson High School in the early 1990s, was a *"much narrower curriculum"* than its present format: *"the biggest change from 20 plus years ago is the breadth of the curriculum, covering swimming, gymnastics, invasion games, striking, fielding... everything was taught in blocks and they do a whole term of netball and hockey. It was much more traditional. Then rounders, tennis and athletics in the summer term."* Sue believes that *"the traditional curriculum was very much geared around traditional games and fixtures and there were a lot of pupils who weren't into invasion games, probably didn't cherish PE lessons"*. Sue believes that the introduction of the NCPE, in particular the 2007 NCPE, has increased the breadth of activities: *"The curriculum started to broaden in terms of adopting things like problem solving, dance, we always have done gymnastics, but then we have dodgeball, handball...on the curriculum now...We do more activities and that's probably kept more kids engaged in PE"*. Sue believes that enabling pupils to experience a broad curriculum means *"they're better prepared to adapt, they can adapt to different things and when they're competing, they can adapt and understand what they're doing."* Sue has introduced these alternative activities because she believes they are popular activities and that they *"engage nearly all the pupils and it's very cardio based and there's also lots of problem-solving tasks"*. Sue believes that the type of students in the schools also impact curriculum design: *"the type of students we've got, we try and match it with them as well"*. In Sue's school, the curriculum is reviewed regularly: *"departmental meetings we're constantly reviewing curricula and look at engagement and progress"*.

Sue considers the School Sports Partnership initiative to be one of the most instrumental times for the delivery of PE within her career because of the increase in funding in the secondary sector. This led to more PE staff numbers, thereby increasing the flexibility of activities that could be taught and as a result would positively aid pupil engagement: *“We had staff to actually implement...when the school sport partnership got set up because funding came into the secondary sector rather than the primary sector, that was our biggest department, we’d got so much flexibility, so the amount of extra-curricular clubs and engagement with activity we could offer then was phenomenal... we’d have netball in every year group, two or three football teams for every age group that were going through to sixth form.”* Funding cuts/reductions have led to reduced staff numbers, which has made it difficult for Sue and the PE department to sustain the level of extra-curricular activity *“We nearly killed ourselves trying to keep it going...and then gradually that’s been eroded just because it’s not been sustainable”*. Another positive outcome from an increased funding and a larger department was *“smaller class sizes”* which disappointingly for Sue has *“gradually gone back up again”*. Sue also believes that funding and the distribution of free equipment from NGBs has allowed her to *“improve and increase the curriculum that you can actually provide...we were given a handball kit through one of the initiatives and that makes a big difference and then I went on a course”*.

Sue considers assessment to be have been completely different at the start of her career: *“There was no formalised tracking, although we did give kids marks as to what they do, but that was all performance based and there was very little in terms of mental capacity, ability to select and apply. I think that changed quite significantly.”* The type of tracking Sue first undertook in the early stages of her career, she believes was probably *“far too hit and miss”* with marks provided based on practical performance levels such as County or Club level. Sue believes there was a need *“for more structure”*. Sue reflects on the 2007 NCPE suggesting it has:

“helped with the quality of your teaching, made you think a lot more deeply about how you were going to incorporate that into your lesson and then possibly assess it...I think that made PE staff really focused in what they’re doing and structure a lot of PE by making you think about what activities you are offering and “broke it down in terms of applying and selecting and decision-making”.

Sue believes the introduction of examinable PE has made a *“big difference”* to the reputation of PE *“the key change, since I first started teaching...the introduction of GCSE and A’ Level... I think that makes a big difference and when some of the scientists see the syllabus, they think oh actually it’s not just kicking the football around. Some of that’s quite specific human biology.”* Sue believes that prior to the introduction of examinable PE, PE was *“much more sort of relaxed, your whole philosophy was different. You were trying to push your able kids to get as far as they could.”* However, examinable PE has had an impact on extra-curricular activities due to increased preparation: *“the actual teaching load and the fact that the teachers have now got marking, much more intensive lesson preparation, I think they’re probably restricted to some of the amount of extra curricula clubs they can commit to.”*

Sue also suggests examinable PE influences core curriculum design in her school: *“the new GCSE spec and the new A’ Level spec mean we are going back to a more narrow curriculum because of the activities that you can offer for the practical assessment and it’s becoming much more public school streamlined, in terms of cricket, tennis.”* This has led to a *“debate in a lot of schools as to whether to carry on playing rounders, because that’s an area you can’t be assessed in, or softball”.*

Throughout Sue's career, fitness and health has been of great importance in her role as a PE teacher and she is disappointed that fitness has been removed as an assessed practical subject at GCSE: *"The biggest disappointment for me is the fact that they can't be assessed in things like circuit training, exercise to music, through which the government pushed for healthy, active, balanced lifestyles. A lot of kids will get engaged in that, but no longer can be assessed in it."* Sue suggests as a department that they have *"always been very practical based. We've never gone into let's get a passport system where we go into the ICT room and set some targets. We've always steered clear of that because our philosophy has been geared around heart rate up."* Sue has noticed that *"the more able pupils are much more able and the less able are a lot unfitter, more immobile and that gap's got bigger."* Fitness and health for young children is a concern for Sue, who believes that overall fitness impacts engagement in PE: *"The biggest problem you have is that lower end where some of them almost seem to opt out, disaffected, poor levels of fitness is such a massive barrier to them even keeping pace and continuing engagement"*. Sue wants the young people she teaches *"to carry on with an active, healthy lifestyle"* and is proud that *"we have very, very little drop out particularly amongst girls. Hardly any girls don't do PE unless it's a long term medical reason and most of them accept and seem to enjoy most of the lessons, it's hard work to get their heart rate up, to get any sort of physical benefit, but I think PE is something they enjoy doing and they embrace and you've got to want them to carry on with an active healthy lifestyle...quite a long time ago we got rid of the horrible PE knickers and that element. There's no showers to worry about...I think the rapport and the relationship with the department and the kids is quite positive and I think that makes a big difference...we've always sort of had quite an extensive extra-curricular programme. I think that makes a difference. I think we have quite high expectations and standards."*

Sue is struggling to interpret the new NCPE (2014) and believes *“it’s ridiculous, in some ways it’s given you more flexibility, but then what schools are assessed on and judged on its exams. That’s gone the opposite way. It just felt like a complete hotchpotch really”*. Sue believes that *“unless you protect PE, it’s always going to be vulnerable because of exam results and league tables, I think a lot of heads of departments have felt pressure to perform, deliver results to the point of cheating, whether it’s with coursework, whether it’s over inflating practical grades, whether it’s shortcutting...It’s too much pressure that it actually cuts some of the integrity out really.”* Sue believes that this is a product of tying performance management to GCSE and A Level grades.

Sue believes her teaching practice has conformed to the intentions of the NCPE, but *“you’ve got to think about the pupils ultimately, what’s your school ethos and philosophy.”* The feeling of too much change during Sue’s career is evident in her narrative: *“if you sit still long enough in education it comes back. Somebody has a new brainwave and we’ll just give it a new name, or whatever.”* Sue is also worried about the reputation of PE and her fear is that *“PE teachers will be replaced by sort of glorified coaches”* and is *“expecting some quite radical changes in PE in the next three or four years and I’m not sure they’re all going to be positive. But there, that’ll be me towards the end of my year, that’ll be me finishing my career I should think at that point.”*

Sue’s Analysis

Sue’s narrative can be thematically analysed to fall under two distinctive clusters:

- I. Sue’s beliefs and practice
- II. Development and future of PE

I. Sue's Beliefs and Practice

Although Sue believes that her teaching practice has conformed to the intentions of the NCPE, she believes that ultimately you must consider your pupils, school ethos and personal philosophy. Sue's pride in the subject comes across strongly, as does her clear and distinctive beliefs about what PE is and should be about. Sue strongly believes that support from the head teacher is imperative in terms of how PE is viewed within the school. But sees herself as quite fortunate because she has been supported throughout her career by head teachers who have seen the benefit and place of PE within the school curriculum.

Sue's key beliefs in teaching PE are linked to fitness and health. Throughout her career, she sees fitness and health as being of great importance to her role as a PE teacher. Sue believes that core PE should be wholly practical, with an emphasis on the pupils doing and not the teacher talking. Within Sue's department, she suggests, they have always had a very practical focus to core PE. This links to Sue's teaching beliefs that imperative to PE is increasing pupil's heart rate. It is evident in Sue's narrative that she is concerned about the levels of fitness of young people and that this has become of increasing concern throughout her career. Sue sees an association between the fitness and health of young people and their engagement in PE. She has noticed that the gap is increasing between the able and the less able. Sue attributes this to the fitness of the students and sees a correlation between fitness and engagement. Sue's beliefs regarding the importance of fitness is denoted strongly as she sees this as a major barrier in participation. She sees fitness as a problem because the students struggle to keep up with the pace of the lesson. For Sue, a key outcome of PE is the continuation of a healthy and active lifestyle. Sue expresses great disappointment that fitness has recently been removed as an assessed practical subject at GCSE. Sue believes this is highly contradictory and detrimental as the government is also pushing for healthy and active lifestyle.

II. Development and Future of PE

Sue's perception of PE as developing and changing throughout her career is a theme in her narrative. In Sue's account, the breadth of the curriculum has increased, whereas in the past it used to be much narrower and more traditional. Blocks of activities would be taught for longer and the focus of PE centred on invasion games; in Sue's view, children now get to experience a wider range of activities and therefore more pupils can find something to enjoy and cherish.

Sue is particularly complementary towards the 2007 NCPE and the introduction of key concepts and processes. Sue believes this has improved the quality of her teaching practice and the structure of her lessons. Sue can clearly see the differences between when she first started teaching and speaks fondly of the way in which she has developed her teaching to include more meaning and relevance for the students. Sue believes she used to create a lesson with little focus, whereas now, she can see that there is more continuity within her lessons. The content of the lesson is focused around the objectives and the activity, linking the warm-up, drills and skills with conditioned games to allow decision making and tactical opportunities for the children. This can be seen as a real change in Sue's practice as she allows the students to take ownership of the lesson and creates a more coherent lesson with a specific focus. Sue can see the increased continuity of her teaching not only within her short term plans but also within medium term plans; at the start of her career, she was able to do whatever she wanted with no expectations and can see this is in contrast to her teaching now. Her practice has become more inclusive and her lessons are more differentiated than when she first started. It is clear to see in Sue's narrative that she can reflect on the development of her teaching during her career. Sue believes that her teaching used to be more didactic, with little time given for pupil exploration, whereas now the emphasis of her teaching is on the students and integrating peer assessment

and problem-solving activities. She sees this as helping to develop independence, which is an important life skill.

Another key area of development in Sue's narrative has been changes to assessment. At the start of Sue's career there was no formalised tracking/assessment which Sue believes a more structured option was required. Sue speaks fondly of the introduction of examinable PE and believes it to be one of the most significant changes within her career. She sees this as having increased the reputation of PE, especially due to the 'scientific' focus. Sue's positivity towards the increase in examinable PE may stem from her belief that PE teachers were seen "*as all brawn and no brain*" and the subject seen as "*soft*". For Sue this has helped to increase the reputation of PE and bring parity with other subjects. Although Sue is positive about the rise in examinable PE, she does believe that this has impacted extra-curricular activities because of the increase to her workload, with extra marking and planning. Disappointingly this has reduced the amount of extra-curricular activities Sue can offer.

A theme within Sue's narrative is her feeling that she has seen a lot of change during her career and that certain concepts within education keep coming back. Although Sue is very positive about the changes and developments of PE in the past and is proud of the increase in quality to her teaching practice, she is critical about recent changes to PE, using words such as "*hotchpotch*" and "*ridiculous*" to describe the latest NCPE (2014), whilst at the same time acknowledging the increase in flexibility. It seems that perhaps the 2014 NCPE is one change too many for Sue, who is struggling to understand why they were needed. This, coupled with changes to examinable PE (which has taken away certain assessable activities), has caused a narrowing of the PE curriculum. Sue believes that in the current education system where league tables are of utmost importance makes PE "*vulnerable*". One example of this is "*pinching*"

PE lessons for extra Maths and English is becoming commonplace. Sue is also worried about the reputation of PE, given the influx of coaches being used to deliver PE/sport sessions. Sue sees a worrying trend of coaches replacing PE teachers. The sense that Sue has had enough of the changes, and in particular, changes that she does not believe are going to be positive, is all becoming too much for Sue by the end of her interview.

4.2 Martin's Story

Martin began training as a PE teacher in 1987, firstly receiving a Bachelor of Education degree in 1990 and then a postgraduate degree in 1991. Martin describes his postgraduate training establishment as “*quite a traditional place*” with a “*high emphasis on practical performance.*” He describes the interview process as being a test of his practical ability: “*handstand, here's a tennis racket, serve fifty balls, here's a basketball, put it in that hoop.*” Martin's postgraduate training commenced during a period of transition, as the NCPE was due to be introduced in 1992. Martin would have been one of the first trainees to deliver the NCPE. He suggests that there was “*a degree of ambiguity and people were less than sure about how this was all going to pan out.*” He believes this was because the people delivering the course had come from “*a generation of where you didn't have this*”.

Martin started teaching straight after his training and arrived at Paget High School in 1991 where he has remained for his entire teaching career. He has undertaken a number of roles whilst at the school, including Head of the Sixth Form College and Head of PE. Paget High School converted to an academy in 2013 following an inadequate inspection from Ofsted. Martin is very proud to be a PE teacher. Throughout the interview, his belief in PE as an important part of the curriculum comes through clearly. Early in the interview, Martin stated

that prior to the NC, PE was “*an integral part of the curriculum*” and believes that people understood this without the need for a NCPE.

Martin believes that PE is used a marketing tool for schools and therefore has importance in that respect: “*PE is a brochure subject, the thing that goes on the front of the prospectus. So therefore, it has a marketing value. I don’t think it has a huge educational value in a lot of schools at the moment, but it certainly has a marketing value and therefore it needs to be offered*”. Martin believes all students should have the opportunity to take part in PE. He believes that “*before the National Curriculum, there was just this view, very similar to public schools where PE was just seen as something you don’t have to justify. It was just a good thing for a couple of times a week for kids to run around.*” Martin firmly believes that PE had a place on the curriculum prior to the introduction of the NCPE: “*its place on the curriculum was secure because there was something inherently good to make children rounded...Children do sports because it’s a good thing*”. He believes parents expect “*their kid to come to school and do PE...and what most parents really want is for their kids to do physical exercise and run around.*” He firmly believes that the subject of PE should be “*completely confident in its place in the curriculum and in no way should be compromised by trying to be something which it isn’t*” and “*more PE teachers should have the confidence to say ‘what I’m doing is of real value*”. Martin describes himself as “*gnarly!*” and believes new teachers are “*not as gnarly as me!*”

Martin’s first years of teaching were a period of transition as the NCPE was shortly due to be introduced. Martin suggests that prior to the NCPE “*you could do whatever you want*” the arrival of a NCPE meant “*you had to do certain things*”; for example, “*over a key stage you were obliged to cover a certain amount of ground*” (adhere to certain guidelines). Martin’s

head of department “*became very interested in sort of making sure boxes were ticked*” and the other teacher in the department “*sort of did it but didn’t want to do it.*” Martin sees the introduction of the NCPE as causing a paradox: trying to make PE “*quantifiable and measurable*”, which Martin does not believe is possible, which has led to PE becoming “*something it wasn’t and isn’t.*” Martin believes that “*when the national curriculum arrived and people started to measure stuff, there was a pressure on PE to become as valid as other subjects on the curriculum so you had this rather bizarre situation where you have something which is clearly not quantifiable and measurable by the very nature of the activity.* Martin is very assured that PE is “*...different. It’s a unique thing on the curriculum. But that was no good. You had to be just as accountable, measurable as maths, science and all the rest of it. So, a huge amount of energy in fact went into trying to make PE something it wasn’t and isn’t.*” Martin often pointed out throughout his interview: “*as you can tell I’ve had real problems with the whole thing [the NCPE] from day one to be honest... I can honestly say that I’ve never given a monkeys about it.* However, Martin describes the pressure to conform: “*the National Curriculum was being introduced across the entire country...and physical education as always had to fight for its place on the curriculum and one of the ways you managed to get your place on the curriculum is, your programme tries to mimic other parts of the programme - mathematics had a curriculum...PE had to do the same thing. If we didn’t do it, it was going to be screwed!*” Martin believes the original NCPE caused “*a more constrained delivery*”, and the reforms to the NCPE have been “*uniformly terrible*”.

Martin believes that subsequent NCPE reforms have caused there to be a requirement to track students across all activities, which means that PE assessment became “*driven by levels. We used to report levels in PE, which is crazy, but we had to do it. I used to just make them up*”. Martin considers his job is to “*go and teach them something and then we’ll worry about that*

[assessment] later.” Although Martin states that he has “never given a monkeys about it”, the department “had a go” at delivering some of the requirements of the NCPE, for example levelling students: “we gave it a go and then decided it was rubbish, we very quickly realised they were just ridiculous and didn’t work. For example, the whole issue of once you have levels, children had to get to the levels and then you had this bizarre issue where you could have like level 3 or 4 and would there be a level 3+, or would it be a level 4- and in PE it’s just ridiculous, completely ridiculous.” Martin provides another example where he believes levelling in PE does not work: “You ask for a grade on a kid for example, and you’d say well he swims like a fish, but you know, he can’t do anything in gymnastics, so how does this all work?...you’ve got kids going through very strict criteria and then you try and measure them against that criteria. It’s just crazy.” Martin refers to the latest NCPE (2014) as “dead, the last time I looked at it, you can now almost get it on the back of a cigarette packet, it’s so bland you can do whatever you want.”

Martin believes that the arrival of Ofsted during the 90s has undermined PE’s reputation further, because “the degree of accountability was raised.” The rise in the importance of league tables, STEM subjects and English has caused PE to become a “lightweight” subject and because of this “PE is getting marginalised increasingly, certainly in curriculum time it’s being marginalised, because of the measures which the government consider good schools to demonstrate, the bottom line is what the data the school is chucking out. You can have fantastic PE, but if the kids aren’t pulling their Maths, English, Science results out, it makes no difference.” Martin has strong views about Ofsted, viewing it as “garbage...it makes good people bad. It makes good people lose their moral compass and then forget about what they’re here to do and instead they jump through hoops into all sorts of crazy stuff.” He does not believe that Ofsted has resulted in any changes to practice except within the period when

inspectors are in the school: *“you’d put on a bit of a show for a week and then they disappear. If they are in, then we need to be pretty tight on this, etc. If they are not going to come in, we can just chuck them in the cupboard (NC documents) and forget about it and we’ll do what we want”*. Martin believes that this is because *“the consequences (of an Ofsted judgement) are just absolutely devastating...you have to do it. There is no option.”*

Martin suggests that the activities he has taught in PE during his career as driven by facilities. When Martin first arrived at Paget High School *“we didn’t have great facilities, there was limited indoor space, so there needed to be a lot of on the field games.”* Changes to Martin’s practice are not attributable to the introduction of the NCPE, rather it is facilities that have dictated what can be taught: *“A lot of it is facility based, when we had the sports hall built we could do a lot of trampolining and badminton, if you haven’t got a sports hall then you can’t. I think the biggest single thing that changed us is the facilities.”* Martin also suggests that the types of students within the school also drive changes to the curriculum: *“we are confident to make informed choices based on the kids sat in front of us, not what’s on a bit of paper.”* Martin suggests he designs the curriculum around the students explaining the rationale behind choosing rugby over football: *“we think it’s a better fit for the type of kids who are here...we don’t do cricket and rounders, instead we play a lot of softball, we think it’s a better fit for the children who come to this particular school and we have always done that and I think it’s pretty essential”*. Martin believes his job *“as a teacher is to design a curriculum that will help the children to discover something that maybe they like so they continue.”*

The delivery style he uses to teach *“moved from a more command style approach, to one where we’re trying to get the kids to develop, to take more ownership of their physical activity, if you watch a Year 7 class, it’s still quite teacher-led, but by the time you get to Year 10 you’ll see*

much more of the onus goes over towards the kids themselves to run it". Martin wants the pupils to become more independent and to be able to make decisions when they leave school "*whereas when I came into PE, it was much more teacher-led throughout*". Martin did not provide any explicit reasons for this particular change in teaching style.

Martin believes that PE has lost its way and suggests that: "*What this subject needs more than anything, is absolute clarity about what the purpose of what we're doing is. I think it needs a clear statement in no more than two or three lines about what the point of PE is. I would keep it simple so that parents, staff, head teachers and pupils could understand, and no head teacher would dare not have it on the curriculum. It needs to be completely confident in its place in the curriculum and no way should it be compromised by trying to be something which it isn't. PE is a pretty simple animal; at its core it involves children doing stuff. I've been to some schools, it's bizarre. You go in and in an hour's lesson the kids don't even do anything for 50% of it. They spend the start the lesson writing down the lesson objectives in their planner! Teachers there with the whiteboard, kid writes it down, takes ten minutes and at the end they all get their planners out and have to write a comment underneath about how they thought they got on.*"

Martin suggests that "*If I go to a public school, they still have games on a Tuesday and a Thursday. They don't have to explain why they're doing it. It's just like it's an inherently good thing for children to do, to run around. Public schools are market driven... There would be no sports on a Tuesday and Thursday if the market didn't demand it. If you were at a public school and you took that off the curriculum, parents would get upset, because they understand that they want their children to run around. There's nobody having to think about measuring this.*

He compares this with state education where "*everything has to be justified by tick sheets and numbers*".

The practical underpinnings of Martin's training are demonstrated throughout the interview. He is a firm believer in and upholds a passion for, the practical nature of his job. He believes PE teachers should be practically able and disapproves of the practical ineptitude of some PE teachers, which stems from not doing enough PE during their training. Indeed, in his view, there is not enough practical training undertaken during a three year degree: *"you spend a lot of time on theory, when really you need to be learning how to play volleyball, 12 weeks learning how to play tennis."* Martin reiterates the importance of being practically able: *"we have a bunch of teachers who show up here who are not very good at anything and the kids sniff it out. If I've got a PE teacher who can't catch and can't play tennis, then that's not good"*. Martin uses the analogy that *"it sounds a bit old school, but I expect my French teacher to speak really good French and my maths teacher to be really good at maths...a lot of guys who come into PE, their own skillset isn't very good."* Martin does not believe that many of the student teachers he has mentored would be able to pass the teacher training interview that he undertook.

Martin suggest that when he first started teaching *"there was the odd kid who did some GCSE PE, but suddenly you had this massive increase in numbers of kids doing it. It rewarded PE teachers for being good with a pen and being good at these other things, so the whole sort of value system in PE went in this bizarre way where it tried to be something it wasn't."* Martin believes that the rise in examinable PE has caused it to be *"not quite as valuable as it could be"*. As a firm believer that PE *"at its core it involves children doing stuff"*, Martin sees this as applying to current trainee PE teachers too, who should *"want to get on the field and play football with some boys you know, because that's what..., when you think of a PE teacher."* Martin does not believe that PE teachers should be rewarded *"for being good in a classroom*

and being good with a pen” and is shocked when trainee PE teachers suggest that “they can’t wait to teach A” Level PE in the classroom.”

The belief in the practical nature of PE is further reiterated through Martin’s judgement of his success as a PE teacher, which he sees through the interactions that young people attending his school have with local community sports teams and their continuation with PA after leaving school. Martin lives within the local community and states that he “...as long as during their school career they will be able to find at least one thing they really like. I judge my success by if I go to the local rugby club, how many of my pupils are running around on the fields? If I go to the local gym, how many at the local gym? Do I see them running up the street? We need people to leave here with an attitude that they want to remain physical active. That’s it! That should be the measure. How you do it really doesn’t make a blind bit of difference to be honest. But nobody’s going to remember the 45,000 pieces of data I collected. Nobody.”

Martin’s Analysis

Martin’s narrative can be thematically organised under three distinctive analytic clusters:

- I. Beliefs about PE as a distinctive/different subject
- II. Beliefs about the teaching of PE
- III. Beliefs about the NCPE

It is noteworthy that these are all about Martin’s “beliefs”, i.e. about deeply held views that require little proof or justification. These contribute to a unique understanding of PE and of how Martin therefore views and practices the subject.

I. Beliefs about PE as a Distinctive/Different Subject

Martin's pride in his subject, to which he is very attached, comes across strongly. Martin believes that many people including teachers do not understand or have a clear idea of what PE is. For Martin, the central defining characteristic of PE is its practical/physical nature. The 'physical' precedes all other characteristics. Martin believes that PE is about doing and not about being in a classroom, like other subjects and as an inherently good thing for young people. Martin's reluctance to pay attention to matters other than the physical nature of PE can be seen in his opposition to 'examinable' PE. Indeed, the introduction of examinations in PE has been detrimental in his view. For Martin, the best outcome from doing PE in school should be that pupils are encouraged to remain physically active both in and out of school, as a life-long project.

Martin's most clearly stated belief about PE seems to be about its status as a different, i.e. distinctive subject, when compared to other subjects taught in school. He firmly believes in PE being part of a school's curriculum and feels there needs to be no justification about PE's place as a core subject within the NC. Given his belief that there needs to be no justification, it is perhaps not surprising that he makes no substantive case for why it is distinctive or different from other subjects (other than its physical nature), but mostly insists that it IS 'different' and that this difference simply needs to be accepted and respected. Martin uses the term 'unique' to describe PE but does not make further arguments about how or why it is unique. His narrative suggests that even asking for this explanation would be unnecessary. The difference, or the uniqueness of PE to him, is obvious. The implication of this obvious difference is that the subject should not be asked to fall in line with how other subjects are taught or judged. In this respect, Martin does not seem to feel the need to consider other people's (those outside PE)

views of what PE might be or could be. He feels that PE as a subject should entirely be confident in itself, rather than consider views of non-experts from outside the field of practice.

II. Beliefs about the Teaching of PE

Martin displays confidence about what he teaches and how he teaches PE and believes all PE teachers should be as confident as he is about what PE is and the impact it has on young people. Martin's interview and subsequent postgraduate training placed high emphasis on practical performance and Martin has carried this forward into his career teaching PE. He firmly believes that to be a good PE teacher, one must be a good athlete/sports person and must know and have experience of the sport, allowing one to be able to lead by example. For Martin, the physical 'doing' of sport to a reasonably high level is the hallmark of being a good PE teacher. Martin's narrative denotes his clear ideas of what makes a good PE teacher and his belief that he meets these attributes. Martin is concerned that newer PE teachers do not have the same practical ability as he had due to there not being the same a high emphasis on practical performance at undergraduate and postgraduate levels. In this respect, therefore, the rise of examinable PE removes the physical, the outdoor and brings them into the restricted space of the classroom which detracts from being a good physically strong PE teacher who leads-by-example on the playing field. Their ability to physically demonstrate their sporting ability is as valued as their ability to educate through other means. To Martin, one cannot exist without the other. He measures his success as a PE teacher on a broader canvas, through the strength of representation of his students and ex-students in local community sport. Martin describes his teaching practice and curriculum design as determined by the school's facilities, the numbers of students and the types of students. However, from his narrative it is not clear how he changed his curriculum or teaching practice to accommodate for different 'types' of students.

