

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	25	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	30	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

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Programme of Study: **BA Physical Education**

Discipline: **Primary Physical Education**

**Teachers' and Teaching Assistant's Perspectives of Physical Education in
Primary Schools**

Proposal

Introduction

The teaching of any subject in education is one of complexity and change, none more so than Physical Education. The purpose of this study is to explore the problems a subject like PE faces within a primary school setting and to uncover different teacher's perspectives of their own teaching of the subject and their own personal understanding and confidence in teaching it and implementing it into their lessons. The benefits of this study will look to underpin the barriers teacher's face to achieving good quality PE in primary education and look at recent published articles and writers who have already addressed this issue and are seeking to understand why this is an ever-growing issue within primary schools.

Research indicates how this is a global issue for primary educators and many scholars have already laid the groundwork for this research problem. Different approaches have already been used by some key authors to highlight issues on the topic of this study. Coulter and Chróinin (2013) depict the issue of 'What is PE?' in their article through the use of creative writing tasks and interviews which have effectively underpinned the opinions of teachers on teaching physical education in primary schools. Therefore, with this in mind, this study will try to emulate and work on this type of approach to