III. Beliefs about the NCPE

Martin believes that his career experience has given him a firm understanding of what PE is, how it should be defined and how schools should use PE. Martin displays a consistent resistance towards the NCPE and subsequent reforms, believing that as a result of NCPE, PE has been forced into becoming something that it was not meant to be. Martin's belief is that PE is simply a good thing for children to take part in, whereas NCPE has led to PE being measured and validated in the same way as other subject areas, thereby undermining its uniqueness. Martin's resistance to NCPE could possibly be traced to his training days. Having undergone his teacher training during a period of transition, there is some evidence in Martin's narrative of fear and ambiguity of the unknown in relation to how PE might develop under the constraints of the NC and he often refers to the 'lack of guidance' of how to be a good PE teacher under this new regime. For Martin, this unprecedented and unknown territory has also meant a radical departure not only in terms of teaching and assessment to but also in terms of how it came to define the characteristics of a good PE teacher. Martin feels that the changes that the NCPE introduced to the subject brought it in line with other subjects but in doing so, it placed pressure on PE to be something that it is not, and perhaps also should not be. Martin believes that while the NC and the rise in Ofsted has brought about an increased level of accountability, this has also reduced the reputation of PE and that the focus on STEM subjects has created a subject hierarchy. In Martin's worldview, PE should not be compared to other subjects as it offers something different and unique. This has been destroyed by aligning PE with other subjects in terms of assessment requirements and inevitably, PE ended up being lower than STEM subjects. This assessment of the impact of NC underpins Martin's deep disappointment, even disillusionment, with the NC and with Ofsted inspections, which he claims are just a 'show' to satisfy the requirements of an Ofsted judgement. His insistence on *'and then you go back to*

your old/trusted ways’ is his way of resisting something that he feels is destroying the nature of his unique subject.

Thus, Martin is very reluctant to adhere to curriculum and teaching policy, which he sees as detrimental to both the subject and his way of teaching. Martin is a firm believer in his understanding of PE and is resistant to change from the trusted ways that he believes works. Martin therefore does not see the NCPE as making any substantial changes to his practice. He insists that individual PE teachers, as practitioners in the field, know more about what will work at their school and for their pupils. In this, his resistance to what he sees as top-down policy making comes across clearly.

4.3 Jane’s Story

Jane began a three-year degree in Human Movement Studies in 1977 and graduated in 1980. Her first teaching position as a probationary teacher was at Woodside High School in 1980 at the age of 21. Jane worked at Woodside High School for 9 years, in which time she progressed from a *“normal PE teacher”* to Head of Girls PE and then to acting Head of Department. Jane took time off from teaching secondary PE while her daughter grew up. During her break she *“taught a little bit of primary PE to some of the local village schools who hadn’t got specialist PE teachers, and 4-years teaching preschool gym in the leisure centre.”* Jane witnessed the difficulties faced by Primary Schools who did not have a specialist PE teacher, as schools became accustomed to the introduction of the NCPE: *“I ended up picking up primary school PE because the primary schools weren’t set up, they hadn’t got people qualified to teach it, they couldn’t match the requirements with the National Curriculum at Key Stage 1 and 2, so suddenly, the primary schools found it very difficult, the transition and the expectations without having specialists in the school”*.

Jane started teaching secondary PE part time in 1998 before full-time in 2000 and becoming Head of PE in 2004. Jane suggests that the work undertaken in PE has always been held in “quite high esteem” and “*appreciated by the senior leadership of the school... I’ve taught here under five head teachers and they’ve all been very supportive of PE within this school. It’s always been quite a central part of what the school has done.*”

The focus of PE during the early stages of Jane’s career was on “*participation and enjoyment, rather than levels of achievement. You were still trying to make sure the children had the chance to reach their potential, but there was nothing in terms of assessment levels, there was nothing in terms of a big drive to ensure that they had other fixtures to play, school club links, it was literally children should be active, involved and enjoy sport. There was a more recreational focus, it’s the stage of Sport for All and getting children involved in recreation activities. We used to take the fifth form off to Barnham Broom to play golf, squash, go swimming, it was about involvement and just taking part.*” Jane recalls the need for the school to use sport and PE to increase the profile of the school: “*we got to a stage possibly in the middle of the 1980s where there was a desire for the school to get a higher profile and for us to build up the fixtures programme.*” This was achieved through the introduction of an “*organised and structured fixture programme, to enable more fixtures between local schools to take place*”.

Jane recalls her first years of teaching as a period of transition, as the NC was soon to be introduced: “*There’s a recognition that there needed to be some centralised guidance and we knew it was coming. At that point in time there was never any*”. Within the first years of the introduction of the NC, Jane believed that the school “*hadn’t got very much in place*”;

restructuring relating to the NC had only just begun when Jane left: *“I think it was a gradual introduction because we managed to let it ride for a year or so. We knew it was coming, there was a need for standardisation. I don’t think at that point people thought it was too restrictive. When I came back into teaching, there was an acceptance that possibly it was better, ‘cause the children had a fairer crack of the whip, with standardisation.”*

Jane reflects on the difference pre and post NCPE by suggesting *“there was no guidelines on terms of standards, or attainment, so we weren’t accountable. It was very easy just to go in and teach PE, you could have a bit more fun, more enjoyment in the lessons, but there was nobody accounting for the standards that the children got to. There is some accountability and it has probably raised the profile of our subject. It’s a lot higher than it used to be”*. The NC moved the subject from a *“very recreational focus to a more attainment driven focus. Now you had to account for what you’re teaching and how are you going to assess the children on what they’re doing. We’re accountable for making sure the children make progress like in any other subject. So, it has put restrictions, because there’s guidelines in there now. I think the natural delivery of enjoyable lessons that engage pupils, which qualified teachers are very good at delivering, has been lost a little bit because teachers feel they have to follow guidelines and reach assessment targets etc. So, I think it’s lost the spontaneity of PE teaching, but it has improved the quality overall in terms of making sure all children get the same quality of experience.*

Prior to the NCPE, *“we taught the activities that we felt we had the qualifications and the interests to teach.”* The NCPE and subsequent revisions have changed the activities that Jane and her department teach within PE lessons: *“The NC obviously gave you the guidelines of what we should be teaching, over the different restructuring of the NC and reviewing of the*

NC, it has changed slightly what we teach in terms of the inclusion of dance, the new one is going to make sure there's more inclusion of outdoor activities." Jane suggests that although the department would not choose to do activities like dance and Outdoor Adventurous Activities because "we're not dance and outdoor education specialist", this has been included to ensure they that "match the requirements of the NC." Jane firmly believes that the introduction of the NCPE has standardised the delivery of a wider range of sports for all children and suggests this to be of particular importance in schools where children had a very narrow curriculum: "In some schools locally, they only taught the things they were stronger at. We did still give our children a fair range of activities where some schools were just doing two or three sports and that took the children all the way through the year. Children weren't able to explore the different activities and the NC benefitted in terms of standardising the fact that schools supposedly were delivering a wider range of sports for their children."

Jane suggests that staff expertise and facilities are also important factors in determining which activities Jane's department have been able to teach: "A lot of that comes down to facilities, when I first taught we hadn't got a swimming pool, but now we all swim. We didn't have a sports hall, so we didn't do badminton, because there's no point. This does have an influence. But it's really just looking and seeing ok, what is popular, what works, what doesn't work and trying to include that." The activities taught have changed over Jane's career: "in terms of being less traditional, we are still doing hockey, netball, football, rugby. We never used to do very much rugby, but we've got a bigger department and we've got more staff and specialisms have changed. The boys do football and rugby, but we've introduced more modern sports like handball, rocket ball, volleyball, we've introduced those types of sports to try and get away from the traditional team sports. They've taken off and they're now a part of what we do. We use the minor sports particularly as options in Year 10 and 11 so that children who aren't great

team players, who have had enough of netball, hockey, football and rugby, but still want to be doing some competitive team sport, can go and do something and learn something new. We're always tinkering. We're changing again next year in terms of feeling that children need a more personalised programme, which matches what they're interested in. After Year 9, one of their lessons a week is going to be a pathway, they can choose team-based sports, creative sports, or a middle pathway where they do both. To try and personalise and specialise a bit more in their interests." Jane believes that the changes she has made has meant *"the children who aren't the team sports players are enjoying their lessons more. They love handball. It's the same as they love basketball. Why? Because they're all involved I expect. You're all involved all the time. You're not isolated in a position particularly where no-one's passing you the ball. It's had a big impact on the enjoyment of team sports for the less able, is maybe the better impact and plus our good ones have picked it up and used it as a GCSE activity and have gained good marks, which has come from the enjoyment side, 'cause they're the sports that the children enjoy. However, it is important to ensure staff have the expertise to teach the diverse range of activities. "When you introduce a new sport, it's ok if you've got one expert in the department and they can share good practice with us, but the more we introduce, the more we need, so staff training is a problem on things like that, to try and get the staff up to speed, to feel confident to deliver more than the basics."*

When Jane returned to Woodside High School in 1998, she began teaching examinable PE for the first time and notes this as one of the biggest changes in her teaching career: *"The other difference in teaching from when I first started, isn't really to do with National Curriculum, it's to do with exam PE. When I first taught PE, we didn't have GCSE PE. We didn't have A' Level PE. When I left in 89, I hadn't taught any exam PE. The head of department then was very much against GCSE PE and exam PE because he thought it was the children's chance to*

actually enjoy PE and he couldn't get his head around the fact that you could marry the two together. When I came back there was GCSE and A' Level PE. They introduced A' Level PE and then after that had been running for a couple of years, introduced GCSE PE to feed into it". Jane has found the increase in examinable PE has meant that she has had to learn to divide her working time between practical and theoretical aspects of PE: "Time and a division of your labour really between your preparation of lessons and your marking, to spending time in clubs and societies. I don't think it has impacted on children's societies here because we are forever increasing what we do. It has an impact on your work/life balance because you're doing the rest of it at home, we haven't reduced what we do, we're increasing what we do for the children. The impact on us has been on your time outside of school. For the children it's excellent because those who are interested in sport and want to follow it up either just at GCSE, as an interest to what affects their participation, and their interest in the anatomy and physiology, that's giving them that opportunity, as well as being assessed on their ability and seeing the value."

Jane believes PE is now "held in more esteem. It's taken a good few years for PE to be seen as an equivalent GCSE or A' Level with some staff and some children who think they can choose it as an easy option and then realise it's not an easy option. But I think it has increased the status of PE as a profession, on paper just having a core element, but it's vital here. Every child still gets their core PE, so we have core PE completely separate to exam PE, I know in some schools children are doing GCSE PE in their core lesson. Quite how they do that and keep the motivation high I'm not sure, so ours is a completely separate entity and it's treated the same as any other option that they would choose. I think it has been good for the subject, it's been bad for PE teachers' work/life balance, but that is the biggest difference from when I first started teaching over the years". I found it difficult coming back, to find I was teaching A'

Level which is something I myself had never done, GCSE or A' Level, that was quite hard to start with, to pick up the knowledge yourself and the expectations.” Jane is proud that PE has raised its reputation since she first started teaching: “I expect what is better in terms of PE now is that it is a real central part of what education is. We’re still there as a core subject. We’re still there with the recognition of the benefits that PE has in terms of all children’s education and the difference it makes to them, which is probably better than it was.”

Jane’s delivery style has changed during her career: *“we do a lot more peer-assessment. The difference in delivery style is because of evaluating and improving and getting children to be critical performers, there’s a lot more emphasis on children’s engagement and the coaching side and the peer-evaluation and peer-assessments. Years back, you would never even have thought about doing that. It was literally we’re teaching a skill, I’m teaching it, you’re doing it, but now it’s a lot more input from the children and making sure that they’re involved and can analyse performance as well.”* One of the main differences in her teaching throughout her career has been the way in which she has approached the lessons: *“The objectives of the lessons and what we’re trying to achieve out of the lessons has changed. So rather than just saying, “we’re going out to do netball today”, “we are maybe going out to try and outwit your opponent in netball”. The focus of the lessons is different due to the requirements of the NC and the content of the syllabus. We have never gone down the line at our school of saying “we’re going to do a unit where we’re trying to evaluate and improve”, or “we’re trying to do a unit where we’re outwitting opponents”. We’ve incorporated it into our half term units in different sports. The emphasis of the lessons have changed more than anything, so the difference was not on what we taught, but how we assessed and that lesson objectives needed to meet key processes.”*

The emphasis of the 2007 NCPE being centred on “*processes and concepts*”, Jane thought “*it was very vague for the children, but very good for the delivery because before the NC was saying that you had to deliver this sport, this sport, this sport, or you had to do games, athletics. It then changed to developing mental and physical capacity and improving your decision-making skills, I think that pushed forward the reputation of our subject, it clearly set out what was expected through PE. As well as developing skills and techniques, it was very clear that you could do lesson objectives where you are delivering your sport, but with a lot of different focus.*”

Jane believes that throughout her career as a teacher and Head of Department she has conformed to the intentions of the NCPE: “*As a Head of Department that’s my job to make sure that we are in line with what is expected, isn’t it? Whether it’s down to NC requirements, whether it’s down to the latest Ofsted guidance, that’s my job, to make sure we’re in line with expectations!*” Jane believes that the amount of changes made to the NC and the examination syllabuses makes it very difficult for teachers and there is little direction from the government who is making these changes: “*the biggest problem that the curriculum has caused is guidance that is quite difficult to follow in all schools. For example, with outdoor education and activities being on the curriculum for key stage 3 and 4, it makes it really difficult and swimming has been a problem for some schools*”.

When discussing the latest NCPE (2014), Jane describes this reform as: “*going round in a complete circle. It has come back much more to making sure children are involved in sport, making sure children are active, taking away the attainment levels, trying to articulate to them about how they are doing – that’s more or less what we were doing before, before the NC was introduced. We can work with children on what they are good at and their strengths and trying*

to promote that rather than worrying about where you are sat against the targets. That has changed. That's gone full circle." Jane, believes it "was unrealistic to take NC assessment away and not give anything else." There needed to be more guidance for schools as to how to assess without the use of levels. Jane also believes that the previous 2007 NCPE "was probably the better curriculum. I think the one we've got now is so vague we are going to struggle and the lack of flexibility in the latest one, by saying all pupils must do outdoor adventures and activities, is really hard. Whereas the last one where it says we are problem solving, gave us more opportunity and more scope in how to deliver. I think that is a problem, but that comes down to facilities and staff expertise, not down to desire. I think that is the hardest bit of the National Curriculum, I don't think the latest one was thought through very well. I can see the reasoning behind it. We need children with initiative, problem-solving and decision-making and experience outdoor non-competitive elements, but it is really difficult to deliver well. I think that is the area here that we will find most difficult."

Jane's Analysis

Jane's narrative can be thematically organised in two distinctive clusters:

- I. Adherence to the policy
- II. Development and restrictions of PE through policy changes

I. Adherence to the Policy

Jane's commitment to adhering to the requirements of the NCPE is demonstrated throughout her narrative. Throughout her career she has attempted to follow the trends of policy in her practice. She makes it clear that she believes in adopting the principles of the NCPE in her practice. As Head of Department, she is compliant with centralised policy and believes that it is her job to ensure that her department meets the policy requirements whether that is NC or

Ofsted requirements. Jane has always believed in the importance of delivering what is expected from the policy and has always tried to comply with and stick to the rules, demonstrating a less emphatic and more accepting view of PE's evolution. This may also be read as a demonstration of her sense of being a professional, within which policies are accepted and executed to the best of her abilities.

In the early 90s, Jane took a period of absence from teaching secondary PE to care for dependent children. The NC had only recently been introduced when Jane took a break from secondary teaching. Instead Jane taught KS1 and KS2 PE at a time when primary schools were struggling to interpret and deliver the original NCPE due to not having the expertise to cope with the demands of the policy. Jane's role during this period was to ensure that primary schools who were struggling to adhere to the requirements of the NCPE could manage the expectations in areas in which they were not specialised. It is perhaps unsurprising that when Jane returned to secondary teaching in 1998, she came with a willingness to conform to the ideals of the policy, as her role for nine years had been to specifically help with the difficulties being faced by primary schools in following policy guidelines.

Jane has been very school focused throughout her career. She has been proactive in joining school working groups to ensure that she and the school are up-to-date with guidelines. Jane sees PE as an integral part of the school and emphasises the importance of the school's reputation and her impact through PE in helping to increase the profile and reputation of the school. One way in which Jane has aided the school's reputation has been through the development of extra-curricular clubs and sporting fixtures against other schools. Jane continues to positively develop the reputation of the school through PE and Sport. She takes pride in seeing that PE has been held in "*quite high esteem*" and has always been a "*central*

part of what the school has done” and is “appreciated by the senior leadership of the school.”

Jane’s desire for children to have the chance to participate in extra-curricular clubs even when this impacts on her work/life balance demonstrates the importance Jane places on children having the opportunity to engage with and enjoy PE.

II. Development and Restrictions of PE through Policy Changes

Jane’s reflections on significant career changes are made with objectivity and analysis. She is able to understand the need for changes but also sees the restrictions that may be encountered from policy changes. I believe that the time Jane spent away from secondary teaching allowed Jane to ‘watch’ the changes and evolution of PE whilst not entirely being central in the ‘PE world’ and develop a more objective view of PE.

Jane’s narrative is a good account and understanding of the policy changes that have been introduced throughout her career. Jane is able to recall that the philosophy of PE in the 1980s was centred on participation and enjoyment, not achievement. Jane believes that the focus then was on ensuring children were active and involved and enjoying sport. She recalls teachers being left to teach what interested them and where their strengths lay. There is a dissonance in Jane’s narrative between the child’s involvement and enjoyment which was central to the ‘recreational’ PE that Jane first delivered, and the basis of lessons being taught currently, founded on progress and attainment in the newer curriculum.

Jane speaks positively about the introduction of the NCPE as she firmly believes that the increase in guidance due to the introduction of the NCPE has led to greater standardisation, which is important, so all children get the same quality experience. However, Jane does believe that during the period of transition to the introduction of the NC, schools were not particularly

ready for the changes. She believes that there was a lack of ‘guidance’, ‘vagueness’ and ‘ambiguity’ about what needed to be taught and achieved. Jane witnessed this first-hand whilst teaching primary school PE as primary schools struggled to cope with the new demands imposed upon them by the NCPE, with little guidance. Without subject specialism these schools found it very difficult to interpret and deliver the NCPE.

Jane is proud that PE’s status has increased. Not only has PE become more standardised, which she believes is good for the children, she can also see that it has helped raise the profile of PE. Teaching, assessment and progress are monitored in the same way as they are in other school subjects and for Jane, the sense of parity between PE and other subjects is important. Parity has also been achieved through examinable PE, which Jane believes has been good for the children and good for the profile of PE. She acknowledges, however, that in terms of workload, this has been difficult as she tries to divide her division of labour to keep up with delivering extra-curricular activities whilst dealing with the increase in marking and preparation. Jane’s career break denotes the importance to her of her work/life balance and this change therefore would appear to be significant.

Jane has witnessed the development of PE throughout her career and believes that her teaching has changed for the better as a result. She now places more emphasis on engaging children through peer-assessment and getting the children involved in analysis and evaluation, in order to develop their mental capacity. However, Jane also feels that her relationship with children has suffered since the NCPE because of the increase in requirements and demands on the children to meet targets. At the same time, she also seems to believe that the quality of teaching and learning overall has increased.

Jane also suggests that the NCPE has changed the focus and objectives of her lessons as she incorporates principles and concepts into her objectives that match “*the requirements of the National Curriculum*”. A further development for Jane has been the breadth and choice of activities offered within the curriculum. Jane believes the increase in choice and variety of activities has meant that pupils receive a more personalised pathway. However, this has increased the pressure as some activities are not her strengths and the department does not have the expertise to teach them. Nonetheless, Jane has stuck to the policy guidelines and always offered the activities suggested by the policy, whether or not she truly believes in the benefits of the policy.

The tone of Jane’s narrative changes as we talk about the latest NCPE. Jane appears to be bemused by the recent lack of guidance and vagueness. Jane is someone who approaches curriculum planning methodically and meticulously, whilst still trying to make sense of the new policy changes. Jane is finding it difficult to see why the policy has gone full circle and denotes a resemblance to period pre-dating the NCPE. As she has done throughout her career, Jane is working hard to conform, to adhere to the policy and to do her best for the children whilst meeting expectations, even though the guidance and support is not there.

4.4 Rebecca’s Story

Rebecca’s teaching career commenced in 1976 at an “*old fashioned PE college*”. She describes her training as being “*very good*”, but was “*very strict, different to nowadays. We used to have white trainers, with no marks on. It was so difficult. You couldn’t have any name on them, you had to have just plain and then we had to polish our trainers, you had to have indoor trousers and you had outdoor stuff. They expected you to wear the right equipment for every single lesson.*” This was a three-year course resulting in a Bachelor of Education degree; Rebecca

then undertook an Honours year and finished in 1980 with an Honours degree. Rebecca reflects on her interview at PE College and the practical nature of her course: *“We had to do all practical activities. We had an assessment for gymnastics, netball, hockey, we were graded for our practical performance. In my interview, I was told you’ve got to climb a rope, throw a ball against a wall, and teach a skill. That was part of my interview, to get into college. We wouldn’t do that now. You had to be practically able to do everything.”* Rebecca can sometimes find it difficult to not reminisce on what it was like at PE College and often has to remind herself to *“stop being so old fashioned and fuddy-duddy, when students come in and they are covered in, nail varnish and jewellery... you think, ‘that wouldn’t have happened in the old days’.”*

In January 1981, Rebecca got her first job as Head of Girls PE in a middle school for ages nine up to thirteen in a small town. Rebecca believes she was thought of by other teaching staff as *“being a bit stupid”* and *“was called a wooden-top.”* Rebecca was the only specialist PE teacher, so taught year 7 and 8 whilst also providing inset for year 5 and 6 teachers. Rebecca reflects fondly on the ten years she spent at the middle school: *“I taught everything, hockey, netball, rounders – all the main traditional games that I’d been taught at college, as well as plenty of dance and gymnastics, athletics. We had very good facilities. A lovely big field. The children were extremely enthusiastic. I used to get 50 turning up to a club. It was a very busy time, but I loved it. That was what I wanted to do. I probably would have gone for no money at all, because it was just what I wanted to do and it was a lovely great school to start in, with children extremely enthusiastic towards PE and the school hosting excellent sporting facilities”*

In 1991, Rebecca moved to Westside High School as Head of Girls’ PE and has taught there until the present day. She held the position of Head of Girls’ PE until 2000 and she has also undertaken various pastoral roles within the school, such as Head of Year, Head of Key Stage

and led induction/transition with feeder Primary Schools. Rebecca describes her time at Westside High School as being *“quite a tortuous journey, but I’ve done lots of different things over the time I’ve been here.”* The move to Westside provided Rebecca with the opportunity to be able to teach examinable PE. *“I wanted to do GCSE next. I came in as Head of Girls’ PE, having never taught in a high school before, which was quite a big step for me, but again, great staff, great facilities, access to inset¹² if I needed it. I started teaching GCSE, which with science being my second subject, it was quite nice. It was a really good step for me. I really enjoyed the theory side of PE.”* This led to Rebecca being released from Westside High School to develop the A Level PE course at a local college from 2000-2003: *“it really pushed me a bit further on and allowed me to see the progression of youngsters going through from GCSE to A’ Level and then through to degree level.”* For Rebecca, the rise in examinable PE courses has advantageously promoted the *“academic”* status of PE. Rebecca believes that *“there’s always been that feeling of PE staff, they’re not very bright and they don’t really know what they’re doing. Just running around... that’s always been the case with PE...that’s always been there, trying to fight your cause, but I think PE’s become more academic as time has gone on. We’ve had lots of youngsters go on to do A’ Level PE and BTEC Nationals and then go on and do a sporting degree. That promotes sport, because there’s so many different courses out there, which is good.”* However, Rebecca also believes that PE is losing some of the practical emphasis, particularly because of the new GCSE: *“it’s physical education and it should be a physical subject, with the background knowledge of the theory. I think that’s what’s going to happen with GCSE. It’s going to be, they can talk about all these things, but they’re not actually going to be able to do them, which I think is a great shame.”* Rebecca believes that new PE teachers are doing fewer practical activities in their courses. They are: *“Less practical*

¹² Continuing Professional Development

practitioner...coming out of college, your PE staff coming in now are not your physical practitioners.”

Rebecca arrived at Westside High School just before the NCPE was due to be introduced. Rebecca was *“already aware of the National Curriculum because I had taught science previously, we had dozens and dozens of these documents all piled up. I can remember these great folders keep coming in and the resources not being there, but the expectations were there. It was a tough time for a lot of the core teachers.”* In her first years teaching at Westside, Rebecca suggests her teaching centred on teaching *“traditional team sports”* and *“it was very much boys separated from girls.”* By the later stages of Rebecca’s career, it was *“normal to have a mixed group of youngsters, as years have gone on we have mixed groups more... When I first started teaching it was boys, girls and never the twain to meet. Whereas now, it’s quite normal to have a mixed group of youngsters in front of you for certain sports. I think that’s good.”*

The sports Rebecca originally taught before the NCPE were chosen based on what *“the children enjoyed and were good at and the ones the staff were confident in.”* Rebecca believes that the NCPE provided much needed centralised guidance to address discrepancies between schools: *“...the standards of PE are wide and varied. Some schools do very little and some schools do the whole lot. So there had to be some sort of levelling, I think it’s important that we all have the same format, that we all know exactly what we need to be aiming for.”* At the same time, Rebecca believes that *“we all need to have that individual approach. You need to take on board what is good about your school and fit that into the National Curriculum. Although it’s a standardisation, it’s important for different schools to find their strengths. We’d have the Curriculum documents in front of us...and we’d see how that would fit in to what we*

wanted to teach...When I first came here we were a very strong games school. We wanted to try and keep that feeling of the sports that we know our children enjoyed and were good at and the ones the staff were confident with. We had to try and get the Curriculum to fit in with what we wanted to do as well. I think that's important."

Rebecca believes there is now more choice for children and an understanding that children enjoy different things: *"we offer a wider curriculum...That's one of the main changes that we offer a wider curriculum compared to what we did in the early days, we do a lot of different types of sport; dodgeball, rocket ball, Frisbee, golf".* Rebecca believes this helps *"to promote interest...Not everybody wants to play traditional football, rugby, hockey, netball. There's a lot more choice out there and we have to offer different choices for different children, because they're not all wanting to do the same things."* Rebecca also believes that the activities the department is able to teach is influenced by facilities, money and staffing. *"We couldn't do swimming because we hadn't got a swimming pool...A lot of it is to do with facilities, or money, because things can cost. I'd love to do more swimming, but it's the cost of going down to the pool. It's important for all children to be able to swim, but that's something we haven't been able to cater for...Some staff are more confident doing certain lessons and you have to work round what they can and can't do really. But I think you just have to adapt...It's good to learn new things from my own point of view. Never taught handball before in my life. Year 11 boys had done it in year 10, so I got them to lead the warm-ups, design your own skills. I picked it up as I went along...It was fantastic, you're learning all the time, different types of sport and I think that's important for us, to keep us on our toes, to promote different types of sport."*

In the early stages of her career Rebecca used her own assessment as there was no *"official assessment processes."* Rebecca provided an example of her assessment method, *"In*

gymnastics and dance, I would give them an assessment and I would grade them. I had my own grading system, because I was very aware that I had to keep tabs of progress all the way through.” “I would give them an assessment and I would grade them”. Rebecca suggests that assessment in PE is difficult “because there is such a wide range. Do you grade a games person the same as you would grade a gymnastics person? It’s very difficult, the important thing is that you look at progress of the child, rather than attainment of the child. That’s the one thing that I’ve always thought. If you are progressing fitness levels, or certain skills, the important thing is it’s an individual type of assessment.”

Rebecca believes her style of teaching has changed from the way she was taught at PE College and the way she was taught at school: *“when I was at school, it was you sit down, you listen and you don’t say a word... When I first started, I was the leader and that’s what teachers had to do. Whereas now, I like to set them an example and then every group leads a warm-up, getting the children to lead is a really important part of what we do. Rebecca believes that it is important for children to lead and take part in officiating and coaching. Rebecca includes “more interaction and discussion” in both her practical and theory teaching: “you lead at certain times, but I like reciprocal teaching where you’ve got them at the front of the class leading. We promote young leaders, they will actually lead younger children. We let the older ones do a lot of leadership work, which I think is brilliant. I think that’s really good for everybody concerned. We saw the benefits of our more confident youngsters helping with clubs from an early age. It’s good to let the children take the lead sometimes, especially those that want to teach, or coach, or are just good with other people.”*

The emphasis of Rebecca’s lessons has also changed. Prior to the introduction of the NCPE, the focus *“was more to do with learning a game, playing in a team, and doing, whereas I think*

when the National Curriculum came in, it was more about skill enhancement. Looking at the skills within the game and then building them into the game as they went.” Another change to her practice has been the way in which she now considers sports in terms of categories rather than simply as individual sports: “You had to be aware of striking sports and all the different types of groups that you would have. Instead of thinking about subjects in terms of tennis, netball, hockey – you’re not looking at the sport. You’re looking at the skills within those sports. So instead of looking at separate sports, I’d look more at the skills around those sports that gives you a more generalised feeling, because if a child can hit a tennis ball, they can usually hit a hockey ball as well. It’s looking at how sports link with each other and it is the skills we’re trying to promote, not the necessarily the playing of the games.”

The belief that PE and sport within the school and local community is a “*very popular subject*” is woven throughout the interview with Rebecca. However, whilst she may believe PE is a popular subject in the school, she does not believe that PE “*was highly thought of...It was very popular. It’s a very sporty town, but I don’t think the school are interested, I don’t think it was high on the agenda, I wouldn’t say it was highly thought of, we’ve never had anyone come and watch, or come and take part. It’s been the PE staff that have been the driving force all the way through.*” Rebecca sees this reflected in the time that is now available for PE in the school week: “*it is a great shame that PE is losing practical time, we have one hundred minute lessons now, which is not very good for PE. They have one of those once a week, we used to have an hour, which was brilliant, two lessons, indoor and outdoor lesson in a week...it was much more physical, a lot better for fitness levels and things, heart rates were much better. You have to pace yourself, you can’t work at the same level for one hundred minutes as you can for fifty. You can’t really move them for a hundred minutes because they wouldn’t keep doing it, physically it’s too long for them to cope.*”

Rebecca's passion for her job comes across very clearly as does her belief that healthy attitudes to PA are important. *"I have always thoroughly enjoyed my job. I love it. The promotion of sport and health. I'm actually teaching children of parents now that I've taught, it's lovely when they come up to me and say "I love my sport and I'm still doing this and that". I've done my job! And that's how I see my job is promoting healthy attitudes to activity. Not everybody can be brilliant at certain specific sports, but as long as people have a healthy attitude to keeping active, eating healthily, I think that's part of what a PE teacher has to do...When children are young, you're kind of influencing them in a positive way, it's not just about the sport, it's about the whole attitude towards yourself."*

Rebecca's Analysis

Rebecca's narrative can be thematically analysed into two distinctive clusters:

- I. Development of PE
- II. Personal identity of PE

I. Development of PE

Rebecca is positive about the introduction of the NCPE as she believes this has standardised PE opportunities for all students, as prior to its introduction, some schools offered a very limited curriculum. At the same time, Rebecca believes there is flexibility within the NCPE to take an individual approach. For Rebecca, adhering to the NCPE has been about fitting the 'documents' into what she wants to teach. Rebecca saw this as a structure that still allowed for interpretation and values of individual teachers and schools. Rebecca believes that children now have access to a wider curriculum and that they are now offered a range of different activities that are not necessarily traditional games. Rebecca can see that not all children want to do the same thing, so it is important to offer choice.

Within Rebecca's narrative it is evident that she believes PE has undergone significant changes and developments since she first started teaching. In her first years of teaching PE, Rebecca suggests her teaching was very much focused on the practical in the sense that she taught activities according to the teacher training at PE College, and other activities that the children enjoyed and were good at and the ones that staff were confident with.

One of the developments in terms of Rebecca's own delivery style has been a move away from what she was taught at college: that it was the teacher's role to lead lessons and the children's role to follow. Whilst Rebecca followed this principle when she first started to teach, she has now embraced the notion that it is important for children to lead and take part in officiating and coaching, as well as in taking ownership of their own learning. Rebecca uses reciprocal teaching and includes more child centred teaching/learning in both the delivery of practical and theoretical teaching. Rebecca believes this is good for the children's personal development. This is very different approach taken to when she first started teaching.

Another change for Rebecca has been in terms of the objective of her lessons. In the early stages of her career, prior to the introduction of the NCPE, she saw her objective as being to do with learning a game. NCPE has led Rebecca to think more about the skills required to play a game and building the lesson around learning those skills. Another change to her practice has been the way in which she now thinks about sports in terms of category (for example, looking at the concept of striking) rather than the individual sport. Clearly, Rebecca has changed the methods she uses to teach compared to what she was taught at PE College; however, it is evident that she still identifies with a strong games focus.

A negative development for Rebecca has been that she can see a reduction in curriculum time for PE to other subjects. For Rebecca, this is highly detrimental because of her belief that children need to be involved in practical PE, because PE contributes to their health and well-being. Within Rebecca's narrative it is clear that although Rebecca is positive about the increase in choice, there is a slight conflict between the new 'modern' activities and the traditional activities she was taught to teach at PE College. Rebecca is pushing herself to adapt and adopt changes for the benefit of the students. Although Rebecca's narrative is wholly positive with regards to the development of PE, she does use the word "*torturous*" to describe her career journey as she has always needed "*to fight your cause*" due to the lowly status given to PE.

II. Personal Identity of PE

The impact of Rebecca's training at PE College can be seen throughout her narrative as she reflects on the identity of PE. Rebecca reflects on the high emphasis on practical performance within her interview to gain a place at PE College, and where assessment was based on one's ability to perform in practical activities. Rebecca is passionate about the importance of involving children in PE and recalls fondly the enthusiasm of pupils towards PE in her first job. Rebecca is passionate that the children within her current school are encouraged to be "*sporty*" and enjoy PE as she believes it promotes health and well-being. She is therefore disappointed that PE, in her view, is not highly thought of in the school.

Rebecca's passion for PE can be seen throughout her narrative. She believes it's always been the PE staff who have been the driving force for PE with little impact from the leadership team within her school. Rebecca believes that PE teachers have always been considered less 'intelligent' than teachers of other subjects. She was called a "*wooden top*" in her first job and

believed that because she was a PE teacher she was considered to be “*a bit stupid*”. It is clear that one of the drivers in developing her career has been Rebecca’s desire to lose the reputation of being “*stupid*”. One of the key reasons Rebecca gives for applying for her second job was that it gave her the opportunity to teach GCSE PE. Rebecca believes examinable PE has promoted the “*academic*” status of the subject moving away from its wholly practical emphasis to an academic subject. A change that has, in her view, helped PE “*fight for its reputation*”. Throughout Rebecca’s narrative there are tensions between the academic reputation of PE and the emphasis she places upon wanting children to be active to gain health benefits from the practical side of PE. On one hand Rebecca wants her beloved subject’s reputation to have ‘academic’ worth and examinable PE has helped to achieve this, but it should not distract from the ‘doing’. Rebecca is particularly emphatic about the importance of teachers being good at practical sports and considers that new PE staff tend to be less practically able than her generation of teachers. This highlights the importance Rebecca gives to the ability to physically perform in her definition of what makes a good PE teacher.

4.5 Alice’s Story

Alice’s career teaching PE started by studying a 3-year combined degree at College from 1980 to 1983, reading PE, English and history. In Year 2, she dropped English and continued to major in PE and history. Alice undertook a postgraduate course from 1984 to 1985. Alice considers the tutors she had at both institutions to have been “*brilliant.*” She undertook a large amount of fitness at college under the instruction of an eminent scholar who has been an influential figure in the field of fitness and health. During Alice’s teaching practice, she undertook a six-week teaching block in a special school and then undertook her longer 12/13 week placement in a “*very small twee grammar school. I did it all, I did everything from gymnastics right through to netball, the PE teacher there made sure I got myself really*

involved, which was good 'cause it was very helpful to the learning process." Alice is proud of her achievements during this period: *"I took the netball team to the county finals and they came second."* One of Alice's key motivations as a PE teacher is *"to engage all students"*.

Alice's first teaching position was at Eastside High School in 1985 and she has continued to teach there to the present day. There have been many changes to the school since Alice arrived. The school was originally split over two sites before being renamed and housed on one site. The school has been in special measures, the governing body was disbanded and an interim executive board instated, the school has now become an academy. During Alice's time at Eastside, she has undertaken numerous pastoral roles such as Head of House, Head of Community and Head of Year. In 2011, the Head of Department retired after teaching at the school for 30 years and Alice took on this role.

Throughout the interview, Alice expressed mixed feelings regarding the school's leadership team's view of PE *"the emphasis is on maths and English and getting five A star to C and PE, it's not as high profile. To us, it's high profile, but the way things have happened in education in general, it's not as high profile as it should be"* Alice believes that some of this is due to *"constraints on results"*. Alice believes that different head teachers have placed greater value on the role of PE and sport than others. Alice fondly remembers in the late 80s the *"head teacher out with her umbrella and supporting her teams"*. She also remembers *"when the girls got to the national schools, the head went down in the minibus with the girls, with the PE teacher and went to support. You wouldn't get that and you wouldn't have got that with the last head either. I think the ethos in the school, PE should be the heart of things, but the PE staff can't just drive it. It's got to come further afield, it's become almost like lip service is paid to it, the previous head would have been quite happy for it to have gone. The bloke before her*

was only bothered about exam results.” Alice believes that the leadership at the school think that PE is “the easy option”. She also believes there is a misunderstanding regarding what PE is and the data targets provided, “they try and put us in the same category as maths...we’re given all this data and all these statistics and they use maths and English as the basis of giving our children their milestone. I’ve got a child who was a level 7c, supposedly, in Year 8 and this child would duck every time a ball came towards her. The grade is based on the average of the average child nationally, looking at maths and English. It doesn’t take into account any of the practical side of things. We do sometimes clash on baseline data”.

Prior to the introduction of the NCPE, Alice believes that there was always a “clear direction” provided by the Head of Department and that the department taught “everything that was to form part of the first National Curriculum” Alice believes that a range of activities is important for children and that the department should provide “an all-round experience for children, ball skills, games, visual sports, outdoor sports and dance”. Alice acknowledges that the introduction of the NCPE resulted in “accountability of actually showing you were doing these things” and has created “uniformity across the board”. This was important because Rebecca has known “schools in the city that just do one sport all year round and then when Ofsted come in, they change it.” Alice states that the NCPE meant they had “more paperwork, there was the accountability of actually showing that you were doing these things and all the rest of it, we had to rejig schemes of work, they were really bumped up and everybody was given a book that had the schemes of work...So it showed all the different strands and everything...The accountability side was definitely there. We actually reported on the specific areas of the Curriculum and that ended up being on a massive, massive spread sheet and we had this grading criteria where the children were graded and then at the end it would show out what their level was. That would take hours and hours to fill in and make sure they were in line with

the key points of the Curriculum.” However, Alice also believes that as a department, they have “always been very structured, very up to date, and had a clear direction on where they wanted PE to go. We...made sure that we covered a broad spectrum of sports. When it came in, it was supposed to be more structured, we were actually doing a lot of this beforehand...that’s all I’ve actually known is getting the children participating, for them to actually be learning skills and to be learning through practice, through doing, rather than anything else. So in that respect, I don’t think, it’s given more depth, we’ve got the paperwork and all the backing and all that sort of thing, we’ve had to tweak odds and sods, but basically we’ve always been very on the ball as a department.”

Alice reflects on the NCPE and whether it has been instrumental in shaping her practice: *“well I dare say it has. Yes, I think you need guidance and structure and all the rest of it, its continuity and making sure that you do this that and the other, but it doesn’t mean though that it’s going to be delivered like that in a school. I can give examples where children, they never saw a learning objective, nothing on the board. There’s the badminton rackets, there’s the shuttles, off you go and play. Very like the old days. But I’ve not experienced that. How I was taught at Uni – we were told that it had to be structured, whatever’s been implemented, we’ve actually embraced it, or incorporated it into what we’ve already done.”*

Alice reflects on the early stages of her career as being a time when her teaching *“was very, very, very teacher-led. You would teach them the warm-up, you’d teach the drills and skills, children would do them, you’d put them in a game.”* It was *“very regimented and teacher led.”* Alice believes she has *“changed the way that I teach completely”* from the way she was taught to teach during her training and when she first started at Eastside. Alice went on a CPD course which she *“found really invigorated me, so rather than keeping to the same old thing it was*

more guided discovery from the children... making the children more responsible and learning to be more student-centred. Setting the scenario and then getting them to explore, go off and then bring them back and then pull out the main points, so rather than you delivering the key points, it was getting the children to do discover the right way of doing things, through actually making mistakes.”

In relation to whether the NCPE has caused an increase in breadth of activities, Alice suggests that *“Possibly in some respects, actually they’re having the definite strands, so yes it probably has done”*. Alice believes it is important in PE to achieve *“breadth for the children, experience, more than just football, or more than just netball...it’s actually getting the children to do more, so they become more rounded people...It’s giving the kids a different experience because not everybody is a team player, not everybody likes doing that”*. Alice believes that staff expertise and facilities have also played a role in determining what she and her department have taught: *“In ’97 we had some new buildings and the sports centre built, a big fitness room with fantastic facilities and of course fitness became a bigger part of our curriculum and that tied in with GCSE and then of course into BTEC. Staff expertise is key, I think if you’re keen on something, like I was keen on volleyball, I brought volleyball into the school...it’s your strengths and it’s your interests that you can actually bring.”*

However, Alice does believe that when she first started teaching *“there was a lot more flexibility with the timetable for us to team teach and set our groups. We used to have top sets, middle and then we used to have our lower achieving pupils. We actually had a more focused curriculum according to the children’s ability and needs. Whereas now we’ve got a timetable where we’ve got mixed ability boys, mixed ability girls and mixed ability, mixed gender classes*

and I'd say that's not good, it's not good for a lot of our girls...but it's all down to staffing and funding."

Alice considers the period when the school had a specific person holding the role of School Sport Coordinator to be a significant one for the school. The increase in funding created further opportunities for the children to get involved changed the activities available: *"We did have our own SSCO...and then of course when the funding went, all the good that had been done went, it's been very hard to actually try and keep our links with the primary schools. There were lots of activities that he got the children involved in. He was very keen on getting the sports' leaders to help with the feeder school sports days and the inter-competitions for each of the partnerships. So that was really good that somebody could actually have the time to do the icing on the cake, or the cherry on the cake, sort of things, which as PE teachers ourselves, you know, you don't always get a chance to do those things, but that was really good...we did do more sport with him. We did golf, wheelchair basketball, we did all sorts of things, different things which the children had never done before."* Alice is disappointed that SSCOs no longer work with feeder primary schools and instead, funding is being spent on coaches to teach PE. Throughout the interviews, Alice reiterates the importance of PE *"getting children motivated, moving and going."* Alice believes that her teaching *"has always been very focused on getting the children participating, for them to actually be learning skills and to be learning through practice, through doing, rather than anything else."* Alice worries that *"sometimes you can do too much talking and not enough actual doing...Physical education is actually physically doing. We've always done bits of fitness...In year 11 we've just had a group of what you would class for the weak and wobbles and the big children who don't like doing PE. I've had a group of them, and one lad lost a lot of weight and he's got more self-esteem and his fitness levels have gone up. He wouldn't have got the same result from a football lesson."* Alice is an

advocate for participation and sees this as one of her main objectives as a PE teacher: *“I think it’s really key to get the kids to participate. If they bring a note, they should bring their PE kit with them and they score or umpire.”*

A key change in Alice’s career has been the increase in examinable PE: *“I think that was good for sport, because it had a very lowly position prior to that and I think it actually opened up good opportunities for the sporty children. I think when the GCSE was introduced, it made it more respectable, it was more practically based, not just the theory. I think that was quite positive.”* However, Alice went through a *“stage where the new head, wanted every child in his school to take BTEC PE because it was seen as a quick fix to get 100 per cent of the children through, that was a nightmare trying to get the students through this, the workload was just absolutely phenomenal. We found that we were no longer practical practitioners, we were in a classroom doing the theory and that was really, really, really, really hard...The Head was quite happy, it didn’t matter, that they weren’t doing practical and the children went down to one 50 minute practical a week.”* Alice, who does not believe that she came *“into teaching to be in a classroom”*, she believes this period was *“atrocious, awful. It ruined our teams and participation, children would say ‘oh god it’s a theory lesson. It was awful, absolutely awful for the people who were sporty. Overall, I think it had a very poor impact.”*

Alice believes that in order to be able to understand and deliver the current NCPE (2014) more direction is required. Alice found this suggestion amusing, after being an advocate for a more flexible curriculum: *“The funniest thing is the fact that you know, it’s nice to have flexibility and all the rest of it, but it’s a case of sometimes I do feel that there could be more direction given with levels vanishing, everybody’s in limbo and it’s almost like they’ll reinvent something else again in a few years’ time.. I think there could do with being some more CPD on it to be*

quite honest because again, we're in this no man's land in some respects and it's all right the government producing this stuff, but I think they need to back up with say some courses, so they can get all the heads together and make sure that everybody is really clear on what's happening and then we can actually make sure that you know we can adjust or change our own curriculums. Again nothing from county at all and you'd think also that the county would be pushing for that, but nothing. That's one of the reasons why I'm coming out. I can't actually reinvent anything. It's just a case of ridiculous." Alice is due to retire from secondary teaching at the end of the term.

Alice's Analysis

Alice's narrative can be analysed according to three thematic clusters:

- I. Reputation of PE
- II. The identity of PE - Participation vs Theoretical PE
- III. The impact of the NCPE

I. Reputation of PE

From Alice's narrative, it is clear that Alice is passionate about PE and passionate about engaging students. Alice expresses excitement and enthusiasm about her students' practical achievements, such as success in national school competitions. However, throughout Alice's narrative there is also a sense that she is disappointed about the low status of PE and the lack of importance given to PE by senior members of the leadership team within the school. Alice believes that the PE is not seen as important as other subjects and is believed to be "*the easy option*". Alice believes it is important that senior leaders emphasise the importance of PE being placed at "*the heart*" of the school's ethos.

Although Alice wants PE to be seen as equal in importance to other subjects, she is at the same time conflicted, since she does not believe that PE can be placed in the same category as other subjects. This is especially true when it comes to assessment tracking based on core average targets. Alice believes that assessment within PE is centred on doing and yet the base line targets set are based on English and Maths grades and this causes a conflict for Alice. Alice wants PE to be recognised in the school, but there is a sense that she believes ‘others’ within the school do not understand what PE is truly about.

Alice has worked at the school for 30 years and has seen many changes in terms of leadership and has worked through challenging times within the school and this is seen within her narrative. Alice has seen the reputation, funding and time devoted to PE further decrease and be sacrificed because of the pressure in recent years in the school to improve exam results. Alice is particularly disappointed that this has meant there is less flexibility in the timetable because of staffing reductions, which has meant groups are now mixed in gender and ability. Alice does not believe that these changes have always been positive for her students or have positively impacted the reputation of PE.

II. Participation vs. Theoretical PE

Alice’s pride in the practical nature of the subject is a strong theme within her narrative. Alice believes that PE should be about getting children engaged, moving and active and is clear that the focus for her is on learning skills through practice. Alice is passionate about all practical activities and wants to get students involved in as many activities as possible. Alice is very complimentary of her PE training and the teaching placements where there was a high emphasis on practical application and doing lots of different activities. Within Alice’s training there was a particularly high emphasis on fitness. Alice has carried this notion of fitness and the role of

practical activities within PE, into her teaching career. Alice is concerned that there are not always enough practical activities in PE lessons; in her view, talk should be kept to a minimum and the emphasis should be on the physical ‘doing’. Alice sees fitness as integral to PE and has always integrated it into her PE curriculum.

A conflict between the practical and theoretical aspects of PE can be seen in Alice’s narrative. Alice is conflicted by the increase in theoretical PE. On the one hand, she can see the benefits of theoretical PE as it has increased the reputation of PE, whilst also increasing sporting opportunities for children. Alice believes that the original introduction of GCSE PE was positive because it emphasised practical aspects, not just the theory. On the other hand, Alice believes that PE is becoming too “*theory*” orientated, and indeed, her career can be seen in terms of a fight to preserve the practical aspects of PE as central to the curriculum. Alice is particularly negative about some theoretical courses as she went through a period when BTEC PE was introduced for every child in the school as a way of increasing grades. This meant practical PE lessons were used for theory. Alice does not believe that this is what PE should be about and indeed, does not believe that the place of a PE teacher is in the classroom. Alice believes she is no longer a “*practical practitioner*” and this has impacted extra-curricular team performance, which is important to her.

III. The impact of the NCPE

Alice acknowledges that the introduction of the NCPE has resulted in greater “*uniformity*” which is important, so all children experience a range of activities. Alice believes that there is now more breadth in the school’s PE curriculum compared to when she first started teaching and that the NCPE has had a positive impact on this and this is important for children. However, Alice is slightly cynical as to whether the NCPE requirements are being adhered to in all

schools and believes that there are still departments that do not adhere to the guidelines. Alice believes that her department has always had a structured PE curriculum and already offered a broad curriculum encompassing the requirements of the first NCPE. For Alice, the NCPE appears to have done very little in terms of providing structure and breadth as she believes that as a department, they were already meeting the obligations of the NCPE. Nonetheless, she emphasises, anything that has needed to be done, as a department they have “*embraced*” and “*incorporated*”.

Alice believes the introduction of the NCPE led to an increase in paperwork, which has increased “*accountability*”. Alice is critical of this increase in administrative tasks following the introduction of the NCPE as this distracts from her being a “practical practitioner”. She also associates this increased accountability within assessment, commenting on the need to grade children in each activity to demonstrate their level of working. On the other hand, Alice believes that she has improved her delivery style as she believes PE was “*very regimented*” and “*teacher-led*” previously. Although Alice is very positive about her experiences at PE College, she believes that she has changed the way she teaches from when she first began to now encompass more student-centred learning. Alice believes that this has “*invigorated*” her teaching and it is clear to see that Alice is proud of the changes she has made since she first started teaching, believing in the importance of letting the children get involved and letting them discover and learn from their mistakes.

Alice has mixed feelings regarding the flexibility and direction of PE within the latest NCPE (2014). Alice has seen a lot of changes during her career and while she is wholly positive about the impact the NCPE has had on her teaching practice and the impact this has had for her students, since the latest changes, she believes everybody is now in “*limbo*” and that “*more*

direction’ is needed. Alice believes that more direction is needed at government or county level to ensure there is clarity and ensure that the necessary adjustments can be made when the new policy is introduced. The sense that Alice has had enough of change can be seen in her narrative.

4.6 Cross Comparison of Stories

The previous section presented the individual stories of each of the five participants’ careers in physical education and an individual analysis of each story. In this section, I take the narratives of the five participants and attempt to undertake a cross comparison of the common themes that emerged from these career narratives. From the previous section of my thesis, it is evident that each of the participants is unique and distinct in their approach to teaching and towards implementing policy; however, there are also noticeable similarities between them.

One of the key threads in all these narratives is a **commitment to their students’ interests**. Their stories tell of their desire and commitment to prioritising their students and students’ wellbeing/learning. To ensure that their pupils gain the essential skills and experiences required to make progress, there have been espoused alterations to the **method and mode of delivery** of their lessons, to ensure that they incorporated aspects of curriculum change for example key processes are mentioned in the narratives. All the participants speak of adapting their method and mode of delivery during their career and developing teaching styles that are very different from those that were taught as part of their teacher training. They all define their teaching style at the beginning of their career as didactic and regimented. They claim to have transformed their teaching to a productive, more student-centred approach, i.e. placing more ownership on the pupils to lead and relinquishing decision-making responsibility to the pupils. This perhaps suggests that aspects of policy that they view as progressive are embraced (students and their

learning must come first, or at least, must not be endangered) whilst administrative/bureaucratic changes are ignored, resisted or may just be paid lip-service.

The need for **guidance and support** to interpret the requirements of policies is a consistent theme in the narratives. As central government takes a step back and places greater autonomy on individual schools, the teachers ask for more support to aid transition to these new policies. This finding highlights the effect of policy change on those who are on the receiving end and expected to be implementers of such changes within the classroom. It is evident that ‘support and guidance’ continues to be expected by many who want clear direction from above to ensure that the expectations of policy are met in the classroom. This emerges in contradiction to the espoused belief that teachers want to have more autonomy.

Facilities, teacher interest/experience/expertise and equipment are indicated as some of the key facilitators of policy enactment, determining what can be taught in individual schools. While a key enabler in terms of which curriculum activities are offered, is seen as the individual interests and expertise of individual teachers in a school, the availability of facilities is seen as a central influence when making informed choices regarding activities and this can precede curriculum stipulations. Increased indoor facilities and funding available for equipment throughout these teachers’ careers has enabled a greater range of activities to be taught. Policy that stipulates certain activity teaching areas, without consideration as to whether this is achievable for individual institutions, is therefore problematic.

An area of contention throughout all of the narratives is the debate between the **practical nature of PE** and the increase in **examinable/theoretical PE**. For each of the physical education teachers, practical movement and ‘doing’ is imperative to the subject. Conversely,

the teachers (apart from Martin who did not believe PE teachers should be in the classroom and that the heart of PE was the physical, and that there should be no distraction from this) refer to the introduction of, and increase in, examinable/theoretical PE as increasing the **reputation of the subject**. The sense that somehow their subject is less valued and has lower status than other subjects is reflected in these narratives. This explains their at times conflicting attitudes towards the introduction of examinable/theoretical PE in aiding the reputation of the subject on the one hand but detracting from physical activities on the other. There is a concern that too much emphasis is placed on the theoretical component, resulting in the loss of the physical aspect of the subject, so central to the subject's identity; from the teachers' perspective, it is the practical learning that should be foregrounded, underpinned by theory.

The reputation of PE is clearly of great concern, given how often it is referred to in these narratives. Disappointment is expressed that other colleagues and senior staff do not value PE as much as the teachers in this research. It is also evident that **schools use PE to meet their own agenda**. In this regard, teachers refer to the way in which PE is used as a marketing tool, 'a brochure subject', or, for schools under pressure to improve grades, using PE to enhance exam results. At the same time, **PE can be marginalised** when there is pressure on the school to improve exam results in more 'academic subjects' (STEM subjects). These unintended consequences of policy are visible in each of these narratives. In addition, the increasing pressure to improve results in certain subjects means that a school may be unable to prioritise a subject that does not impact upon key government targets for schools. This has meant a loss of status for PE when compared to other subjects. The teachers with the exception of Jane report the loss of practical time, cuts to the number of PE teachers in departments, larger class sizes and express dismay that funding is being spent on coaches to teach PE. Jane did not report

a reduction in time for PE and upheld the belief that PE in her school is and always has been held in 'high esteem'

What is common to all the narratives is the sense that the **pressure to implement wave after wave of policy changes** generates hidden "costs". Comments from the teachers suggest that teachers are not just implementers of policy; teachers in this research cannot easily shift their practices (and the accompanying pedagogical values) according to the latest policy, illustrating instead how practice is embodied and how their teacher identity, their idea of being a professional, their values, are inextricably involved when engaging with (or resisting) policy. In this sense, the degree of cynicism, weariness and loss of commitment expressed, along with talk of looking forward to retiring and leaving the profession may be teachers' response to waves of policy which although introduced to 'improve things' for students, ignore both the role of the teachers in implementing these policies and the enactment context.

The common themes highlighted in this section provide the foundation for the following discussion chapter, which analyses the teachers' stories against the body of existing literature on policy enactment alongside Lawson's theory of occupational socialization.

Chapter 5 - Discussion

This thesis set out to address the following two research questions:

- How do the PE teachers narrate their interpretation and delivery of physical education in relation to policy and policy changes?
- What factors are offered (and can be deduced) as influencing the PE teachers' interpretation and delivery of physical education?

The overarching aim was to understand how teachers narrated the impact of national level policy changes on the professional practice of physical education teachers, and thereby to understand what elements were influential in the process. In the process of data analysis, the occupational socialization model (Lawson, 1983 a, b) emerged as a useful framework to illuminate the similarities and differences in teachers' accounts and to capture the complex relationship between practice and policy. I have used the second and third phases of Lawson's theory of occupational socialization - professional and organizational socialization - to make sense of the narratives and understand the factors that influence teachers to enact, ignore or contest policy within the workplace.

This study illustrates some of the ways in which organisational context and beliefs about PE can be significant influencing factors in terms of policy implementation and delivery choices that teachers make in the classroom. While early (childhood/youth) learning experiences of PE teachers may influence their beliefs about the nature and purpose of PE (Lortie, 1975) the narratives in this study illustrate how teachers' agency – regarding their choices and practices around teaching - is informed by beliefs drawn from training and teaching practice and works in tandem with the affordances of the organisational content. In keeping with previous research (Phipps and Borg, 2009), the analysis of these narratives suggests that teachers are highly resistant to change if policy changes are not in tune with their existing beliefs. Also echoing

findings by Phipps and Borg (2009), the findings of this study demonstrate that when teachers exhibit agency, revealing how they are active developers of their practice, this agency can either be inhibited or empowered by the cultural, material and social structures of the school (Priestly (2010). This idea of agency highlights how ‘actors always act by means of their environment rather than simply in an environment’ (Biesta and Tedder, 2007, p. 137). It was previously assumed that teachers were more passively socialized into their role (Richards et al., 2014), that is, the role of their organisation’s environment was largely ignored or underplayed. However, as can be seen in this study, teachers do have and exercise agency, arising from their organisational contexts and the particular affordances of their schools, which they use to navigate the socialisation process (Richards et al., 2014). Thus, each teacher’s sense of agency, overt or covert (Zeichner and Gore, 1990) shaped their practice as PE teachers. The findings reflect how the salience of the role of organisational socialisation results from ‘the interplay of individual efforts, available resources and contextual and structural 'factors' as they come together in particular and, in a sense, always unique situations’ (Biesta and Tedder, 2007, p.137).

This coming together of several variables can also account for why teachers in this study have demonstrated varying levels of ownership of their pedagogical practice in response to policy. Each of the participants in this study experienced different socialisation influences. For example, all of the participants in this study undertook their PE teacher education (PETE) at a different establishment and at different times (although all pre-NCPE) and each participant worked in a different institution, each of which had a marked divergence in attainment levels, size, location, school organisation and structure. Variations in these key areas are significant to the differences exhibited between participants in their role as PE teachers.

Drawing on the details from the previous chapter, this chapter outlines the main findings by locating them alongside the policies, existing research literature, and in relation to the occupational socialization theory (Lawson, 1983 a, b). I discuss these findings under the headings of how **teacher beliefs** operate in the context of schools; the **culture of support** (or not) for PE in the school; the issues that **examinable PE** has given rise to, within the school; and the **physical environment** of the school in relation to both the policies and the participants' experiences of PETE. These four themes distil the salient findings in a way that cuts across the diversity of the teacher narratives and leads to a consideration of the main contribution of this study (in the following chapter).

5.1 Teachers' Beliefs and Policy and Practice in the Context of the Organisation

Simmons and MacLean, (2018) reported being 'refreshed' by the values and beliefs that underpinned teachers' understanding of their job, along with their professionalism, dedication and desire to work hard for the benefit of their pupils. Their research highlighted the oft-stated desire of teachers to place the 'pupils' best interests at heart, and this key concern was consistently repeated in this study too. Without exception, a key thread in all the narratives was the teacher's espoused commitment to their students. In this regard, Jewett et al. (1995) note that key to change in teacher practice is the belief that the changes made will benefit their pupils. Templin and Richards (2014, p. 442) similarly identify that educational policy must actually mean something and promote a 'physically educated citizenry – political capital'. In other words, when teachers can see that a policy constitutes a positive change that extends or matches their own deeply held beliefs about the role of PE, and they see it as a progressive change for their subject's status, such policy is more likely to be enacted. This is a powerful idea in relation to curriculum enablement as it demonstrates that within the socialisation process, teachers will tend to 'pick up' or 'strengthen' changes that echo deeply held beliefs

about the importance of the subject of physical education. This combination of elements may underlie the simple statement that they place the students at the centre of what they do, which then impacts on whether a policy is enacted.

The teachers' commitment to their students could also be seen in the changes they have made to their pedagogical practice throughout their careers. The teachers noted the mode and method of delivery exhibited when they first started teaching were methods learnt and taught during their training years – their socialization into their profession. This identifies the professional socialization phase as being somewhat important in the development of teaching practices, especially early in a teacher's career. However, for the most part, teachers could identify gains for their students and their subject when proposed policy changes resonated with their beliefs about what PE could/should do. They expressed the importance of ensuring pupils gained the essential skills and experiences required to make progress. This required the teachers to make adaptations to their received methods and modes of delivery. In this research, changes to their mode of delivery and the integration of a wider range of activities than the ones they were taught during PETE were seen as a positive development; particularly where these alternative activities were viewed as being more inclusive and progressive. Through the utilisation of such altered, productive teaching practices, teachers claimed they delivered new/different elements of the NCPE policy, for example in Alice's, Jane's, Rebecca's and Sue's narratives.

All participants spoke of adapting their methods and modes of delivery during their career and teaching in a very different way to the methods they used at the start of their career. Changes were made to incorporate aspects of curriculum change instigated by policy changes. For example the integration of key processes are mentioned in the narratives, in particularly evaluating and improving from the 2007 NCPE (QCA, 2007) and reference is also made to the

development of pupils' responsibility and promoting independent learning through making decisions, experimenting and problem solving, also from the 2007 NCPE (ibid). Depending on a person's subjective warrant, the professional socialization phase of OST is seen to be relatively weak and particularly so in relation to the other phases of OST (Blankenship and Coleman, 2009; Curtner-Smith, 1999; Lawson, 1986; Stran and Curtner-Smith, 2009). This is due to what has negatively been coined as the 'washout effect' (Zeichner and Tabachnik, 1981) where there is an abandonment of the lessons learned during PETE in order to maintain the status quo in the school environment/culture. However, in this study the 'washout' of what has been learnt during PETE was not seen to be negative and demonstrated a willingness or desire for a more improved, progressive pedagogy. The reported practice in the later stages of teachers' careers placed more ownership on the pupils to lead and relinquished decision-making responsibility to meet pupils' needs. This perhaps suggests that aspects of policy that appeared to chime with strongly held beliefs were embraced (students and their learning must come first, or at least, must not be endangered) whilst administrative/bureaucratic changes were ignored, resisted or just paid lip-service.

While research suggests that teachers will respond more favourably to ideas that are in tune with their existing beliefs, they will also resist changes in policy (Ball et al., 2011) which was the case in Martin's narrative. This can mean that the desired intentions of the policy, in this case, the NCPE will not take place as envisaged by policy makers (Pennington, 1996). Martin strongly and openly resisted the policies that he was required to engage with. When questioned, Martin indicated he had '*real problems with the whole thing [the NCPE] from day one*'. Martin's resistance was identified in part from his professional socialization as he suggested that his tutors during his PETE would not have been in favour of the introduction of the NCPE. The NCPE in this case, signalled an unfavourable shift 'downwards' from previous practice.

Martin's narrative suggests this is linked to a pride in PE standing out and not being diluted to look like other subjects.

This supports the interpretive approach to this model, which argues that the individual teacher has considerable agency to turn themselves into the kind of educator the situation demands and can determine what beliefs and behaviours would be acquired and which ignored (Zeichner and Gore, 1990). As such, this study's findings are in contrast to the research of Stroot and Ko (2006) who argued that teachers revert to the way they were taught at school, but chime with the findings of Richards et al. (2014) in that the organisational socialization phase has been found to be more influential in shaping the evolving development of the teaching practice of PE teachers.

Fuller (1969) suggests that as teachers become more experienced, they become more concerned with the impact of their teaching on the pupils' learning, making them more inclined to adopting different methods of teaching. The teachers claimed to have continued to work in response to organisational conditions and developed their teaching practice accordingly. Supporting the proposition of Knight, (2002b) and Shulman, (1986), one can see in the teachers' stories that practices can change as a result of learning experiences acquired during the organizational socialization phase. The narratives from this research support the notion that most teachers do not end or slow down their learning journey after PETE, the journey continues throughout their careers and the workplace is paramount in continuing their development, with teachers exposed to general education courses taken both outside of and within the department. For example, in Alice's narrative, an external course she attended later in her career was perceived to have "*reinvigorated*" her teaching practice. Post-training, in-service learning, continuously shapes what teachers do in the classroom, and develops pedagogic content

knowledge in response to broad policy and more narrow organisational developments, this continues to influence the teacher's knowledge and performance as physical educators (Richards et al., 2014).

The findings from this study are in opposition to findings presented by Macfadyen and Campbell (2005) and the APPG (2015), which suggested that reproductive teaching styles were still the dominant method of delivery in PE. These studies also suggested that student-centred learning (productive methods) were not widespread; and that the teacher was still considered to be 'firmly 'in charge' whilst activity is still teacher-led with children in a supine role, waiting to be told what to do' (APPG, 2016, p. 20). Although this research does not provide evidence and does not identify the detail and frequency with which classes were student-centred, it suggests that by and large, there was a strong belief that teachers must be willing to develop their delivery style for the benefit of the pupils and that they acknowledge the need to deliver PE using a productive as opposed to a reproductive approach.

5.2 The Role of Organisational Support Structures in Supporting Changes to Teaching Practice

Organizational socialization is the socialization that occurs within the workplace which is long-lasting as it spans the years from the beginning of the educational experiences to the end of the career (Schempp and Graber, 1992). This element of socialization is seen as unique to each individual and ongoing, and such in-service learning experiences continue to shape pedagogic knowledge and performance throughout a teacher's career (Richards et al. 2014; Shulman 1986). Supporting the findings of Richards et al. (2014) the workplace for each of the participants in this study was unique to them and was identified as having a powerful impact on the practice, pedagogical decisions and policy enactment. The work environment/culture is

thus also key to the variations noted in the narratives. From the narratives the different experiences, circumstances and conditions each teacher had encountered could be seen to have a direct impact on the teachers' narratives around policy enactments. For example, the different types of schools the participants taught in, this varied between from large inner-city secondary schools (Alice), to considerably smaller rural secondary schools (Rebecca) with variations in Ofsted judgements and attainment levels. There were also variations in the levels of support participants received from the senior leaders within the school determined the wider culture of the organisation and shaped teacher responses to the policy changes for example in Jane and Alice's narratives. Such variations are also spread out over time, causing continual changes in teachers' socialization, as workplace conditions for each participant also changes throughout their careers.

The workplace is identified as a place where multiple policies often meet and policy discourses collide (Ball et al., 2012). These multi-layered, sometimes competing, policies and discourses are seen to limit the successful implementation of specific policy changes/reforms introduced within such an environment. Thus, PE teachers have been argued to have been working within a complex political terrain, almost 'paralyzed by policy' (Petrie and Hunter (2011, p. 332) during their careers. On the other hand, Heineke et al. (2015, p. 2) observe that, 'teachers are not passive policy targets', but are active policy actors in this complex and often contradictory space. At the same time, the findings of this study demonstrate that teachers are far from homogenous and that their relationship with policy is nuanced. Whilst sometimes the teachers are receivers of policy, they also support, create, resist and invest within the policy process (Martin vs Jane). Within this study, the teachers' engagement with policy can be seen to be on a continuum, with participants demonstrating varying levels of agency in choosing, interpreting and enacting or not enacting policy.

Jane, who appeared to support and enact the NCPE policy to the greatest extent, operated in a school culture/environment that placed great value on PE and supported teachers' actions within this setting. Van Maanen and Schein, (1979) might consider Jane to be a content innovator who tried to find new knowledge and actions to perform her role more effectively. The use of working groups within Jane's school provided support and guidance that allowed teachers like Jane to engage with and enact new curriculum initiatives. Whereas, Alice was left without such supportive structures and thus suggested that more explicit guidance was required from the "county" authorities. During a teacher's career, behaviours and roles are acquired (organisational socialisation) that are considered important to their workplace (Adamakis and Zounia, 2016; Tinning, 1988; Van Mannen and Schein, 1979). Garet et al. (2001) argue that professional development in schools whereby teachers are more hands-on are most engaged in professional development experiences, placing them at the centre of active learning. Furthermore, Gray's (2012) findings suggest that shared internal discussions/conversations and collegiality were key factors of policy enablement, (this local level approach to teacher CPD was identified as favoured). This demonstrates that schools are primary socialization agents, as they induct new members into the school's culture and signal the level and constraints on teacher agency and learning available to them (Templin and Schemp, 1989). Furthermore, teachers then add to, and form a collective culture that aids certain desired actions and behaviours (Feiman-Nemser and Floden, 1986). Thus, workplace environments with a clear sense of what is desired and supported, can aid pedagogical practice and help to cement the value/place of PE within a school. In this kind of supportive culture, the teacher is drawn in, and becomes invested and committed (Hemphill et al., 2012), as narrated by Jane and Sue. In contrast, unclear and unsupportive work environments can hinder and negatively impact upon teacher agency and engagement with policy. For example, the environments Alice and Rebecca

worked in were identified as being less supportive towards PE, due to the two schools being under pressure to make quick and significant improvements to examination results in other subjects. Alice believed PE was not seen as “high profile” as other subjects and as the “easy option”. In Martin’s case, the deep and fundamental disconnect between Martin’s beliefs about PE, its place and its teaching and assessment could not be overcome by the organisational arrangements and socialisation.

5.3 The Misuses of PE Within a School as a Factor of Organisational Socialization

The narratives presented in the previous chapter illustrate the varied discourses around the nature and purpose of PE as a school subject and how these discourses have changed throughout the teachers’ careers. Schools are an important socializing space however, as introduced in the previous sub-section, organisational socialization varies between schools and teachers, as the workplace influences people in different ways (Lawson, 1983). The narratives demonstrate such variations, for example, in support from colleagues, the school’s agenda for PE and marginalisation. This research supports findings by Richards et al. (2014) which identified that many school contexts frequently were unable to provide nurturing environments for the development of effective teaching in PE. Research by Woods et al. (2017) identified that teachers’ development may be influenced by a variety of factors and conditions across their careers, such as colleagues, professional development, pupils, resources, equipment and school culture.

Within this research, teachers’ concerns about the lack of status of PE and its outlier nature echo findings by Curtner-Smith, (2001) who proposed that PE is marginalised, and Sprake and Palmer (2018) who identified PE as a ‘marginal subject’. For some teachers in this research, the PE policy agenda had been subverted because of the wider educational agenda of rising up

the league tables, resulting in the devaluing of this policy. This was particularly evident in Rebecca's and Alice's schools. The use of PE as a marketing tool or to increase GCSE results or its marginalisation compared to STEM subjects is often attributed by the teachers in this research to poor leadership. This general attitude creates an unequal status among teachers (Richards et al., 2014) and results in the belief that some teachers (and subjects) are more important than others (Armour and Jones, 1998). Examples of contrasting perspectives which are in conflict to their own can be seen when teachers speak of the leadership of the school not being supportive or lacking understanding of the nature and purpose of PE. In addition, lack of respect from colleagues was also noted in the narratives which supports findings by Macdonald (1995) and Templin (1989) about how one's standing with colleagues can impact the status of the subject and therefore the delivery of the curriculum. This is particularly prudent when organizational socialization is argued to have an influential impact on the continued development of PE teachers' practices (Richards et al. 2014). The institution and its staff body appear to have a significant role in whether socialization encourages or discourages new beliefs/practices (Lawson, 1983).

The findings of this study are supported with the findings of a study carried out by the Youth Sport Trust (2018) that found a spiralling downward trend in the number of curriculum core PE minutes offered to young people in secondary schools in the last 5 years, with 38% of school teachers saying PE curriculum provision had declined. On average, it was found that pupils moving from Key Stage 3 to Key Stage 4 experienced a 21% drop in the amount of curriculum PE they receive a week. Two key reasons identified were 'core' subjects had been given additional time (38%) and 33% of teachers suggested exam pressures were a key reason behind the decline. The study argues that pressure to achieve in other core subjects is having a detrimental effect on the provision of high-quality PE opportunities for young people and

impacts on the ability to deliver policy. Many of the teachers in this study certainly had experienced such pressures. This has implications not only for the way in which PE is seen as an ‘academic’ subject, not only by the teachers but other staff members, parents and students. In addition, such marginalisation can have an observable impact on the way in which PE teachers view their selves and their work and their ongoing socialization within the organisation (Richards et al. 2014). All of this builds up resistance to policies that are seen to work in poor or in unintended ways.

Examinable PE was identified as a significant development in each of the participants’ narratives, supporting the findings of Reid (1996) who identified that examinable PE had become the ‘new orthodoxy’ of the subject. PE, once seen as purely a physical subject, is now formally examined through all stages in education (Capel, 2002). This research supports research by MacPhail (2007); Green (2005) and Thorburn (2007) concurring that examinable PE is central in the lives and careers of PE teachers. The findings of this research also supported research by MacPhail (2004) and Penney and Evans (2013) in acknowledging that the standing and academic status of physical education has likely been raised as a result of the development of examinable PE. However, whilst participants noted the positive rise in academic standing through examinable PE, there was a consensus across participants that the emergence and rapid growth of examinable PE has resulted in a number of significantly detrimental issues for both teachers and pupils. In research by Green (2008), participants identified issues with the practicalities of teaching examinable PE; the impact on both curricular PE and extra-curricular PE, and standards of attainment. Participants in this study were particularly concerned by the reduction and changing experience of practical PE, supporting the findings of Thorburn (2007) who identified there had been a decrease and downgrading of the experiences of practical activity. It was believed that the theory content

should underpin, and not overwhelm the practical nature of the subject. Further changes resulting in the reduction of the weighting of practical assessment has only compounded this concern further. The participants in this study all reiterated their beliefs regarding the practical nature of the subject, and the importance of such a quality for the identity of their subject.

Through their PETE courses, the participants had learnt the knowledge, skills, and dispositions deemed important for teaching PE (Richards et al., 2014). Their professional socialization phase thus emphasised and embedded the practical nature of the subject. This was instilled from their practical performance-based interview for their post, and evident throughout their PETE period. Such learning experiences seems to have shaped deeply held beliefs and theories about how and what to teach and therefore resistant to change (Phipps and Borg, 2009; Borg, 2003). It is not surprising that teachers will exhibit high levels of cognitive dissonance when presented with an alternative theory to their long-held beliefs (Ball et al., 2011; Nisbett and Ross, 1980). This means that teachers' beliefs may be experienced as compromised as a result of policy changes, which can be seen in the paradoxical situation of examinable PE. On one hand, the participants were proud of the increased academic status of PE but as a consequence of this 'new orthodoxy' (Reid, 1996), this has meant that there is conflict between the long-held beliefs regarding valuing the practical and physical nature of the subject.

5.4 Physical Environment of the School and its Impact on Socialisation

Blankenship and Coleman (2009) note how educational policies are best constructed with consideration given to the realities of life in school including the challenges and barriers that teachers face, which includes access to equipment and facilities. This suggests that the physical environment and resources are key material artefacts that impact on the organisational socialisation of teachers and thus on the enactment of policy changes. Richards et al. (2014)

acknowledge that the socialization process is ongoing and continues to shape teachers' experiences throughout their career. Research by Sparkes, (1991); Curtner-Smith (1999) and Penney and Evans (1999) specifically identified 'practical' obstacles impacting curriculum change and practice including the lack of available indoor facilities, poor facilities, or lack of equipment which varied between schools. Schempp and Graber (1992) identify how this "landscape of teaching" varies by school. This results in both practice and policy enactment varying according to the school context (Penney, 1999). In support of the findings of Penney (1999) the impact of 'the local' was found to be an important aspect of how the participants in this study perceived and were able to enact policy and implications to their practice. Such variations in institutional environments of the school accounts for some of the variations that exist in socializing experiences amongst the participants (Ziechner and Gore, 1990). It was evident from this study that there were variations in practice which were specific to the 'local'. A key thread in all the narratives identified that facilities impacted curriculum decisions, teacher's practice and thus the ability to enact policy. These findings support the work by Rovengno and Bandhauer (1997) who identified that PE teachers are confronted and constrained by barriers and conditions which are unfavourable for creating change. This could be for example, poor facilities and equipment. Furthermore, this is likely to further 'washout' practices learnt during PETE (Zeichner and Tabachnik, 1985).

However, it is acknowledged that where the cultural, material and social structures of the school are appropriate to policy, they can be a platform which empowers enactment of such policy (Priestly, 2010). This was identified in the narrative of Jane, whereby continuing professional development practices within the school provided opportunities for collaboration and reflective practice (Hastie et al., 2015). It was evident in this research that PE teachers fully acknowledged that their subject's unique quality was also related to the nature of their

‘classroom’ and how it differed from those mostly occupied by other teachers/subjects. Thus, compared to policy enactments in other subjects, PE relies heavily on the physical environment and material resources afforded by each school. This research therefore supports the findings of Blankenship and Coleman (2009) that educational policies are best constructed with consideration given to the realities of life in school including the challenges and barriers that teachers face, which includes taking account of access to equipment, facilities and continuation of professional development.

The findings of this study demonstrate that PE teachers are diverse and can be perceived to have their own agenda which are shaped by their organisation. Through PETE, recruits learn the knowledge and skills considered significant for teaching PE (Richards et al., 2014) and they also absorb lessons on what is valuable and to be valued about their subject, which shapes their beliefs about the subject. When teachers enter the workforce of a school, they begin their organizational socialization (Richards, 2015). Within this study, the teachers’ narratives identify the importance of personal experience and interests as being key to achieving policy expectations and teaching practice (Simmons and MacLean, 2018). The importance and impact of PETE on their practice was evident in their narrative as they discussed the types of activities they learnt during their PETE and the ways in which they were taught to teach. This was particularly evident in Alice’s narrative who had undertaken a significant amount of fitness as part of her PETE and thus this was key to her practice. Similarly, for Rebecca and Mark, a high emphasis on the practical within their PETE had guided their notion of the importance of the practical element being at the forefront of what PE was. In this research it became apparent that not all the teachers’ orientations from their PETE fitted with the school setting. There were elements where the participants in this research felt they did not fit in or that their subject was

misunderstood or misused. As suggested by Schempp and Graber (1992), teachers' knowledge and experiences acquired from their PETE program (alongside their subjective warrant), may be challenged within their school setting. In this regard teachers will either fit in or fight back against the organisational socialization offered in their school. Within this study there were elements whereby the participants questioned the socialization and fought back - examples from the narrative included disagreements in base line data, and examples whereby practice was adapted to fit, as in the teaching of examinable PE in the case of Alice. This can mean beliefs may be felt to be compromised as a result of the teaching context (Phipps and Borg, 2009).

This chapter has presented a synthesis of the key findings from this research, discussing the differences in the narratives and considering relevant literature alongside Lawson's occupational socialization theory. These findings suggest that workplace factors such as the physical and cultural environment of the school setting play a significant role in the actions and decisions of the participants in this research. The final chapter will position these findings to clarify how this research enquiry has added to existing knowledge and will suggest potential opportunities for further research in the field of PE policy enquiry.

Chapter 6: Conclusions

6.1 Introduction

To conclude this research, this chapter will provide a brief overview of the study. The findings will be outlined in response to the aims of the study and will also acknowledge this study's original contribution to the research area. Considerations of the limitations of the study are identified and future possibilities for research are highlighted.

6.2 Overview of the Research

The purpose of this research has been to explore and seek to further understand the changes if any, to the professional practice of physical education teachers as they accommodate policy changes. This qualitative, narrative based research of the espoused professional practice of five physical education teachers in five different schools has explored the complexities of the practice of teaching physical education and the enactment of policy and policy changes between the years 1980 and 2015.

The stories have provided holistic narratives of PE teachers' engagements with curriculum policy changes, revealing different orientations to particular policies, differing explanations of how or why enactment was or was not possible. The stories bring out the uniqueness of PE as a subject within schooling, and also the uniqueness of PE teaching within the teaching profession. By collecting the retrospective narratives of PE teachers in England from their pre-service training until 2015, this research provides a longitudinal perspective on policy enactment for different revisions of the NCPE. Drawing upon the seminal work of Lawson (1983 and 1983b) surrounding teacher socialisation, together the narratives and their analysis make an important and unique contribution to our understanding of policy enactment, its

relationship with professional practice in an organisational context, and to a growing body of research on PE teachers' lives and careers.

The results of this research are not meant to be generalisable or representative of all physical education teachers; rather, the aim has been to highlight elements from these individual careers and that together illustrate how policy may or may not be embraced and enacted over a career. The experiences of these teachers as they were narrated, form a detailed picture of the impact of occupational socialization, particularly organizational socialization (the impact of their workplace) as well as the importance of professional socialization (the influence of their PETE programmes). The stories highlight the complex interactions between a teacher, their professional training, their workplace and broader educational values and agendas.

6.3 Contributions from the Study

This study collected and examined narratives of the professional practice of PE teachers in relation to various policy changes throughout their careers. The original starting point for my research was to focus on policy and practice, and to understand whether/how practice may have changed in response to policy, with a specific focus on the introduction of and subsequent reforms to NCPE. In hindsight, the starting assumption that policy and teaching practice may have a straightforward relationship was simplistic. While one might expect the NCPE or other policy documents to provide a consensus of thought or practice, it became apparent, when conducting the interviews with the teachers, that there are many more variables that drove teachers' practice during their career.

The current emphasis on the role and benefits of Physical Education and School Sport generates demand for evidence about and insight into, ways of promoting physical education. This

research provides rich data involving contextualised examples of practice and the underpinning perceived reasons for pedagogical practice in physical education. It offers valuable insight into the actions of teachers and their rationale for them, which shapes their practice. Such findings are of value to practitioners in the field of PE and education both now and in the future and can aid teachers' reflections and improve the quality of their own practices. The study's findings could thus also be of interest to policy makers, providing a valuable insight into the practice and complexities faced by practitioners attempting to enact policy at the micro-level.

The teachers' stories about policy engagement and enactment reveal that they generally claimed to incorporate policy where possible, within their professional judgements of good practice, and where the specifics of their workplace allowed them to do so. However, resistance to policy was also demonstrated when policy does not accord with their fundamental values and beliefs about student interest. There are examples in the narratives of this, for instance from Mark, where his strongly held personal beliefs about what was important or valuable about the subject and practice of PE take precedence over policy directives. Others like Sue also claim that they tried to implement policy and found it satisfying where they could see improvement to student enjoyment or uptake of activities. The PE teachers did not present themselves as 'passive malleable puppets'. They came across as professionals with a degree of integrity about their work and careers, and that they have 'the capacity to contest, modify and refuse formal socialization mechanisms structured to achieve someone else's preferred outcomes' (Lawson, 2017, p. 210). However, as identified in the narratives, there are limits to such contestations too. There were occasions whereby practices were adapted to fit with 'formal mechanisms' within the institution of their school, for example when they adapted to the teaching of examinable PE. Thus, organisational structures did mediate the extent to which teachers can

act purely in accordance with their beliefs, and on these occasions, they felt their beliefs were compromised as a result of organisational pressures and agendas.

By using Lawson's model of occupational socialization as a framework to help understand and explain elements of teachers' narratives, this study has illuminated that professional socialization is important as a competency builder for PE teachers. Previous studies have outlined professional socialization to be the weakest of the three socialization agents (Curtner-Smith, 1997, 2001) due to the 'washout' effect that occurs during organizational socialization (Zeichner and Tabachnik, 1981). However, it was evident in these narratives that there was not a full washout of professional socialization during the participants' careers. The expertise and values gained during their teacher education days were recalled as important for their teaching practices, for instance the emphasis on intensity of activities for some teachers. It was also clear that not all 'washing out' was negative as teachers became active agents in the socialization process and were able to recall how they adopted innovative pedagogical actions that departed in progressive ways from their own training.

The influence of the workplace (organizational socialization) was identified as paramount to practice, especially as their training days receded from more urgent contemporary realities. The institutional specifics provide insight into how the teachers negotiate policy and how the institution influences the PE teachers' interpretation and delivery of physical education. The physical and cultural environment of the school strongly influenced how PE policies are received and implemented. Strong support from senior colleagues/colleagues; physical resources that support the development of new curriculum and pedagogy are factors that support policy implementation. The teachers in this study sometimes spoke of policy in a detached way, as though they were enacting a policy that had been 'thrown' at them from

above. While it is true that they had not been consulted, nor their own specific circumstances (their workplace) considered when policy was formed, it also seemed that teachers did not find this surprising or worthy of comment. Teachers were also not given support in how to address specific elements of the policy for example, how they would be able to undertake particular activities that they were not specialists in, or activities they did not have the facilities or equipment to be able to teach. The narratives of these teachers reveal that better practice or education cannot be presumed to result from policy that is implemented in this top-down manner. Teachers need to be persuaded, to 'buy into' a policy and to understand how it would work within the constraints of their schools and the broader educational agenda. This seems to be true even of teachers (such as Jane) who were willing to implement new policies as part of their professional duties.

In research literature, a partnership model of policy change has been posited as an alternative, which despite its drawbacks, provides teachers with the opportunity to be involved with greater autonomy/choice. Not only do teachers need to be involved in the implementation phases, teachers need to have far greater involvement and participation in also designing the 'cycles' of policy change. It is also clear from the literature that for some teachers, greater autonomy in interpreting policy is also not welcome. There are many occasions in the narratives where the teachers request guidance to help interpret policy that feels more open-ended, indicating uncertainty and a lack of 'ownership' of the policy and its goals/intentions. All of this indicates that there is no guaranteed way of formulating and rolling out policy that will be acceptable to all parties – policy makers, schools, teachers and students. It seems that one emergent idea from this conundrum is that teachers would be drawn to the idea of being supported in working out their relationship between their own highly valued beliefs (about PE curriculum or pedagogy) and policy.

Increasing support for teachers in building their own capacity to interpret policy in ways that are satisfying to them may be a better route to getting teacher buy-in. In this regard, this study supports the work of Lambert and Penney (2019) in identifying the role of PETE in being a key policy actor to aid the development of teachers' capacities to engage with and interpret policy. Some teachers' narratives in my study would support extending this to CPD provision in collegiate teams, as a way of making sense of the complex relationship between policy and practice. Professional socialization (through PETE and CPD programmes) could also further help teachers to understand the impact of the phases of socialization (acculturation) on their values and beliefs. Additionally, it can further equip teachers to deal with the realities of the workplace for example, the challenges they may face, such as marginalization/isolation or feelings of misuse of their subject, as this can impact their relationship with the policy.

6.4 Methodological Reflections

In Chapter 3, I outlined the importance, as an early career researcher, of reflecting on the methodological framework chosen for this thesis. I am perhaps more appreciative of the value of the narrative approach now, and I consider that stories have been the best fit to ground a complex policy-practice debate in a real-life context. My decision to focus on the period of research from the period of participant's PETE programmes through to 2015 was in order to maintain professional relationship boundaries and not to be intrusive to the senior colleagues who had agreed to be participants in this research. In hindsight, I believe that there may have been value in finding out more about the period of time prior to their PETE programme, their personal, contextual background (Goodson and Sikes, 2001) and material that allowed a closer examination of their subjective warrant (Lortie, 1975). This may have provided a deeper understanding of the participants and thus the foundations to their beliefs and its influences on practice and policy enactment. However, this was not something that I was prepared to engage

with, in the early days of the study. Additionally, it seems that a longitudinal study of actual practice (rather than just narrated data) could provide an additional depth to studies that examine policy enactment and the influence of occupational socialization over time. However, this was not be feasible for me as a solo, unfunded researcher doing a time-bound, part-time study.

Emerging from the data was a discernible lack of familiarity with or memory of the “detail” of national policy documentation among the research participants. This could be a feature of all retrospective data collection that relies on the recall abilities of participants. As there are few studies which rely on teachers’ memories from decades ago, I was unprepared for this lack of detail. However, it seemed that teachers did remember stand-out features (if not details) of each policy and were able to recall and discuss the impacts of these on their practices, the pupils and their schools. Their narratives were sharpest when they recalled dramatic changes such as funding cuts and the associated changes to practice, or when the status of their subject was under question or seen as being mis-understood and mis-used by their school. Looking back, it may have been ideal to cue teachers with more minute details about each policy when I interviewed them, to refresh memories.

In hindsight, further data could have also been sought to understand what the teachers would want to see in the future in relation to policy and practice. This would have added further criticality to the narratives from the teachers and helped round up the cycle of questions, from the past and into the future.

6.5 Personal Reflections

The motivation to conduct this study originated in my observations as a PE teacher and an interest in understanding the impact of policy on teachers' practice in PE. As I came to the end of my study, research released by Sport England (2018) identified that significant numbers of young people still have negative perceptions of PE. In addition, the YST (2018) painted a deplorably negative view of PE in secondary schools by PE teachers on a larger scale, confirming many of the experiences and concerns witnessed and voiced by the teachers in this study. The implicit and explicit negativity witnessed by teachers in my research towards themselves and the subject of PE is both disappointing and concerning. The essence (practical nature) of PE seems to be the root cause of the problem and it appears to be difficult to break the cycle of low status. This is particularly disappointing when PE is the only NC subject centred on physical activity (Harris, 2019) and when physical activity is recognised to reduce depression, lift mood and improve self-esteem (Department of Health, 2011), at a time when too many young people are deemed to be inactive, obese and mental health issues are increasing (YST, 2018).

It is testament to the resilience of teachers within this research that the teachers even when disillusioned by the indifference from colleagues and senior colleagues in the school they remained committed to doing what they believed was right. Self-promotion is perhaps the future of PE with PE professionals playing a more active role in defining the role they wish to take. Hargreaves, (1982, p. 9) recommended that: 'if PE is to improve its status as a school subject, PE teachers will have to be prepared to fight for it'. However, I do not believe that any teacher should be placed in a situation in which they have to battle to gain respect for their subject to be afforded equal status with other NC subjects (Maguire et al., 2019; Baker, 2007; Thaler and Sunstein, 2009). As the teachers' careers come to an end, the cumulative strain

placed upon them by these issues is evident. This research highlights the desire of PE teachers for PE to become more widely valued and promoted in the curriculum. The prejudice towards certain subjects and the lack of understanding about the importance and benefits of PE, need to be addressed to ensure all teachers are working in a supportive and inclusive environment.

In carrying out and reflecting upon this research, I have wrestled with the tensions caused by my sometimes-conflicting positions towards the narratives I received from the teachers. I am proud to be a PE teacher, proud of the profession and the subject, and did not want to portray PE teachers or PE itself in a way that could be construed as negative, for example, by suggesting that teachers may be careless about policy. However, the teachers' stories needed to be communicated in a way that is in line with the participants' meanings and intentions. The narratives suggest that most of the participants were actually thoughtful and considered about most aspects of policy. They all had moments when aspects of policy change were recalled as being 'crazy' or 'ridiculous'. However, they are not damning of all changes. Their meanings and interpretations of the crazy/ridiculous revealed their rationale and even importance of maintaining a critical relationship with policy, particularly when it did not feel compatible with highly valued beliefs about the purpose and value of the subject. In paying attention to this, I also learnt that maintaining one's professionalism and judgement will mean that not all policy initiatives need to be embraced, and that a critical relationship with institutions and authorities is part of this. As an early career researcher, I have learnt much from the narratives and values expressed by experienced professionals.

6.6 Future Directions for Research

By conducting research retrospectively with experienced teachers, the narratives generated about their practice, career and subject are highly reflective. That is, they have a unique ability

to be able to stand back, look and compare various aspects of policy change over a canvas stretching across decades. This kind of knowledge can only be generated by teachers at the threshold of retirement, who may feel less beholden to institutions and authorities. This research suggests that there is a lot to be learnt from teachers in this stage of their careers. In this regard, the PE research community could develop a strand of research that is centred on the value of experienced teachers, using their position to conduct 'exit interviews' that may provide us with honest, 'truthful' and useful accounts which can have implications for a different understanding of teaching practice and teachers' values. Such inter-generational learning could be of value to policy makers who could learn from the past. For instance, in many cases, the 'crazy' or 'ridiculous' verdicts were passed on policy initiatives that seemed to undo or disregard the benefits or learned experience arising from policies that they had lived through under other regimes.

Future research could look more specifically at the role of organizational socialization on the teachers' enactment of policy as this has been found to be a significant finding within the research. Teacher socialization is integral for the PE profession as this work has implications for the ways in which PE teachers perform their work and help promote student learning in the complex social contexts of schools (Richards et al. 2013). Furthermore, another option could be to study actual rather than espoused values, i.e. the practice itself rather than narratives of practice.

There has been much change in education since I embarked on this research. Most pertinently, the publication of the White Paper (DfE, 2010) led to a proliferation of academy schools. The schools the teachers in my research taught at have either recently been converted or were due to be converted to academies. While the NC provided an entitlement to all children to be taught

a range of subjects, academy schools are under no obligation to follow the NC. Sharp increases in the numbers of academy schools leaves us with questions about the precise role and purpose of the NC and NCPE. Future research could focus on mapping the impact that academisation is having on the range of curriculum being offered, and the policy enactment and pedagogical practice when there is no NC to follow. Opportunities also exist to undertake research to further examine and understand the relevance and place of PE in an Academy school. For example, what provision is given to PE in the curriculum? Is status still an issue? What issues do PE teachers narrate about their experiences of teaching PE in an Academy? Evans and Davies (2014) have signalled why it might be useful to undertake this kind of research on new forms of curriculum and pedagogy:

Who will define access to what curriculum, pedagogy and evaluation? What evaluation, recognition and distribution rules will feature and be privileged in privatised PE?
(Evans and Davies, 2014, p. 880)

6.7 Final Thoughts

The questions posed suggest that an uncertain period lies ahead for PE. Evans and Davies (2014) further suggest that those subjects not privileged with ‘core’ status are vulnerable. This vulnerability is further acknowledged by Sprake and Palmer (2019) identifying that PE is overlooked due to the perceived lack of academic value and was apparent within the teachers’ stories as they reflected on the future of PE. Penney and Chandler (2010, p. 85) ‘regard substantial change within the subject as a matter of necessity if it is to have educational worth in the 21st century’. Harris (2019) presents a case for PE becoming a core subject, outlining the uniqueness of the subject as the only subject within the NC whose primary focus is on the body. Believing that core status will alleviate the marginalisation that has been a consequence

of being termed a foundation subject. Sprake and Palmer (2019) argue the opportunities are available but that ‘physical education must be ready to grasp them’ by embracing ‘the broader forms of literacy as a means to evidence the educational value of physical education’ (p.40).

To conclude, PE policy and practice remains an important research area to ensure that young people are receiving high quality PE and that the desired intentions for PE in the curriculum are not lost. The teachers are the cornerstones of education and central to the achievement of their pupils. Policy is ineffective without the teacher’s support and acknowledging the conditions in which the teachers work is imperative, since no school will improve without the commitment of the teachers. I hope that these findings will encourage: policy makers to involve teachers in a meaningful way in the policy cycle; consideration of how teacher education can help build teacher autonomy to best adapt policy to their own conditions; longitudinal research on older teachers and their knowledge of navigating policies and institutions; and above all, will encourage schools to rethink how they conceive of PE and the treatment of PE teachers.

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Appendix 1 - Requirements of the NCPE 1992-2014

	Government and Prime Minister	KS1	KS2	KS3	KS4
1992 (DES/WO, 1991)	Conservative John Major	Five areas of activity: athletic, dance, games, gymnastics, outdoor and adventurous activities (OAA). Swimming to be taught at the schools' discretion (KS1 or KS2).	Six areas of activity: athletic, dance, games, gymnastic activities, OAA and swimming/water safety, if not covered in KS1. The attainment for key stage 2 requires that all pupils be able to swim at least 25 metres by age 11.	Minimum of four areas of activity: games compulsory, plus three of the following - athletic, dance, gymnastic and OAA. Swimming if taught, would be taught under the remit of athletic activities, games or OAA.	At least two activities, from the same area of activity or two different areas of activity. Swimming if taught, would be taught under the remit of athletic activities, games or OAA.
1995 (DFE/WO, 1995)	Conservative John Major	Three activity areas: dance, games and gymnastic activities. Swimming to be taught at the schools' discretion (KS1 or KS2).	Six areas of activity in total. During each year of KS2, pupils should be taught dance, gymnastic and games activities. Swimming/ water safety (if not taught at KS1), athletic, OAA should also be taught during KS2.	Two activity areas: games compulsory, plus one other from athletic, dance, gymnastics, OAA and swimming and water safety in addition to two additional half activity areas (Unit A or Unit B), one of which must be Dance or Gymnastics. It is compulsory for games activities to be taught in each year of KS3.	Two activity areas: games compulsory and one of the following activities can be chosen: athletic, dance, gymnastics activities, outdoor and adventurous, swimming and water safety.

<p>2000 (DfEE/QCA, 1999)</p>	<p>Labour Tony Blair</p>	<p>Three activity areas: dance, games and gymnastic activities.</p> <p>Swimming to be taught at the schools' discretion (KS1 or KS2).</p>	<p>Five activity areas: dance, games and gymnastics activities are compulsory plus two of the following activities: athletic activities, OAA, if not taught at KS1, swimming and water safety must be chosen.</p>	<p>Four activity areas: games compulsory, plus three of the following activities (one must be dance or gymnastics): athletic, dance, gymnastic, outdoor and adventurous activities and swimming and water safety.</p>	<p>Any two activity areas.</p>
<p>2007 (QCA, 2007)</p>	<p>Labour Tony Blair</p>	<p>Three activity areas: dance, games and gymnastic activities.</p> <p>Swimming to be taught at the schools' discretion (KS1 or KS2).</p>	<p>Five activity areas: dance, games and gymnastics activities are compulsory plus two of the following activities: athletic activities, OAA, if not taught at KS1, swimming and water safety must be chosen.</p>	<p>Activities that cover at least four of the following: Outwitting opponents, as in games activities; Accurate replication of actions, phrases and sequences, as in gymnastic activities; Exploring and communicating ideas, concepts and emotions, as in dance activities; Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities; Identifying and solving problems to overcome challenges of an adventurous nature, as in lifesaving and personal survival in</p>	<p>Activities that cover at least two of the following: Outwitting opponents, as in games activities; Accurate replication of actions, phrases and sequences, as in gymnastic activities; Exploring and communicating ideas, concepts and emotions, as in dance activities; Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities; Identifying and solving problems to overcome</p>

				swimming and outdoor activities; Exercising safely and effectively to improve health and wellbeing , as in fitness and health activities	challenges of an adventurous nature , as in lifesaving and personal survival in swimming and outdoor activities; Exercising safely and effectively to improve health and wellbeing , as in fitness and health activities
2014 (DFE, 2013b, c)	Conservative/Liberal Democrats David Cameron	Taught basic movements and apply these to a range of activities, participate in team games and perform dances using simple movement patterns.	Taught to use basic movements in isolation and combination, play competitive games, develop flexibility, strength, technique, control and balance, perform dances, take part in outdoor and adventurous activities and compare their performances with previous to improve and achieve their personal best. Schools must provide swimming instruction either in KS1 or KS2 with pupils being taught to swim competently over a	Taught to use tactics and strategies to overcome opponents through team and individual games, develop their technique and performance in other competitive sports, perform dances, take part in outdoor and adventurous activities, analyse their performances and compare to previous ones, take part in competitive sports and activities outside school	Taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games, develop their technique and performance in other competitive sports, take part in outdoor and adventurous activities, evaluate their performances compare to previous ones and demonstrate improvement and continue to take part in competitive sports and activities outside school.

			distance of at least 25m, use a range of strokes effectively and perform self-rescue in different water-based situations.		
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Appendix 2 – First Interview Schedule

Intro: As we spoke about via email / phone, I am interested in knowing more about your career, your teaching practice, policy, the NCPE throughout your career. The plan is to conduct 2 interviews, 1 today and then 1 post after the introduction of the new NCPE reform.

Aim: Create a narrative from your interviews to tell your personal career story, there will be some comparisons made to my other participants, but your story will be developed unique to your career and not generalised.

Ethics: Ammonised, confidentiality issues, right to view transcripts, used for doctorate and any further publications. Signed consent forms and project information collected – 2 copies (1 for participant, 1 for me)

Introduction (Career Journey)

- Where and when qualified?
- What was it like?
- How long have you been teaching?
- Roles?
- Experience?
- Schools (type)? Notable differences?

View of PE

- Differences throughout your career pre and post NCPE
- Different periods of time how it was viewed by colleagues, senior management

When you first started teaching

- What was PE like?
- Context of PE?
- The way PE was viewed?
- Context of school

What is your understanding of how the NCPE has changed over the years?

- Significant features?
- Activities?
- Breadth / depth?
- Assessment

Key changes to your career or practice specific to:

Introduction of PE Curriculum (1992)

- How was this information passed on to you?
- What did this mean for PE? (changes, the way it is viewed, the way it was taught, what activities were taught)
- Did you make any changes or notice any changes to practice?
- Any significant events or changes?
- Context of school

Repeat for each of:

Reform 1995

Reform 1999

Reform 2007

Can you think of anything introduced by yourself or within your department that has changed practice? *Key, critical or meaningful events specific to the participant*

- When were these changes brought about?
- Why were these changes brought about?
- How were these changes brought about?
- Impact of these changes?
- Objective of making these changes?
- Context of school

When changes were made by yourself, what influenced your decision to make these changes?

We are at a transition period with the new 2014 curriculum being introduced. Do you know or have you discussed any changes to be made within PE?

Thank participant – will be in touch to arrange next interview

Appendix 3 – Second Interview Schedule - Jane

Generic to all participants

Beginning

Recap Ethics – ammonised, confidential, view transcripts if you want to, used for doctorate and any further publications etc.

End

Thank participant for their time

Discuss study again how the interviews will be used – each person’s interview will be written into a narrative to tell their story. Comparisons and contrasts made between participants, but each story will remain unique to each participant.

Each teacher I have spoken with has shared their career story, each person has been asked similar questions, there has so far been many similarities and differences between each person’s experiences how they have implemented policy, things that have been significant in their career, how PE has been viewed in their school etc. the type of practices, sports/ activities undertaken

Recap – discussed your career in teaching PE up to 2014.

- Introduction of NC and NCPE and subsequent reforms

Ask if there was anything after the last interview they thought about and wished they had said or shared (although probably feels like a long time ago)

Discuss the last year of teaching since we last met – new NCPE

- How has this information been passed to you?
- What have you done?
- Has there been any changes?
- Differences to your practice?

Can we just recap where and when you trained? What this was like and how you would describe PE at that time?

What have been your main motivations for what is taught in PE?

We discussed the introduction of the NCPE. Could you tell me the impact this has had on your practice throughout your career? What does policy do to your practice?

- Influence
- Impact

Why do you think the NCPE was introduced?

- Was it required?
- Positive or negative?

In terms of interpretation of the NCPE documents what things do you think influence these interpretations?

- Are you always able to interpret the documents?
- Are you always able to do what they require?

What do you think is most instrumental in the delivery of PE?

No probe/prompt – for participant to think about or come back to

Do you think your teaching practice has conformed to the intentions of the NCPE?

- Can you give examples from any of the curriculum reforms whereby you have altered your practice to meet the requirements of the NCPE?
- Or any times where you perhaps disagreed with any of the policies of the NCPE?

When NCPE reforms are introduced do you as a department discuss these? Or are there any discussions with other colleagues etc?

What has been your biggest changes to practice?

Could you describe the affect the NCPE has had on your pupils if any?

Appendix 4 – Jane First Interview Transcript

N ... [preliminaries ethics etc] So first of all I wonder if you can just give me an introduction into your career journey, so when it started and what schools you've taught at?

J Ok. I did my training at XXXX, from '77 to '80, which was then a three-year degree in Human Movement Studies. Then I came here as a probationary teacher at the age of 21, so in 1980. Worked here for 9-years in which time I progressed from just normal PE teacher to head of girls' PE and when I left I was acting head of department. I had 9-years off from secondary teaching while my daughter drew up. In that time I taught a little bit of primary school National Curriculum PE to some of the local village schools who hadn't got specialist PE teachers, as well for 4-years teaching preschool gym in the leisure centre. Came back part-time in 1998, did 40% then 60% and by 2000 was full-time. Then got head of PE again in 2004, I think, so I've been head of department since 2004.

N If we start thinking about PE when you first trained as a teacher and first started here, what would you say PE was like?

J The focus was on participation and enjoyment, rather than levels of achievement. So although you were still trying to make sure the children had the chance to reach their potential, there was nothing in terms of assessment levels, there was nothing in terms of a big drive to ensure that they had other fixtures to play, school club links, where they were going. It was literally, 'children should be active'. 'Children should be involved'. 'Children should enjoy sport'. There was a very much more recreational focus. I remember you know it's the stage where Sport for All and getting children involved in recreation activities. So we used to take the fifth form, now Year 11s, off to Barnham Broome to play golf, play squash and whatever, go swimming and that type of thing on the recreational, so it was very much more involvement and just taking part.

N How did the school view PE?

J This school has always ... back then, no it's fair to say that this school has always held PE in quite high esteem, to be honest. We've never had a problem in terms of support, I

mean I've taught here under five head teachers and they've all been very supportive of PE within this school. It's always been quite a central part of what the school has done, so yeah. At that point where we didn't have a major fixtures programme, we got to a stage possibly in the middle of the 1980s where there was a desire for the school to get a higher profile and for us to build up the fixtures programme, probably around the middle of the 1980s. So that started to develop, but I think that was the same locally because there wasn't a major league structure, fixture structure like we have now and it was just a matter you know, phone up your local school and see if they wanted to play something, from a very you know... So there was as it went through and then when National Curriculum came in and there was attainment levels and target levels, it became a lot more accountable and also the drive for more elite pupils, basically. So yeah, it did change from a very recreational focus to a more attainment drive focus.

N Right, thank you. In terms of the National Curriculum for Physical Education, how have you seen this change or develop over the years?

J So the National Curriculum came in in 1988. I left in '89 and in that time when it was the transition really we hadn't really got too much put in place by that point. The difference it has made when we did come back is literally the guidances, what activities should be taught, because before the National Curriculum for PE we were teaching basically totally to our strengths. So we taught the activities that we felt we had the qualifications and the interest to teach. So the National Curriculum obviously gave you the guidelines of what we should be teaching, as I say over the different restructuring of the National Curriculum and reviewing of the National Curriculum, it has changed slightly what we teach in terms of the inclusion of dance, the new one is going to make sure there's more inclusion of outdoor activities. Other than that as a school here, what we have taught probably hasn't changed greatly. The objectives of the lessons and what we're trying to achieve out of the lessons has changed. So rather than just saying, 'We're going out to do netball today', 'We maybe going out to try and outwit your opponent in netball', for example. So it's how the focus of the lessons is different due to the requirements of the National Curriculum and the content of the syllabus we have never gone down the line at our school here of saying ok, we're going to do a unit where we're trying to evaluate and improve, or we're trying to do a unit where we're outwitting opponents. We've incorporated it into our half term units in different sports.

So it's the emphasis of the lessons have changed more than anything, but the inclusion of things like dance which we wouldn't choose to do, we're not dance specialists and outdoor education to match the requirements of the National Curriculum.

N How would you describe PE now?

J Going round in a complete circle, because if you look at the National Curriculum that we are now going to be involved in, which has come back much more to making sure children are involved in sport, making sure children are active, taking away the attainment levels, trying to articulate to them about how they are doing – that's more or less what we were doing before, before National Curriculum was introduced. We didn't have levels of attainment, so they've been taken away. So we can actually work with children on what they are good at and their strengths and trying to promote that rather than worrying about where you are sat against the targets. It's more about where you are sat about what you can do and the progress you should be making. So that has changed. That's gone full circle.

I expect what is better in terms of PE now is that it is a real central part of what education is. We're still there as a core subject. We're still there with the recognition of the benefits that PE has in terms of all children's education and the difference it makes to them, which is probably better than it was. I expect the difference now is the, well again the requirement of what we are teaching is changing again isn't it? In terms of they are given advice of what activities should be in there, so we need to do problem solving probably through outdoor education. We need to outwit opponents through games. We need to look at creativity still through possibly dance, so yes we do have to do these things, but maybe it's not quite as prescriptive this National Curriculum we're getting in now.

N How did you feel about the previous National Curriculum?

J The only thing that we changed in school here was the inclusion of dance, because we've always been a very team-based school, a games school, so what we had to do when we looked to see whether we were matching the key concepts and key processes of the last National Curriculum, is to we included dance. But that was literally the only thing we changed, but then we are a school where we work on half term units, each child gets two lessons a week, so overall each year group they are getting twelve

different activities anyway. So we already have a very broad curriculum and we always have had a broad curriculum for a long, long time. So we were teaching the things that were required to teach and as I say with this latest curriculum the only thing I'm now going to have to introduce more of is outdoor adventure activities because it comes within both key stages. So the difference was not on what we taught, but how we assessed and the fact that, as I was saying before, lesson objectives needed to meet key processes basically.

N You talked about you taught for nine years, from '80 to '89 and then began the transition to the National curriculum, could you see anything changing at that point? Was there any information passed on?

J What for the need for the National Curriculum?

N Yes. And what was happening in PE and schools

J Erm ... oh dear, this is where my memory fails, you're asking a lot here!

N Sorry, just anything you can remember?

J I expect there's a recognition that there needed to be some centralised guidance and we knew it was coming. At that point in time there was never any, ok, this is 1988, National Curriculum started this is what you're now going to do. I think it was a gradual introduction because we managed to you know let it ride for a year or so, until the PE was all sorted out. So yes, we knew it was coming. Yes – there was a need for it, for standardisation. I don't think at that point people thought it was too restrictive. When I came back into teaching, there was an acceptance that possibly it was better, 'cause the children had a fairer crack of the whip really, with standardisation. In the 9 years I wasn't here why I ended picking up primary school PE, this was because the primary schools weren't set up, they hadn't got people qualified to teach it, they couldn't match requirements with the National Curriculum at Key Stage 1 and 2, so they suddenly it was the primary schools who found it very difficult, the transition and the expectations I think without having specialists in the school and that's where the difficulties came that I witnessed. It was more difficult for Primary school teachers than secondary. Although we picked activities that were our strengths we had a broader

range of strengths to choose from. Primary school teachers now had activities they had to teach and they didn't feel comfortable and know how to meet these expectations.

But as I say, it's difficult. I suppose in some schools the stories were you know we had some schools locally where literally we taught the things we were stronger at. We did still give our children a fair range of activities where some schools were just doing two or three sports and that took the children all the way through the year. So children weren't able to explore the different activities and the National Curriculum benefitted in terms of standardising the fact that schools supposedly were delivering a wider range of sports for their children.

N So when you came back to secondary, what did you notice the most about PE?

J The accountability on the assessment. Whatever the National Curriculum is, when you are in a class teaching children, although teaching has improved in terms of we spent a lot of time reflecting on practice and pedagogy, right, so I agree that has changed, once you are in a class teaching the children, you are still teaching children and teaching them the same as probably we always have. Yes? We're more reflective on our practice. So when I came back, given a timetable to say you're teaching this, this, this and this – that was no different. So what I actually went out and taught, with a group of children in a unit, and yes possibly we had better schemes of work, so there was a structure there, but you were still teaching the same thing. But what the additional bit was is ok, how are you going to account for what you're teaching and how are you going to assess the children on what they're doing?

What impact did this have?

That's the difference and it still is now, you know, even though, as I said before, you had a different lesson objective, so rather than saying, I keep using 'outwitting an opponent', right, you still in a hockey lesson have gone to teach them, 'we're going to do dodging today'. You're going to teach them to dodge, but because the curriculum had different areas that you needed to address, you approached it in a slightly different, you're still teaching the same basic content, aren't you? So it wasn't the delivery to the children and what we're teaching's changed, it's the accountability and the assessment area.

N Can you think of anything that you have maybe introduced into the department, or somebody else has introduced? You talked a little bit about dance being introduced, has there been anything else throughout the period?

J Well the range of activities has changed in terms of being less traditional, we have always been quite traditional so we still are doing hockey, netball, football, rugby. I mean we never used to do very much rugby, but we've got a bigger department and we've got more staff and specialisms have changed. The boys do football and rugby, but we've introduced I don't know if you'd call them 'more modern' (?) like handball, rocket ball, volleyball – those types of activities, table tennis. We've always had table tennis, but we've now introduced it as a unit. So we've introduced those types of sports to try and get away from the traditional team sports.

N Has there been specific points when these have been introduced?

J –they've come in gradually. I expect probably over the last three or four years we started to dabble in them then. They've taken off and they're now a part of what we do. It does mean, for example, that maybe in Year 8 they'll do badminton, but they might not get badminton again till Year 10 as they might be doing basketball, or they might be picking up handball. We use the minor sports particularly as options in Year 10 and 11 so that children who aren't great team players, have had enough of netball and hockey and football and rugby, but still want to be doing some competitive team sport, can go and do something and learn something new.

So we're always tinkering. We're changing again next year in terms of not the activities, but in terms of feeling that children need a more personalised programme. So if the National Curriculum is telling us that we need to get children, one of their aims is competitive sport outside school. How I'm meant to assess competitive sport outside school I'm not sure, but we've got to get them involved in competitive sport and activities outside school. I've got to give them a programme that matches what they're interested in. So after Year 9, now one of their lessons a week is going to be a pathway of either they can choose team based sports, or creative sports, or a middle pathway where they do both. So try and personalise it so they do know what they're interested in, they do specialise a bit more in their interests and then hopefully we can feed them out. So I've changed my curriculum for next year in terms of trying to personalise it a

bit more, so the children have options with the need of trying to keep them active after school. So.

N What would say has been the motivation for these changes?

J The rocket ball came about because we have a member of staff who came in who'd experienced rocket ball. They introduced us to that and we thought that's another good option. They all started really as options to the older pupils to give them a variety, so we had something new and something interesting and something else to motivate them as they get older. Handball I think we had to start and say that's really taken off after the Olympics with the publicity of handball, that has grown massively since then, so we use it as a GCSE option and everything now as well, for the last few years we've offered it at GCSE.

Volleyball again has come from possibly the sixth form point of view because we gained quite a few children from XXX in sixth form who do volleyball. So we thought maybe it's something again we could introduce to Year 10s and 11s and now we're sort of thinking about building in further down as well. They're all different really, they all come from different points and thinking we could try that.

We got to a point where we've got to be careful that we are a jack of all trade and specialist in nothing, you know, but all our major activities all have clubs after school as well, for the children to follow up, so, if they want to.

So it's either been if the pupils have been interested, or staff have had that expertise and just to give children more choice.

N Ok, have you noticed any impact of those changes?

J We have ... probably the children who aren't the team sports' players are enjoying their lessons more. They love handball. It's the same as they love basketball. Why? Because they're all involved I expect. You're all involved all the time. You're not isolated in a position particularly where no-one's passing you the ball. I don't know. So yeah, it's had a big impact on the enjoyment of team sports for the less able, is maybe the better impact and plus our good ones have picked it up and used it as a GCSE activity and

have gained good marks from there, which has come from the enjoyment side, 'cause they're the sports that the children enjoy.

The thing that isn't good, we are lacking still, we have got to the stage where now as staff we're thinking we really need to go off and get INSET to get them to the next level, because when you introduce a new sport, it's ok if you've got one expert in the department and they can share good practice with us, but the more we introduce and the more we get it to a sort of level where we think ok, GCSE right, we need, so staff training is a problem on things like that, to try and get the staff up to speed, to feel confident to deliver more than the basics. So, but otherwise, no, it's positive in terms of how the children I think view what we offer them.

N So you are going to continue to teach and practice to the requirements of the National Curriculum now you are an Academy?

J We are an academy, so I do have a choice, but the activities I do believe to give the children that range of activities is important and I do believe that we need the creative side in, because we are doing a disjustice to the children who that is what they enjoy doing. If they enjoy dancing and enjoy gym, if we don't offer them that opportunity, that would be unfair, even though as teaching members of staff that's not our strong point. If I employ a full-time member of staff again, I will probably look for somebody who will be able to address the dance specialism side of it. So I do believe that by offering the National Curriculum I am giving the children a fair deal. So I am still doing that.

The assessment of it, where we're taking away the levels, I mean I went on a course in London to see how we're going to set up levels. I see the reason for not doing levels, 'cause you label these children and some of these labels don't mean anything to us or to them, or to the parents. The bit we're fighting at the moment is how the school are dealing with it. So next year we are still assessing on National Curriculum level. What I have said is I am not going to ask my staff to enter details onto our school system, County keeps progress on key processes. I said we're not teaching them. So if I'm going to do a new National Curriculum, I am not going to start assessing them on the old one. So although I've got to put National Curriculum levels in, it is just going to be for sports and it's going to be against what we think the children are achieving for what

they should be doing for their year group. So again, it's the assessment side that's causing the problem and the accountability side. I have no problems with the National Curriculum as it stands and it has gone back to what it was like previous to the last review really.

N Just to go back again and focus back in PE curriculum reforms, so you think the new national curriculum has gone back to the 1999 reform?

J Yes, we've gone back haven't we, a little bit, so to take away those key concepts, the key processes which means we've got one small attainment target, well one small paragraph haven't we, of what the children are meant to, so you could say it's even gone further back than that to before 1988 when we didn't, you know, we didn't have any of this structure. So the structure is very light. It's going to be interesting, I think we're at the transition stage to find out what other schools are going to do and how people are going to address it, it's going to be an interesting one. But as I say, for me, it's not making any difference really on delivery apart from OAA and dance, but it's the assessment and how we're going to track children's progress and how we're going to articulate how they're doing, rather than label them with numbers and letters, yeah.

N That's definitely something that will require you to think about!

J Yes, spent most of yesterday trying to get my head around this one, I got very muddled, but I'm getting there, getting there.

N Can you think of anything else that's been introduced, has changed, changed your practice?

J Erm...I mean two hours PE didn't come with National Curriculum, the two hours PE came with the school sports partnership drive, didn't it? And, as I say, we got on that, so they've had two hours of PE all the way through school for a good few years now.

N How did you find the impact of that?

J Far better, far better because as I say otherwise you know, you try to build up an ethos that PE and sport is important and then all of a sudden we get to Year 10 and said oh by the way, you're only getting it once a week. So it maintains the fact that it's a vital part of lifestyle and what they do. The children accept it. That's what their entitlement is,

that's what you get in school, you get two hours of PE a week and they just think that's normal, so it gives us a better opportunity to give a better range of activities really and better programmes, so that's good.

I suppose the only other difference is from teaching when I first started, isn't really to do with National Curriculum PE, it's to do with exam PE, 'cause when I first taught PE we didn't have GCSE PE. We didn't have A' Level PE. So when I left in '89 I hadn't taught any exam PE. The head of department then was very much against GCSE PE and exam PE because he thought it was the children's chance to actually enjoy PE and he couldn't get his head around the fact that you could marry the two together. So when I came back there was GCSE and A' Level PE. This school did A' Level before it did GCSE, because the sixth form opened, at the time I wasn't here, the sixth form were only up to age 16 when I left and were at age 18 when I came back. So with the opening of the sixth form they introduced A' Level PE and then after that had been running for a couple of years, introduced GCSE PE to feed into it. So yeah, when I came back I taught GCSE and A' Level PE for the first time, so I expect that is the biggest difference in teaching from when I started teaching PE was the exam side.

N What impact has that had, or any impact?

J Impact on teaching? Time and a division of your labour really between your preparation of lessons and your marking, to spending time in clubs and societies. In fact I don't think it has impacted on children's societies here because we are forever increasing what we do, it has an impact on your work/life balance because you're doing the rest of it at home, so I expect here we haven't reduced what we do, we're increasing what we do for the children. The impact on us has been on your time outside of school. For the children it's excellent because those who are interested in sport and want to follow it up either just at GCSE as an interest to what affects their participation, and their interest in the anatomy and physiology, whatever, that's giving them that opportunity as well as being assessed on their ability and seeing the value (?). And A' Levels, as I say, as a career route as well.

Has it impacted on them as well? While I think rather as a subject it's impacted, because we are now probably held in more esteem. It's taken a good few years for PE to be seen as an equivalent GCSE or A' Level with some staff I think and possibly

some children who think they can choose it as an easy option and then realise it's not an easy option. But I think it has increased the status of PE as a profession, on paper just having a core element, but it's vital here, I think the way we deal with it. I mean every child still gets their core PE, so we have core PE completely separate to exam PE, where I know in some schools all children are doing GCSE PE in their core lesson. Quite how they do that and keep the motivation high I'm not sure, so ours is a completely separate entity and it's treated the same as any other option that they would choose, with allocation so.

So I think it has been good for the subject, it's been bad for PE teachers' work/life balance, but that is the biggest difference from when I first started teaching over the years. Also I expect coming into what I found difficult coming back, to find I was teaching A' Level which is something I myself had never done, GCSE or A' Level, that was quite hard to start with, to pick up the knowledge yourself and the expectations, yes, that's the difference.

N How would you describe PE now, like how would you say it's viewed?

J At this school or in general?

N At this school?

J In this school it's viewed well, yes. What we do in the school is appreciated by the senior leadership of the school, by all the teachers ... it's the same, I don't know what someone delivers in art particularly and I don't know what someone delivers particularly in science maybe. So we sometimes say do, when they want to pinch your space and say, oh but you can go outside! You know, I think some people still don't realise that we run a structured programme and we're actually delivering a syllabus like anybody else, but the majority of people appreciate what we do.

Children, we have in the school very little problem with non-participation. Now whether that is, it's one you'd have to ask the children really isn't it? Whether that is because we just have that sort of children who do as they're asked to do on the whole, and it's an expectation that they do PE, so they just accept it as part of it. I would hope that some of them would say yeah, we're doing it, we enjoy it, because of what we get out of it. But it is just viewed as an accepted part of their curriculum what they do.

And then our afterschool clubs are well-attended and I had a presentation evening last week, anyone who represents school gets invited and we invited just over 300 children back. So you've got nearly one-in-four children have done some competitive, inter-school sport and then we have had competitions where the next layer down can do house competitions within the school. So I've got at least probably a third of the school have had competitive experience outside of their lessons. So you know the involvement is good. But then I'm fortunate I teach at a school where I have generally supportive parents, generally children who are engaged in their learning and generally children who want to be involved and do well, you know. That is why I've been here a long time!

N Do you think that's been consistent over the—

J —yeah, yeah, yeah. I think probably the thing that has changed is not the children's involvement, maybe the relationships have changed between staff and pupils and also the number of activities they could do. We've got a lot of parents of pupils in school who are also children here and they come in and see how things have improved and sort of say oh I wish we could have done that, or we didn't get that chance, you know, so the range of activities. Also the fact that children are taught more as individuals I think, rather than here's a group and that's what you're teaching. I think relationships have definitely improved with children, but that has also been a strength of PE teachers anyway. PE teachers tend to deal with children a little bit differently, don't they, than the other, well not other staff, but I mean if you look at out of four heads we've had in this school, three of them are PE teachers. So we're good on the pastoral side but we do anyway. But I think we've improved the opportunities, but that's things like mainly because also because the school has got bigger, so the department's got bigger, so we can offer more. So you know, there's a lot of factors that go into what we're offering the children.

N Can you suggest any more of those factors?

J In terms of why it's different for children these days to how it was? Erm ... no, not really, not off the top of my head. I'm trying to think of why that should be really. I think children these days have more confidence and they've been told they can have a voice, so children are willing to talk to you more and air how they feel and what they

enjoy and you get feedback from them, what they enjoy and what they would like to do. So we will now ask children, you know and we'll give them options and we'll give them choices because we appreciate that they are individuals and they all pick differently. Whereas before they would never have a choice, you know, you wouldn't have expected them to talk to you about what you'd asked them to do, you'd just think well they were doing it, not you know why don't you think that worked, or how could we have done that better, or just stopping them and saying hey, this isn't working, how are we going to get it to work better? There's more of a communication between pupils and staff and a more engagement of children in their own learning I think would be a fair way of putting it, which is a gradual thing isn't it? That's how education has changed, but yeah, I think that is possibly children being more responsible for their own learning and teachers respecting that and engaging in the fact that they are individuals, rather than just you will all do this!

N Okay, that's great. You talked about being in a transition period to the new national curriculum, so as discussed would it be ok to come back and talk to you this time next year when that's—

J —yeah, see how we've dealt with it? Yes. Yes. Do it will be, as I say, the impacts, it will be interesting to see the impact on the options, we'll personalise it a little bit more so they can choose, so that's one thing, but also how the assessment is going, how we're dealing with that. That will be fine, that will be good. No problem.

N That's great, thank you very much.

J That's a pleasure. One other thing is health and safety and why things have changed in schools. So the fact that a lot of the things that we used to do and took as granted, now we can't do, or you're so much more aware of doing so, things like joining in lessons, being part of it, trying to move the ball around, things like staff and student matches, things like I used to teach trampolining, but we didn't have any qualifications. I used to take children hill walking, I didn't have any qualifications. So that's all changed. Going back to the accountability and making sure that you are covered and everything is in place and the paperwork, it's very different to when we first started. When we first started teaching if you wanted to do something, you just went and did it. Now, you know, you have to fill in a whole lot of forms and have whatever qualifications, so

that's made a big difference in how teachers structure what they do and what they're willing to do, I think and also I expect when we went through the teachers' strikes, that made a big difference to the willingness of people to take extra-curricular activities and that took a long time to get back. But that was another difference. Yeah?

N That's great. Thank you so much for your time and I look forward to speaking to you again.

J That's a pleasure.

Appendix 5 – Jane Second Interview Transcript

N ... [preliminaries ethics etc] So this is our second meeting, following on from obviously the first–

J –yes, it was a long time ago, so let me think.

N Summer of 2014!

J Oh really!

N So in the last meeting we obviously discussed your career in teaching PE up until that point, including the introduction of the National Curriculum and the National Curriculum for Physical Education.

Firstly can we just talk a little more about your training that we discussed in our first conversation?

J So it was a 3 year course at XXXX, which had just merged between the XXXX and the XXXX so I think it became XXXX.

N Can you describe a little bit about what it was like?

J You are asking a lot, it was a very long time ago. I enjoyed my time, I was taught very well, taught to be the best. XXXX is very proud of its reputation and holds a reputation of being excellent at training PE teachers. We studied different activities in great depth, lots of games. There was lots of time given to learning the practical components and we also had school experience. I was lucky to have very good teaching practices.

N Great thank you.

Can you remember anything else?

J We studied a range of modules, as a teacher this has been very important. Human Movement Studies was important as being able to watch children move, understanding how to observe, analyse, correct.

N Great, thank you.

So, another point from our conversation last time, I was wondering if we could just go back and try and again describe what PE was like, whether you could summarise what PE was like, back before the PE National Curriculum?

J Before National Curriculum? Erm ... there was no guidance, so teachers were free to pick their own strengths, deliver the content that they wished to deliver, avoid the things they didn't like to deliver. I think the difference with National Curriculum PE from before it was introduced in 1988, is the fact that there was no guidelines on terms of standards, or attainment and so we weren't accountable. So it was very easy just to, the good side of it you could go in, you could teach PE, you could have a bit more fun, more enjoyment in the lessons, but there was nobody accounting for the standards that the children got to. I think the difference National Curriculum brought in was that we're accountable for making sure the children make progress like in any other subject.

So it has put restrictions on terms of [sighs] ... because there's guidelines in there now, I think the natural delivery of sport that teachers are very good at, qualified teachers are very good at just delivering enjoyable lessons that engage pupils. I think that has been lost a little bit because teachers feel they have to follow guidelines and reach assessment targets etc. So I think it's lost the spontaneity of PE teaching, but it has improved the quality overall in terms of making sure all children get the same quality of experience and there is some accountability and it has probably risen the profile of our subject, it's a lot higher than it used to be.

N So you think the reputation—

J —I think the reputation of PE and people realising that there's more to it than just running round chasing a ball, yeah, has improved through National Curriculum.

N Ok. Can you think of one of the curriculums that's maybe been the most important, or had the most impact in your career?

J Erm ... on *teaching and learning*, when they changed to *processes and concepts*, I thought it was very vague for the children, but very good for the delivery because it changed where before your National Curriculum was saying that you had to deliver this sport, this sport, this sport, or you had to do games, athletics. When it came to developing mental and physical capacity and improving your decision-making skills,

again I think that pushed forward the reputation of our subject, in terms of it was very clearly set out what was expected through PE. As well as developing skills and techniques, it was very clear that you could do lesson objectives where you are delivering your sport, but with a lot of different focus on. I think that was probably the better curriculum. I think the one we've got now is so vague we are going to struggle, at the moment.

N Ok, so 2007?

J Yes, I think that curriculum stands out for me as *processes and concepts* was very good.

N Ok, so we will move onto the latest curriculum then, so since the last time we spoke, the new National Curriculum for Physical Education has come into play with schools; how have you found it? What have you done? Has anything changed?

J The content of what we are delivering at present, very little, because we deliver such a broad range of activities. I mean the children are getting somewhere between ten and twelve different activities a year anyway. So we are covering and we're aware of the different aspects we need to cover, because all the focus has been down to what we're going to do about assessing without levels. So that is where our focus so far has been in terms of how do we now assess children when we've got no guidelines, putting in progression maps so we can track, working out within the school what the school's policy's going to be and making sure PE complies. So anything that's been done on National Curriculum so far is not on content, because we've had to say we know we deliver a good quality of experience for the children and a diverse quality of experience that meets all the needs of the new National Curriculum. So that at the moment we haven't changed anything in there, but we have had to change how we assess off National Curriculum. So that's where all our time's been spent and we still haven't nailed it!

We've come up with the school is working on pathways and obviously originally we were meant to be assessing without levels, but there was a big thought that parents weren't happy with that and parents wanted to know actually what progress their children were making and to know what progress they were making, rather than just saying as we'd hoped to do, they're working at expected level, above expected level,

we're now back and we've got numbers on it. So they're on a pathway now. So we have to still assess against a pathway, knowing that pathway four is equivalent to you know a 'd' in 5, is equivalent to a level 'c'.

Yes, so they're on pathways rather than National Curriculum, so really all we've done is just replace a number by a number! Which I do believe is not the fault of the school. The school in fact came up with something that is workable and the parents are happier with, and it reportable, but it's all down to the fact that when the government took away the National Curriculum and replaced it with nothing, that left us all with a problem, but I don't think we've come up with anything very much better, just a replacement.

N Ok. So did you get any advice, any guidance on this? Did you discuss with your department and colleagues?

J –I went on a course in London on how to assess without levels, which was very controversial, caused more of an argument rather than a debate with the person who was leading it. But mainly because that was when it was right at the start when they were just trying to get their heads around how they were going to do it. The man who took the course really was backing that there was no numbers, no levels, no judgement on children and labelling the children, which I agreed with. I came away thinking yeah, I agree with this. I can see the logic behind it.

And so then I went on the working party for the school. So we starting working on how we were going to do it in school and that was where we were to start with, that we were literally going to internally know what we expected. That year 8, for example, and give that a level, internally, but when we reported it to parents it was only going to be they're working at expected level, above, well above – but parents didn't accept that. And so the school has had to go back down to giving everything numbers again.

So where we have had the guides, but also I think all the schools, we have this XXXX corridor, sort of cohort of schools that compare notes, don't we? And everybody I think more or less has come out with something very similar. I know XXXXX up the road, which we take a lot of our collaborative work with, they're doing exactly the same, so.

N That's great thank you.

So in terms of content, has there been any change?

J –we have at the moment had very little change. What we will do at the end of each year, and we will do this before I go off to summer and put in a curriculum for next year, we always review the curriculum we have taught that academic year and see if we're happy with that moving forward, and whether we need to tweak anything. So we've got that to do. And now levels are in, we will get you know the new National Curriculum requirements out and say are we actually meeting these again? Are we happy with the way we're delivering it? But we do that every year anyway, move forwards.

N Just going back to some of the things we talked about in our last conversation. So in terms of your practice what do you think is the main thing that has influenced your practice, for example the activities that you pick for your pupils?

J Erm we, historically we were very games-based and very traditional games-based and over the years we've had a move to get away from that, to try and engage more children in more activities. So we look really at a range of what you would call competitive and non-competitive sport and individual and team sports, but also trying to add more creativity into the curriculum as well. But really (1) it's got to be on the expertise of the staff, but we all teach our own groups everything, apart from maybe if the girls are doing rugby, there's an option and we'll switch with the men, so, expertise of staff. What we believe gives a broad and balanced curriculum, but also making sure we're hitting the areas of study they should have from the National Curriculum, so yeah.

N So what do you see as a broad and balanced curriculum to be?

J A broad and balanced curriculum has got to include, if we do it with lower down in the school, sevens and eights, where – and actually nines next year, this year we're giving nines an option for one of their two lessons, but next year we're not going to. So we're going to go back to a set programme. They will get a mixture, well they will get their, for the girls hockey and netball. But then they will get some of the minor sports that we do a lot of handball now. We do a lot of badminton, basketball, they'll do fitness, but they will also do gym, they'll do some dance, they'll do some aerobic work in their fitness. So they're getting some individual work, some what we might call leading on to some recreational sports like your badminton. But then as we go further up the school

we will try and diversify even more. So they're doing things like rocket ball and they're doing volleyball. We're doing ultimate Frisbee, just to give us a wide balance and experience really for what they do.

N Is that something's that changed since when you were first teaching?

J Yes, we've included a lot more. A lot of that though comes down to facilities, doesn't it? Because when I first taught we hadn't got a swimming pool, so we couldn't all swim. All the sevens, eights and nines are swimming now. So I expect some of it is guided by facilities, isn't it, on what you can deliver. We didn't have a sports hall, so we didn't do badminton, because there's no point, you know. So a lot of it is facility based, if you've got the facilities and making the maximum use out of the facilities you've got. So that does have an influence. But it's really just looking and seeing ok, what is popular, what works, what doesn't work and trying to include that. You see we still all do athletics and that needs reviewing, but then on the curriculum they're trying to challenge their own personal best, aren't they? So athletics works perfectly in there. So even right up to year 10 we're all still doing athletics. So it's a mix. It's a mix between curriculum requirement, facilities that are available and staff expertise and just making sure the children get a wide range of experience so hopefully they'll follow something, keep something going.

N Is there one of those that you think is the most important?

J In what, in terms of the most important thing is to make sure children have a positive outlook on physical activity and get them out of this school still wanting to do something in the future. It's got to be. You know, I mean even if we're only delivering a couple of sports, if you can deliver them in a way that engages children and get some club links going. Yeah the most important thing is to keep children active.

N So you're an academy now, which means you are not obliged to follow the National Curriculum—

J —we are an academy that chose, we're an academy in name. We're not an academy that has decided to go against the normal National Curriculums, or any other ways of being assessed, or attainment and progressed measured, right? We're an academy in name—

N –but not–

J –not in nature as far as a lot of other places are. We still are very traditional in what we do and still follow National Curriculum guidelines, etc and the standard pack and there’s A’ Level and GCSE options and things like that.

N That’s across the entire school?

J Yes. I mean there obviously is flexibility, I mean like the Science and the Maths department are being very much tweaking what content they deliver, but really no, it’s not major in terms of what we do and don’t do.

N Ok. Do you think your teaching practice has conformed to the intentions of the National Curriculum for physical education? Do you think you’ve always tried to match–

J –yes, yes, we have to ... as a Head of Department that’s my job to make sure that we are in line with what is expected, isn’t it? Whether it’s down to National Curriculum requirements, whether it’s down to the latest Ofsted guidance, erm... mainly down to making sure the children are making progress – that’s my job, to make sure we’re in line with expectations!

N Are there any times when perhaps you’ve maybe disagreed with any of the policies or been unable to implement the requirements?

J I think ... the biggest problem that it has caused is guidance that is quite difficult to follow in all schools. So for example with *outdoor education and activities* being on the curriculum for key stage 3 and key stage 4, that makes it really difficult. For us it’s not a problem, but like swimming it has been a problem for some schools, hasn’t it? So I think the lack of flexibility in the latest one, by saying all pupils must do *outdoor adventures and activities*, is really hard. Whereas the last one where it says we are *problem solving*, gave us more opportunity and more scope in how to deliver. So I think that is a problem, but that comes down to facilities, not down to desire, or not down, but it does come down to staff expertise. So when it does outdoor adventure activities, which one of our pupils once said, I admit it’s outdoors, it’s an activity, but where’s the adventure? Yeah, which is a fair comment, you know. So there’s only so much, I think that is the hardest bit of the National Curriculum, which I don’t think the latest one was

thought through very well. I can see the reasoning behind it. We need children with initiative and problem-solving and decision-making and experience the outdoors and the different ways, non-competitive element to their education, but it is really difficult to deliver well. I think that is the area here that we will find most difficult, so yeah.

The other areas we find difficult are we are none of us are dance specialists, we are all games players. So the creative side, although we're trying to put it in, we are doing it to the best of our ability, we're probably not giving our children the best, you know, if you're at school with a dance specialist you would be getting a higher quality of dance. But then I expect we're giving them a higher quality of all the other activities we do, so it's swings and roundabouts isn't it? But *outdoor adventurous activities* I think is quite badly thought through, in terms of what we can, most schools can do in the environment that they've got and with the lack of budget they've got.

N Is there anything else from the new National Curriculum for PE that you've found different?

J No. Everything else seems to just follow quite nicely—

N Have you adjusted from key processes and concepts?

J Yeah, I mean you're still delivering those, I mean you're still very conscious of that's what physical education is meant, you know, it all encompasses doesn't it, it's just not written down in quite the same way.

N How about through any, through the years, has any of the National Curriculum, or any policies made you change the way you deliver PE?

J The delivery style *teaching and learning* stuff possibly, we do a lot more peer-assessment. I think the difference in delivery style is because of evaluating and improving and getting children to be critical performers as we were, is there's a lot more emphasis put on children's engagement in actually that side and the coaching side and the peer-evaluation and the peer-assessments. Where before, years back, you would never even have thought about doing that. It was literally we're teaching a skill, I'm teaching it, you're doing it, but now it's a lot more input from the children and making sure that they're involved and can analyse performance as well. It would have been

child-centred in terms of, because we've always been a school here where the relationships between staff and pupils have been really good and you could communicate and you do treat children as individuals. So a child-centred approach as much as we would be teaching children at the level we thought appropriate or that child and giving them the targets, it wouldn't have been a two-way process. You know, it wouldn't have been saying to them ok, now assess your own attitude to learning, or now assess that work, why did it work? But this didn't work, why is your partner not managing to hit the ball? Why, you know, so there's a lot more communication in terms of trying to analyse performance for themselves and setting targets for themselves. So I wouldn't say it's more child-centred, because we've always been a fairly child-centred approach to what we do and I think the nature of PE is quite child-centred anyway, isn't it? But actually pupil involvement in their own learning is greatly improved.

N Can you think of maybe when started happening more, more so?

J Erm probably as soon as the words come onto a National Curriculum that say that they've got to evaluate and improve and there's a lot of work on teaching styles and learning styles within the school, in the general way people teach. I mean I don't think it's even just PE is it? I think teaching in the classroom and all the other subjects is very much more a two-way process, rather than in the classroom you know, a teacher being at the front of the class and thirty kids are doing what they're being told, with the actual group work, paired work, interaction between teaching, I think it's different in teaching altogether.

N Does this mean you have given more responsibility given to the young people?

J Yes, they've got to take a bit more responsibility for their own learning. We've all been ... Tuesday afternoon here is normally CPD, the children go home at ten past two and we do CPD. A lot of it, when we've all had to choose our own research area, has been about how do we make our children more independent learners? How do we make our children more resilient learners? Because our children, we have lovely children, we have children who the expectations on them from some of their parents are quite high on the whole and we also have children who, therefore, in a way are a little bit scared to fail. So they're not very willing just to go for it and take responsibility for themselves, they need your reassurance all the while. So they're forever wanting you to tell them

the information. So it ends up that we do, lower down the school at the moment, and this is an area that the whole school is going to try and improve, we do very much spoon-feed children. You know we eventually, even with most intentions, you're eventually giving them the information and it's not working in terms of when they then get to GCSE and A' Level, when you want them to be independent, they're not. All right? And so we're all trying to make our A' Level students more independent, but actually it's not them, it should have happened in year 7 and 8 and they should know that they're responsible for their own learning and they've got to take an active part in it.

So it's the same in PE, I think, getting the children practically to realise actually you know, you can analyse this, you don't need me to tell you, you know, why you swung a hockey stick and it missed the ball, or you swung a hockey stick and it went off left or right instead of straight. They can do that, but they need to be given the confidence to explore. There is a lot of self assessment and peer assess, erm, with the older ones then we're trying to get them to use their skills to do a little bit of coaching, a little bit of officiating. It's not an area we're great on, to be honest and we could do more work with it. On the curriculum this year I had a group of year 10s who had football twice. So for the second football, I put football officiating and I think that's maybe something more I need to do to actually give them different roles and that should put that into the timetable. But that's where the review of the curriculum will come at the end of the year when we ask them then did that work or did that not work?

N Is that something you would have integrated into your teaching when you first started pre National Curriculum and was taught to do?

J No. No. The thought of, I mean I don't think I was ever given a whistle when I was at school. The thought of giving a child a whistle and saying, or you know, you non-doers, you're not non-doing, you're a coach, you're official, no, that would never have happened. No, you literally, it was literally today we are going out, we're going to learn this and that's what you did. You know, so it's very different in terms of the overall picture of what sport is in, involved in sport, yeah.

N Do you think that you could actually say the National Curriculum for PE has had any affect on the pupils?

J That's a hard one, isn't it, in terms of for each individual pupil, they know no difference. I don't think the children actually realise what they are experiencing, because they just accept, they come to PE, this is what we do in PE and when you then talk to them in GCSE or A' Level, when you've looked at PE as a concept and you try and get them to dissect what it is that PE actually has taught them, they're quite amazed when they think well yeah, actually. I don't think the children are aware of the affect it's having on them, erm ... I've got to say it gives them a better experience. It's got to make them, if we're talking about making them more aware of their own performances, surely that enables them to progress further rather than just accepting they can or can't do something. I think it's got to have that effect, it's had that effect, trying to get children to realise that you know it isn't oh I'm useless at this, or I can do this. It's why hasn't it worked? What can I do better? So it's got to have increased, I'm sure it has increased their attainment in what they achieve and their understanding of sport is the effect, but the kids don't understand that.

N What affect do you think it's had on you?

J I'm a great one for believing that we should reflect on our own practice. So every time something changes, or every time you think ok we've got to include this, we've got to do that, then it makes you reflect and it makes you adapt what you're doing, it doesn't mean you get rid of what you have been doing, you just tweak all the while. But I am a better teacher now than I was twenty-years ago in terms of the quality of teaching and the quality of teaching and learning relationship. I am worse in terms of, oh that's a hard one to do! I believe before there was so many requirements, my relationship with the children was probably better, because we weren't putting so many demands on the kids and making sure they were meeting the targets. It was a lot more very ... a more give and take relationship in that way, in terms of they knew you were working for them, but they knew you weren't worried about number, you weren't worried about assessing them. We were there because we were doing sport and it was fun and we were trying to get better, but we weren't having to sort of ... which is why National Curriculum shouldn't have levels on it. Yeah? Because children are there to do their best and progress against their own standards and everybody make sure they are doing that. But as soon as you put a label on it and children think they're being judged against each other, or against a table, then that puts restrictions on it and makes them feel under

pressure, doesn't it? It takes that freedom away. So I am a believer we should have no levels. How it would work, I mean if you look, it's realistic, as soon as everyone, apart from PE gets to year 9 in our school they're all doing GCSE anyway. You've got to assess at GCSE. You're going to come out with a grade at the end of GCSE, or A' Level, so they're then going to so yeah, PE definitely. I think it's difficult across the school, maybe possible at years 7 and 8, but I think once you hit external exams, you're always going to have to be assessed against targets, you're going to have to know where you are, you have to know what you need to do to progress, don't you? And what you're likely to come out with at the end and yeah. So I think it's quite difficult, but core PE definitely, yeah, yeah.

N How do you assess in terms of levels at the minute? Do you use a level per activity?

J Yes. Yes we're assessing per activity, so each half term they will get two assessments, because we do two activities a half term. And we have assessment criteria for each of the activities we do. So yeah we get two. So we should end up with about ten assessments across the year, which then to give them their grade, averages the top six for core PE. Realistically they end up with about 9 or 10 assessments, because by the time you've had so many hockey lessons rained off, or some many football, they don't always get grades for everything, but they get roundabout 9 or 10, 11 grades with us, top six count for their final end of year assessment. So, yeah.

N Do you assess only on practical ability, or do you take into account anything else from core PE?

J In core PE as well as their actual ability to do the skills, we are looking at their understanding of tactics and strategies, their understanding of fitness, their ability to lead, so it all comes into it, it all comes into it. This is where in a way we do need to review our curriculum in terms of, and we've said this for a while, we've never done it because we use our own professional judgement. But if anybody was to question ok, you're delivering netball, but which of the assessment criteria, what is it in netball you are actually assessing, we haven't, well I've got an assessment criteria for netball, and it's you know, go through the social side and the psychological, the mental determination as well as the skills and the tactics and strategies all there, but we maybe

need at some point to say we are doing this sport because it's this part of National Curriculum, we're doing this sport because it hits that–

N –map it–

J –yeah, map it a little bit, but we haven't done that yet.

N Is that for this new curriculum?

J Yeah, it probably needs doing a little bit to just check, so everything is concrete and secure in what we're doing. I mean I'm confident we are doing it, but it's not written down, you know and on our assessment criteria you can see what we're assessing, but maybe it does need to map across it, yeah. We'll see, next year!

N That's great than you. So, if we just go back again and think to changes in teaching – so content, delivery, assessment – has there been anything else?

J The rate of change is the problem in teaching, I think, I mean we're back, aren't we, to the new GCSE and new A' Level again this year. We've gone round in a full circle back to linear, so that causes problems. Our biggest problem in teaching at the moment and in PE and in this school, as well as every other school, is financial. It is literally. I mean we've faced possible redundancies this year. So the atmosphere, the actual morale within the department hit a low about two months ago. Fortunately here we've still all got a job, but the male members of the department, the majority of them are having to teach some second subject in order to keep a job. And we know that in a year's time there is still redundancies threatened within the school. So the financial implications on what we therefore have, I mean I've had two part-time staff leave over the last two years have not been replaced. So that has a knock-on effect on extra curricula provision and what we can offer children, what we can staff, the broad range of extra curricula we can do, but also the morale of the staff, knowing that this is hanging over them. It's also financial because of the budget we get through in a department. The way you would love to buy new equipment, explore new things, experiment – I've got no budget to do it, so I'm nearly on half the budget I was two years ago. So that is, too many changes and the financial restraints are a problem for education.

N What happens when the changes take place for you? What is it about them that's difficult?

J Every time they change like the GCSE, or the A' Level, I mean we're now talking aren't we about new schemes of work, new plans, staff having to prepare new material again and to do GCSE and A' Level at the same time, double whammy. We've just done National Curriculum and it's forever, you just think you've got something embedded, you've got something so people are competent they're teaching them to a high standard and then it's just pulled from them and they have to start again. So it's always having to readjust what you're teaching.

N Do you think you're supported by the government to make those changes?

J No, no, no. It's the government who are making those changes without realising that teachers are having to implement them I think isn't it? So no, I think that was evident with the National Curriculum when there was you know, it was unrealistic to take a National Curriculum assessment away and not give anything else and just leave everybody to do their own thing; that was unrealistic, waste of resourcing, every thing at the school doing the same work when it was unnecessary, to then change a GCSE and an A' Level and do it all at the same time is not realising what happens in schools. So it is the government who are driving the changes and causing the stress within schools and the budget obviously.

So yeah it's not the school. We moan at the school, but we're no worse off than the school down the road, or the school up the road. Everyone is dealing with the same things, but they're all in posts from above and even I've seen SLT, although we curse them at times, it's not their fault. They're doing their best to address what's being passed down to them to deal with. So yes, I'm afraid it is the government who I will blame for—

N —yes, you've been through many, many—

J —too many changes, too many changes and ending up back at the same point and not looking back and saying actually we've done this before and it didn't work, so why are we doing it again, just because it's different to what we've just done. It just goes round in a circle.

N How do you feel about the GCSE changes back to-?

J Erm ... I don't mind that. I don't mind it really because I think ... it's a system that's fair on everybody, isn't it? As long as everybody's going through the same system it's ok. Intentions of why they're doing it, you know, because the government feel that our exams are too easy, forever criticising the children when the exams go, the results go up the exams are too easy, I think is a real shame because children work really, really hard and teachers work really, really hard and then to say it's because the exams are too easy, I think is unfair. It's going to be hard to swallow if now when they've gone to linear, which is obviously going to be harder, the children are going to find it harder to gain the same grade without coursework adding to it, without year 10 exams etc, it's going to be hard to swallow when the government now turn around and criticise the level of teaching, because the children are under performing when they've purposefully have made it harder, so. Yeah.

N How do you feel about consultation with teachers and what do you think the government could do more when National Curriculum's policies come, or are introduced?

J You see, I'm not a great political person, so I'm not quite sure how much input there are from educationalists behind that, because when you view it from a teacher's point of view it's just coming from on top cold. But whether how much actual realistic educational research they've done into that. When you look at the unions are against most of the things that come out, obviously they're not even talking to the people representing us, are they? You know the Head Teacher Association, or whatever they want, I don't know, so I think there just needs to be a little bit more insight into actually what happens in schools and the knock-on effect of everything that they impose, but that's ... how much that happens I don't know.

N Do you feel supported by changes made?

J Supported by who?

N Supported by the school or any other PE body?

J The school are supportive in terms of they know the stresses and strains that we are under, but they're not in a position not to put us under those stresses and strains because they have got the change to implement, haven't they? We're only implementing it on behalf of the school. So are we supported? Probably not. Not really. Not ... I don't know how they could support us a little bit more because as I say, until, it's all a vicious circle, isn't it? Because while you've got a lack of budget, you've got less free time because they take your free lessons away, so you have less time to do the preparation. So there's so many factors that influence it, that I think it's hard to say I was supported because without the financial flexibility to do that, the school has just got their hands tied as well.

N Do you think, do you have less time now in terms of preparation time for planning and teaching and learning?

J We have, everyone in the school lost a free period last year and a couple of years before that we also lost one, so we have two personal preparation periods down.

N So how does that differ from when you first started teaching?

J Erm ... I can't remember! I really can't remember how many we used to have. I mean over the last, compared to five years ago, we're two periods down, compared to earlier, I couldn't tell you. I really don't know to be honest.

N Do you think you spend more or less time preparing for lessons now?

J Oh, so much more. It's a different job. It is a totally different job. I could do my lesson preparation easy, but then we didn't teach GCSE and A' Level when I first taught, so that takes a lot of preparation time. But I would rarely be working at home and now there's not many evenings when I'm not working at home and weekends.

N So just thinking about the core PE and preparation time, why do you think there was less prep?

J Because you weren't accountable to anybody. You didn't have a National Curriculum to follow, so you went in, you taught what you wanted to teach, you went out, worked with a group, sort of, it wasn't without preparation, but because there wasn't the assessment, there wasn't the accountability, you weren't having to make sure you'd

covered this, this and this, so you could just go out and teach what you wanted to teach. You didn't need the preparation so much.

N What would you consider to be the best point in your career for teaching PE? Is there a point?

J It's ever evolving, isn't it? I think that's hard to say. I think it's hard to say what was the best part of PE. I think that's really hard because you see before I had, when I first taught, the first nine years I was teaching, before I left for maternity leave, we didn't have any GCSE or A' Level PE and at that point after teaching for nine years and having a really good relationship with the girls in the school, the school being about half the size it is now, it was a joy. You know, I would look forward to coming in. We'd have a good time. The kids were great. We didn't have major issues with you know anxiety, stress, all this sort of thing, because the kids were not put under the pressure. So I expect at that point was good, but then I am a believer that GCSE PE and A' Level PE are good for our subject, but it's the same thing isn't it? As soon as you start assessing children, as soon as you're following curriculum, you're putting strains and stresses on the kids. It's not just the staff, the kids are under so much pressure. It's difficult to say, because I think teaching is better in terms of PE teaching, the quality of PE teaching and what we offer and the value of our subject is better now. The enjoyment of teaching was better before all the other requirements were put in, so. Yeah. But those days were rosier than we realised really! The lack of anybody questioning what we were teaching, yeah. We were checked on the quality of our teaching, it was checked on. Obviously the discipline with the children, the safety, the involvement of the children, that sort of thing, but you weren't under that pressure.

J There is also Ofsted and erm ... Ofsted's a difficult one because ... again, someone has to account for what's been taught. Someone has to account for the quality of education children are receiving, but Ofsted has always been viewed as a process to be feared and as a process that's going to be critical and a process where you have to jump through hoops to make sure we meet, rather than a process that is supportive. So accountability maybe should be done within the school, maybe it should be the senior leadership on the school checking that, you know.

N Is that what happened when you first taught?

J Yeah, I expect it was reliant on head of department, reporting to senior leadership, the discussions within the school, knowing what was happening within your own school. But then the school was a lot smaller, as were a lot of secondary schools, weren't they? We were eight-hundred children; we're sixteen-hundred children now. It's a lot easier, isn't it, to keep a check on what is going on with a lot smaller numbers, yeah, but yeah. As I say, Ofsted is just, what we found with Ofsted is...Ofsted set expectations and what they're expecting to see and so all teachers are trying to meet these criteria. So the children get this really awful uniform experience and the one that was highlighted the most was when there was the big drive about putting lesson objectives on the board and making sure you had a whiteboard to write your lesson objectives, making sure you had five plenaries at the end. So all children were walking into a room and every single lesson in every single subject they were getting this prescribed menu of what a perfect lesson should be like and it was wrong. Again it just spoilt the spontaneity, the good teachers who are creative feeling restricted and I think Ofsted was bad in that. What was deemed as a 'good lesson' was far too prescriptive, rather than I think it's better now in terms of they're looking at actually what are the children learning, rather than what is the teaching doing? So that has improved, but Ofsted has yeah restricted teaching and what people felt they could do.

N When you first started teaching, would you have used lesson objectives?

J You've always got, yeah, we've always gone into lessons and said to children today we are going to be playing netball and by the end of this we're all going to be able to you know, do a shoulder pass, or whatever simple you're going to do and make sure we can do it over a certain distance and make sure it's accurate and you can judge the power. I've always done that.

N But it's just not written—

J Yeah, yeah, yeah. But it's always been there, always been there.

N How about things in your lessons like questioning and answers?

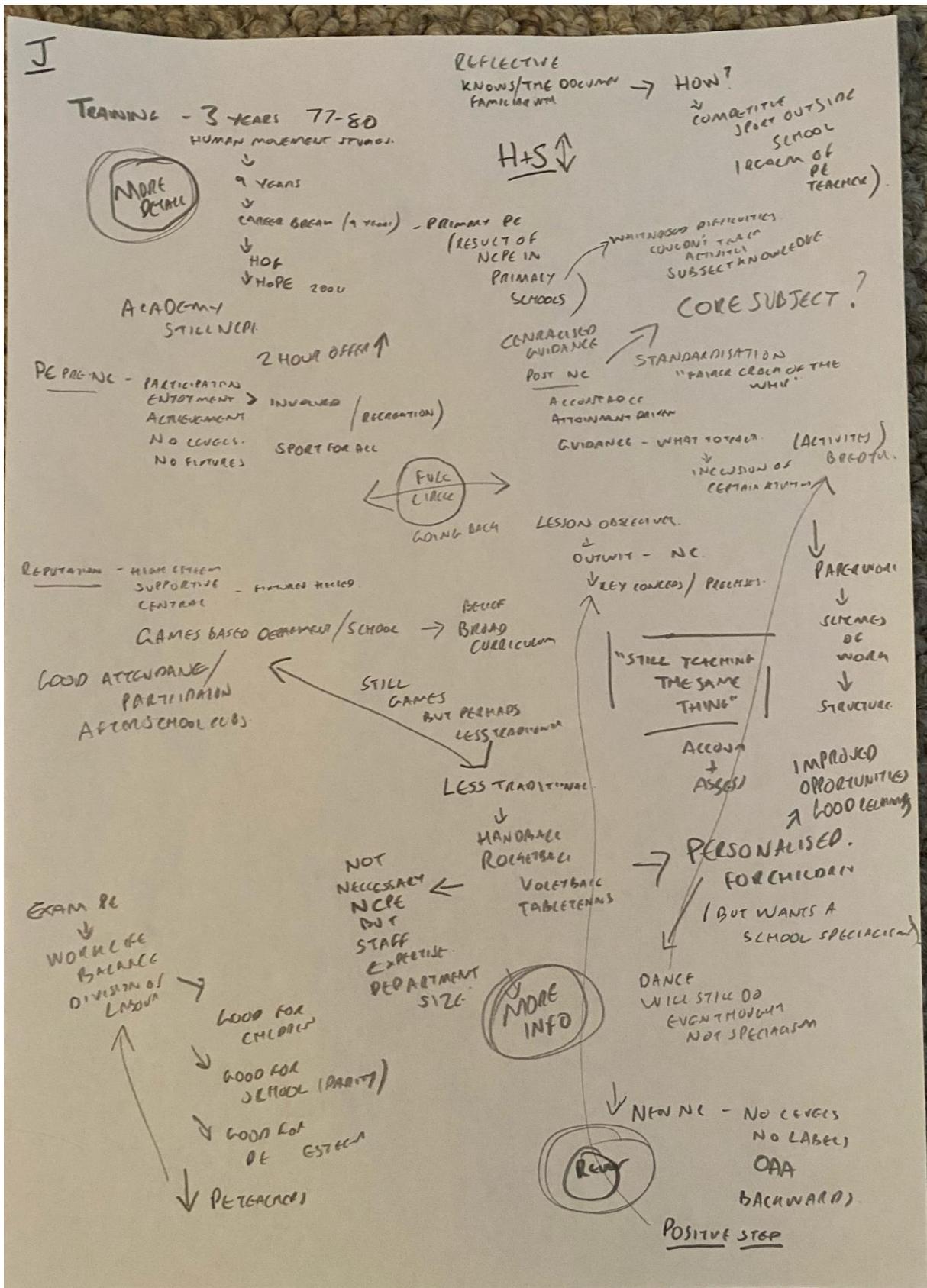
J We're better at that now than we were, but that's the same thing as I was saying to you before, about children's engagement with the lessons, and children being proactive in their own learning and teaching. So questioning has been, is better, it's a lot more

highlighted than it was. But saying that I'm sure we always questioned, we just weren't quite so aware of you know, Bloom's taxonomy and everything else. Yes, so. Mm. Teaching is better! Quality of teaching is better than it was overall. Yes. Yeah?

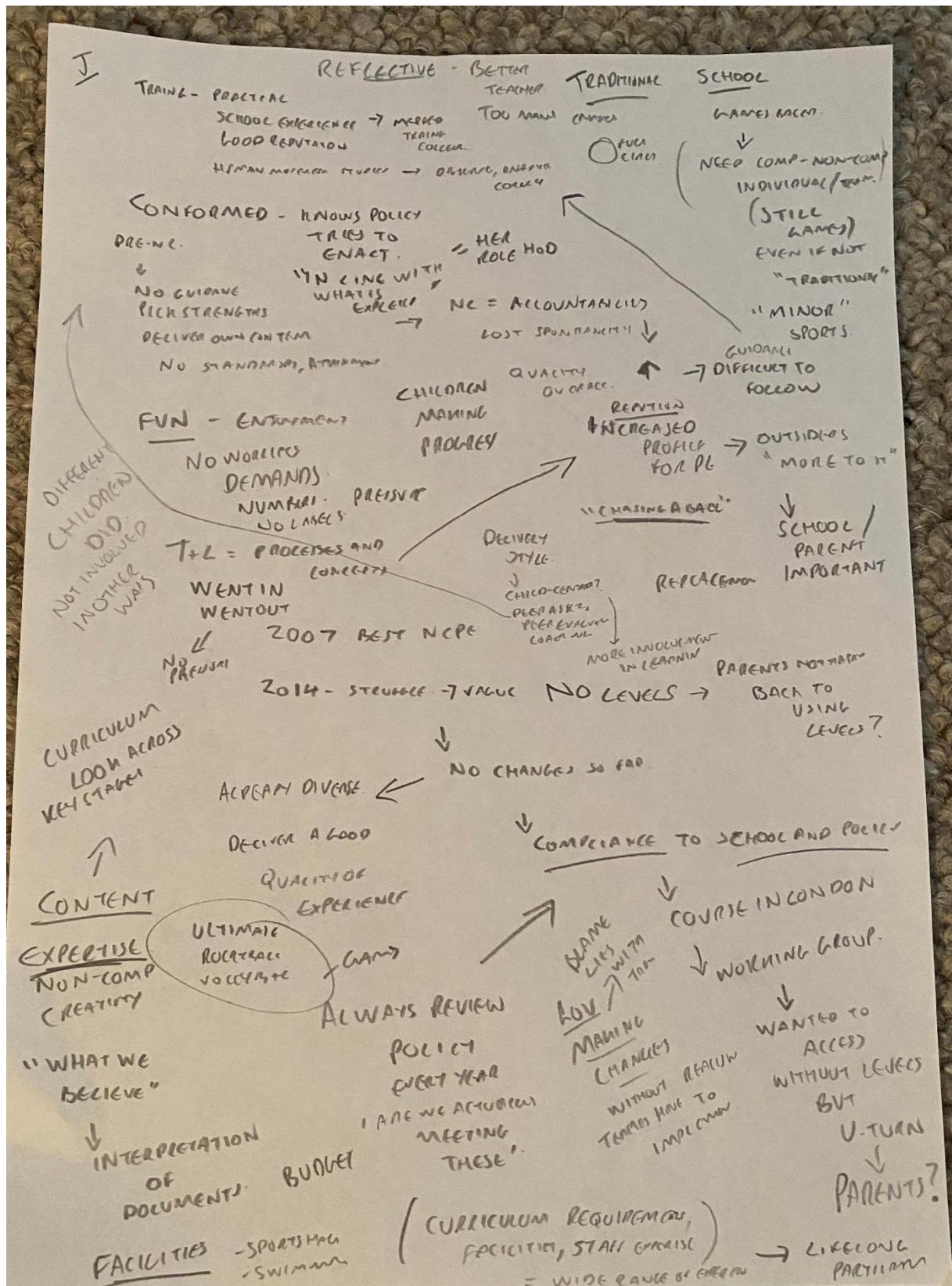
N Well, I think that's just about it. Thank you so much for your time, I'm very appreciative of everything you have told me.

J That's a pleasure.

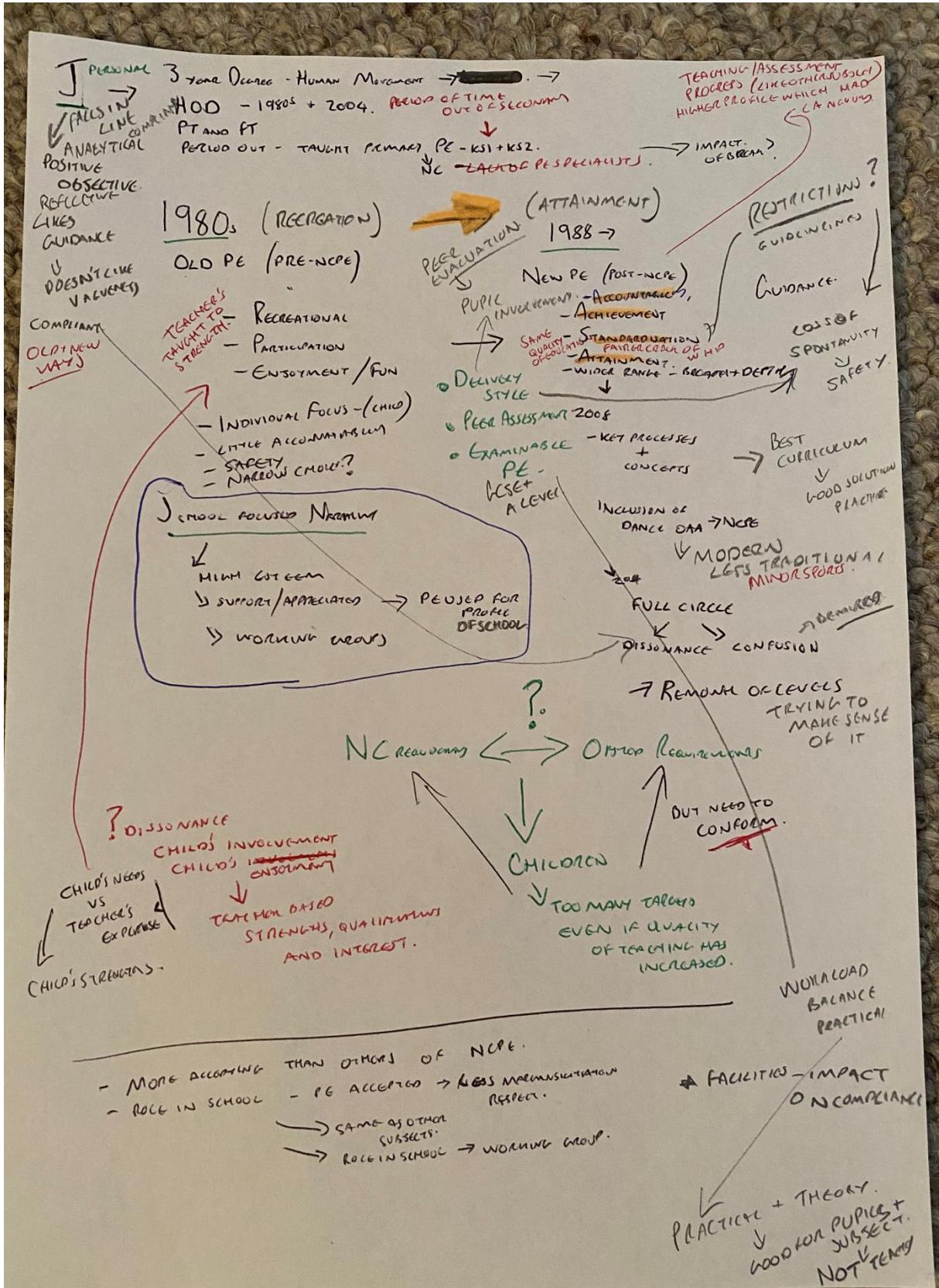
Appendix 6 – Jane First Interview Mind Map Memo



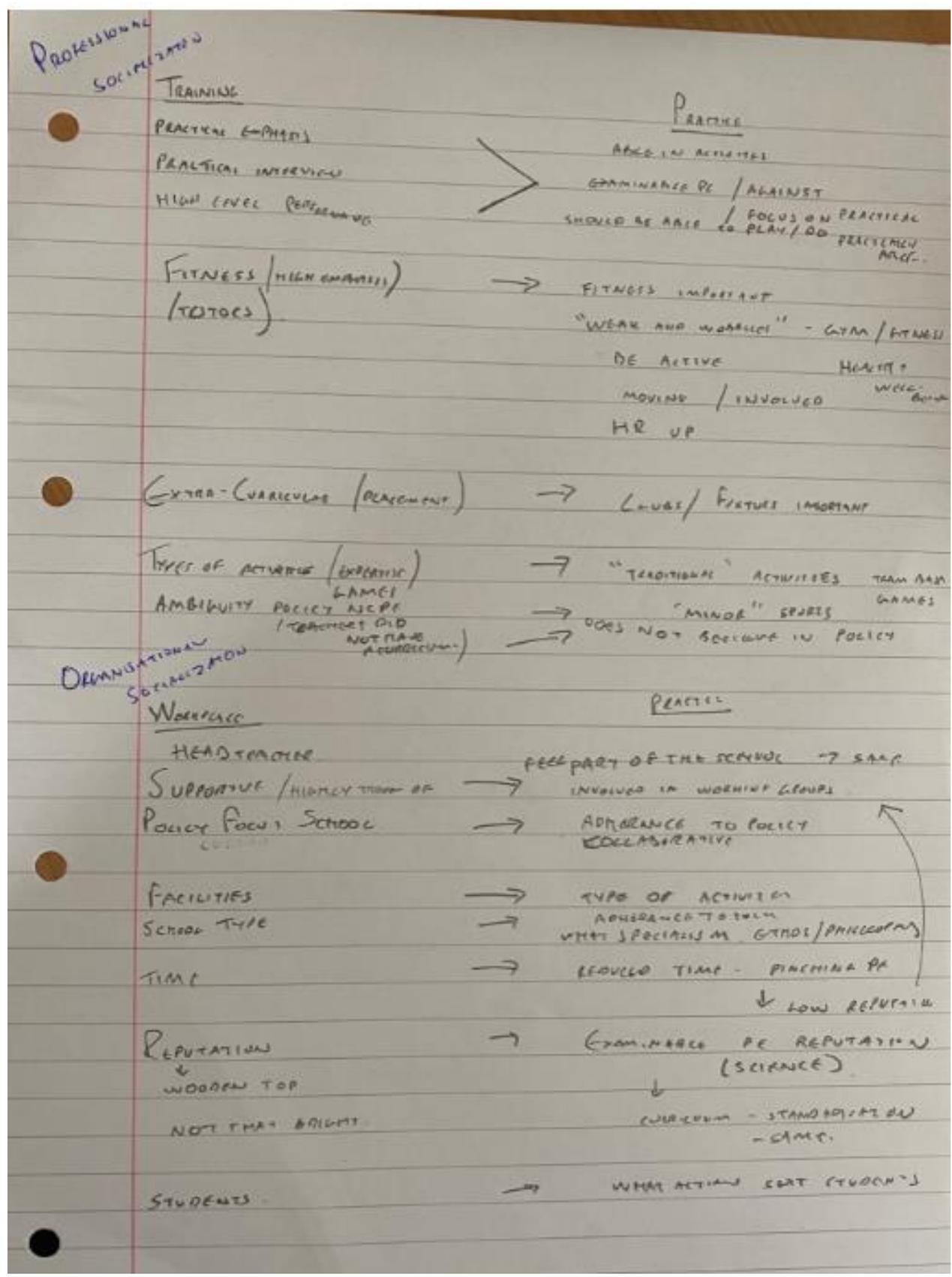
Appendix 7 – Jane Second Interview Mind Map Memo



Appendix 8 – Jane 1st and 2nd Interview Mind Map Memo



Appendix 9 – Identifying Occupational Socialization as a Theoretical Framework to Interpret Data



Appendix 10 – Jane Coding Table

Table 3: Data Analysis: Jane [Interview 1](#) and [Interview 2](#)

Theme	Codes	Example Quotes
PE Pre-NCPE	Participation Enjoyment Recreational Involvement	<ul style="list-style-type: none"> • Participation and enjoyment rather than levels of achievement • Children should be active • Children should be involved • Children should enjoy sport • Recreational / Very recreational focus • Involvement and just taking part • Teaching basically totally to our strengths • Taught the activities that we felt we had the qualifications and the interest to teach • Didn't have levels of attainment • Free to pick their own strengths, deliver the content that they wished to deliver, avoid the things they didn't like to deliver • There was no guidelines on terms of standards, or attainment and so we weren't accountable • You could have a bit more fun, more enjoyment in the lessons, but there was nobody accounting for the standards that the children got to • It was literally we're teaching a skill, I'm teaching it, you're doing it, • It would have been child-centered in terms of, because we've always been a school here where the relationships between staff and pupils have been really good and you could communicate and you do treat children as individuals. • So a child-centered approach as much as we would be teaching children at the level we thought appropriate or that child and giving them the targets, it wouldn't have been a two-way process • You weren't accountable to anybody. You didn't have a National Curriculum to follow, so you went in, you taught what you wanted to teach, you went out

View of PE in the Workplace

Supportive
Positive
Central
Appreciated

- Worked with a group, sort of, it wasn't without preparation, but because there wasn't the assessment, there wasn't the accountability, you weren't having to make sure you'd covered this, this and this, so you could just go out and teach what you wanted to teach. You didn't need the preparation so much.
 - Having a really good relationship with the girls in the school, the school being about half the size it is now, it was a joy. You know, I would look forward to coming in.
 - The enjoyment of teaching was better before all the other requirements were put in.
 - My relationship with the children was probably better, because we weren't putting so many demands on the kids and making sure they were meeting the targets
 - A more give and take relationship in that way, in terms of they knew you were working for them, but they knew you weren't worried about number, you weren't worried about assessing them.
 - We were there because we were doing sport and it was fun and we were trying to get better
-
- *Always held PE in quite high esteem*
 - *Never had a problem in terms of support*
 - *Central part of what the school has done*
 - *Fixtures programme... (used by the) school to get a higher profile*
 - *In this school it's viewed well, yes*
 - *What we do in the school is appreciated by the senior leadership of the school, by all the teachers*
 - *I think some people still don't realise that we run a structured programme and we're actually delivering a syllabus like anybody else, but the majority of people appreciate what we do.*
 - *Very little problem with non-participation*
 - *You've got nearly one-in-four children have done some competitive, inter-school sport*
 - *I have generally supportive parents, generally children who are engaged in their learning and generally children who want to be involved and do well*
-

<p>PE Post-NCPE</p>	<p>Accountability Attainment/Assessment Standardisation Reputation</p>	<ul style="list-style-type: none"> • <i>Attainment levels and target levels</i> • <i>A lot more accountable</i> • <i>Drive for more elite pupils</i> • Change from a very recreational focus to a more attainment drive focus. • Central part of education • A core subject • Recognition of the benefits in terms of all children's education and the difference it makes to them • Not too restrictive • It was better, 'cause the children had a fairer crack of the whip really, with standardisation • Accountability on the assessment • How are you going to account for what you're teaching and how are you going to assess the children on what they're doing • Health and safety • They (Primary school teachers) couldn't match requirements with the National Curriculum at Key Stage 1 and 2, so they suddenly it was the primary schools who found it very difficult, the transition and the expectations • We had better schemes of work, so there was a structure there • We're accountable for making sure the children make progress like in any other subject. • It has improved the quality overall in terms of making sure all children get the same quality of experience and there is some accountability and it has probably risen the profile of our subject, it's a lot higher than it used to be. • I think the reputation of PE and people realising that there's more to it than just running round chasing a ball, yeah, has improved through National Curriculum. • It gives them a better experience
<p>Practice post-NCPE</p>	<p>Activities Lesson Focus</p>	<ul style="list-style-type: none"> • <i>Changed slightly what we teach</i> • <i>Inclusion of dance</i> • <i>Inclusion of outdoor activities</i>

Teaching and Learning
Teacher/pupil
relationships

- The objectives of the lessons and what we're trying to achieve out of the lessons has changed
 - Focus of the lessons is different
 - Emphasis of the lessons have changed
 - You approached it in a slightly different,
 - You're still teaching the same basic content, aren't you? So it wasn't the delivery to the children and what we're teaching's changed, it's the accountability and the assessment area.
 - Range of activities has changed in terms of being less traditional
 - We've introduced I don't know if you'd call them 'more modern' (?) like handball, rocket ball, volleyball – those types of activities, table tennis
 - We've introduced those types of sports to try and get away from the traditional team sports.
 - We picked activities that were our strengths we had a broader range of strengths to choose from.
 - Teaching has improved in terms of we spent a lot of time reflecting on practice and pedagogy
 - Once you are in a class teaching the children, you are still teaching children and teaching them the same as probably we always have.
 - We're more reflective on our practice
 - Teaching has improved in terms of we spent a lot of time reflecting on practice and pedagogy
 - There's more of a communication between pupils and staff and a more engagement of children in their own learning
 - It's positive in terms of how the children I think view what we offer them.
 - We've included a lot more (activities)
 - We do a lot more peer-assessment.
 - Lot more emphasis put on children's engagement in actually that side and the coaching side and the peer-evaluation and the peer-assessments
 - A lot more input from the children and making sure that they're involved and can analyse performance as well.
 - Pupil involvement in their own learning is greatly improved.
-

Reasons for Changes to practice

NCPE Policy
Children
Staff Expertise
Facilities
Personal Beliefs

- I think the natural delivery of sport that teachers are very good at, qualified teachers are very good at just delivering enjoyable lessons that engage pupils. I think that has been lost a little bit because teachers feel they have to follow guidelines and reach assessment targets etc.
 - I think it's lost the spontaneity of PE teaching
 - Questioning has been, is better, it's a lot more highlighted than it was.
 - Teaching is better!
 - Quality of teaching is better than it was overall.
 - They've got to take a bit more responsibility for their own learning
 - There is a lot of self assessment and peer assessment,
 - With the older ones then we're trying to get them to use their skills to do a little bit of coaching, a little bit of officiating
-
- *Guidances, what activities should be taught*
 - *If the National Curriculum is telling us*
 - I've got to give them (*children*) a programme that matches what they're interested in.
 - Children need a more personalised programme
 - Try and personalise it so they do know what they're interested in, they do specialise a bit more in their interests and then hopefully we can feed them out.
 - Volleyball again has come from possibly the sixth form point of view because we gained quite a few children from XXX in sixth form who do volleyball
 - So it's either been if the pupils have been interested, or staff have had that expertise and just to give children more choice.
 - Got a bigger department and we've got more staff and specialisms have changed.
 - Because they're all involved I expect. You're all involved all the time. You're not isolated in a position particularly where no-one's passing you the ball.
 - Cause they're the sports that the children enjoy.
 - I do believe that by offering the National Curriculum I am giving the children a fair deal
-

- We use the minor sports particularly as options in Year 10 and 11 so that children who aren't great team players
- It's got to be on the expertise of the staff
- Expertise of staff.
- What we believe gives a broad and balanced curriculum
- Making sure we're hitting the areas of study they should have from the National Curriculum.
- Comes down to facilities
- When I first taught we hadn't got a swimming pool, so we couldn't all swim.
- Some of it is guided by facilities.
- We didn't have a sports hall, so we didn't do badminton, because there's no point, you know.
- A lot of it is facility based, if you've got the facilities and making the maximum use out of the facilities you've got.
- It's really just looking and seeing ok, what is popular, what works, what doesn't work and trying to include that
- It's a mix between curriculum requirement, facilities that are available and staff expertise and just making sure the children get a wide range of experience so hopefully they'll follow something, keep something going
- Comes down to facilities, not down to desire, or not down, but it does come down to staff expertise
- I think the difference in delivery style is because of evaluating and improving and getting children to be critical performers
- We really need to go off and get INSET to get them (staff) to the next level, because when you introduce a new sport, it's ok if you've got one expert in the department and they can share good practice with us, but the more we introduce and the more we get it to a sort of level where we think ok

- *Centralised guidance*
- *Standardisation*
- *Fairer crack of the whip*

Why a NCPE was required

Guidance
Standardisation

NCPE 2014

Changes to content/practice

- Activities
- Levels/Assessment

- Standardising the fact that schools supposedly were delivering a wider range of sports for their children.
 - *Going round in a complete circle*
 - *Taking away the attainment levels*
 - *Making sure children are involved in sport*
 - *What we were doing before, before the National Curriculum was introduced*
 - we can actually work with children on what they are good at and their strengths
 - (Not) worrying about where you are sat against the targets
 - Not quite as prescriptive
 - It has gone back to what it was like previous to the last review really (1999).
 - Take away those key concepts, the key processes which means we've got one small attainment target, well one small paragraph haven't we, of what the children are meant to, so you could say it's even gone further back than that to before 1988 when we didn't, you know, we didn't have any of this structure
 - We need to look at creativity still through possibly dance, so yes we do have to do these things, but maybe, it's not quite as prescriptive this National Curriculum we're getting in now.
 - We're always tinkering. We're changing again next year in terms of not the activities, but in terms of feeling that children need a more personalised programme. So if the National Curriculum is telling us that we need to get children, one of their aims is competitive sport outside school. How I'm meant to assess competitive sport outside school I'm not sure, but we've got to get them involved in competitive sport and activities outside school
 - I think the one we've got now is so vague we are going to struggle, at the moment.
 - So that is where our focus so far has been in terms of how do we now assess children when we've got no guidelines, putting in progression maps so we can track, working out within the school what the school's policy's going to be and making sure PE complies.
-

-
- So anything that's been done on National Curriculum so far is not on content, because we've had to say we know we deliver a good quality of experience for the children and a diverse quality of experience that meets all the needs of the new National Curriculum.
 - At the moment we haven't changed anything in there, but we have had to change how we assess
 - We know we deliver a good quality of experience for the children and a diverse quality of experience that meets all the needs of the new National Curriculum
 - I think the lack of flexibility in the latest one, by saying all pupils must do *outdoor adventures and activities*, is really hard.
 - The biggest problem that it has caused is guidance that is quite difficult to follow in all schools. So for example with *outdoor education and activities* being on the curriculum for key stage 3 and key stage 4, that makes it really difficult.
 - You see we still all do athletics and that needs reviewing, but then on the curriculum they're trying to challenge their own personal best, aren't they? So athletics works perfectly in there
 - I don't think the latest one was thought through very well. I can see the reasoning behind it. We need children with initiative and problem-solving and decision-making and experience the outdoors and the different ways, non-competitive element to their education, but it is really difficult to deliver well. I think that is the area here that we will find most difficult.
 - So the creative side, although we're trying to put it in, we are doing it to the best of our ability, we're probably not giving our children the best.
 - National Curriculum shouldn't have levels on it. Yeah? Because children are there to do their best and progress against their own standards and everybody make sure they are doing that

NCPE 2007Changes to
content/practice

- Activities
- Delivery

- *Inclusion of dance*
- The difference was not on what we taught, but how we assessed...lesson objectives needed to meet key processes
- It's the emphasis of the lessons have changed more than anything, but the inclusion of things like dance which we wouldn't choose to do, we're not dance specialists and outdoor education to match the requirements of the National Curriculum.
- I thought it was very vague for the children, but very good for the delivery
- When it came to developing mental and physical capacity and improving your decision-making skills, again I think that pushed forward the reputation of our subject, in terms of it was very clearly set out what was expected through PE.
- As well as developing skills and techniques, it was very clear that you could do lesson objectives where you are delivering your sport, but with a lot of different focus on
- I think that was probably the better curriculum
- *Processes and concepts* was very good.
- *Problem solving*, gave us more opportunity and more scope in how to deliver

Examinable PEGCSE /A Level
Workload / Balance
Status of PE

- I suppose the only other difference is from teaching when I first started, isn't really to do with National Curriculum PE, it's to do with exam PE
- Time and a division of your labor really between your preparation of lessons and your marking to spending time in clubs and societies
- impact on your work/life balance
- For the children it's excellent because those who are interested in sport and want to follow it up either just at GCSE as an interest to what affects their participation, and their interest in the anatomy and physiology, whatever, that's giving them that opportunity as well as being assessed on their ability and seeing the value (?). And A' Levels, as I say, as a career route as well.
- Because we are now probably held in more esteem

		<ul style="list-style-type: none"> • It has increased the status of PE as a profession, on paper just having a core element, but it's vital here • So I think it has been good for the subject, it's been bad for PE teachers' work/life balance • It's taken a good few years for PE to be seen as an equivalent GCSE or A' Level with some staff I think and possibly some children who think they can choose it as an easy option • We, to the new GCSE and new A' Level again this year. We've gone round in a full circle back to linear, so that causes problems • I am a believer that GCSE PE and A' Level PE are good for our subject • As you start assessing children, as soon as you're following curriculum, you're putting strains and stresses on the kids. It's not just the staff, the kids are under so much pressure.
<p>Specific to Jane (Training)</p>	<p>Practical Reputation</p>	<hr/> <ul style="list-style-type: none"> • 77-80 training – human movement studies • Taught very well • Proud of its reputation • Excellent at training PE teachers • We studied different activities in great depth, lots of games • learning the practical components • had school experience • Human Movement Studies was important as being able to watch children move, understanding how to observe, analyse, correct
<p>Specific to Jane (Career/Workplace)</p>	<p>Staff/personal development</p> <ul style="list-style-type: none"> • CPD • Inset 	<ul style="list-style-type: none"> • 21 began career at school • Worked for 9 years • 9 years off secondary teaching whilst daughter grew up • Normal PE teacher – acting head of department • Picked up primary school PE in local village schools • Taught pre-school gym

Adherence /
implementation of policy
Beliefs about PE
School Particulars

- Part time 1998-1999
 - 200 full time
 - Head of PE since 2004
 - Working party for the school
 - Course in London on how to assess without levels
 - Collaborative work (other schools)
 - The most important thing is to make sure children have a positive outlook on physical activity and get them out of this school still wanting to do something in the future.
 - Even if we're only delivering a couple of sports, if you can deliver them in a way that engages children and get some club links going.
 - The most important thing is to keep children active.
 - As a Head of Department that's my job to make sure that we are in line with what is expected, isn't it? Whether it's down to National Curriculum requirements, whether it's down to the latest Ofsted guidance
 - Mainly down to making sure the children are making progress – that's my job, to make sure we're in line with expectations!
 - Work on teaching styles and learning styles within the school, in the general way people teach.
 - Tuesday afternoon here is normally CPD, the children go home at ten past two and we do CPD. A lot of it, when we've all had to choose our own research area, has been about how do we make our children more independent learners
 - Every time something changes, or every time you think ok we've got to include this, we've got to do that, then it makes you reflect and it makes you adapt what you're doing, it doesn't mean you get rid of what you have been doing, you just tweak all the while.
 - I am a better teacher now than I was twenty-years ago in terms of the quality of teaching and the quality of teaching and learning relationship
 - We've faced possible redundancies this year. So the atmosphere, the actual morale within the department hit a low about two months ago.
 - Financial implications
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- I've had two part-time staff leave over the last two years have not been replaced. So that has a knock-on effect on extra curricula provision and what we can offer children, what we can staff, the broad range of extra curricula we can do.
 - It's also financial because of the budget we get through in a department.
 - The way you would love to buy new equipment, explore new things, experiment – I've got no budget to do it, so I'm nearly on half the budget I was two years ago.
 - So that is, too many changes and the financial restraints are a problem for education.
 - Everyone in the school lost a free period last year and a couple of years before that we also lost one, so we have two personal preparation periods down.
 - It's the government who are making those changes without realising that teachers are having to implement.
 - At the end of each year, and we will do this before I go off to summer and put in a curriculum for next year, we always review the curriculum we have taught that academic year and see if we're happy with that moving forward, and whether we need to tweak anything.
 - We will get you know the new National Curriculum requirements out and say are we actually meeting these again?
 - Are we happy with the way we're delivering it? But we do that every year anyway, move forwards.
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Appendix 11 – Overview of Data Analysis Stages

Stage 1

- Read first interview
- Create mind map

(Note down any questions or points of discussion for second interview)

Stage 2

- Read second interview
- Create mind map

Stage 3

- Re-read interviews and mind maps.
- Create background profiles

Stage 4

- Using interview transcriptions and mind maps create coding data analysis table

Stage 5

- Write narrative using themes generated from coding table
- Craft and recraft

(Episodically and thematically)

Stage 6

- Read and re-read narrative
- Using coding table and narrative find thread running throughout narrative to identify cluster
- Write analysis

Stage 7

- Write cross profile comparison related to themes found during data analysis process. Use coding tables from Stage 4.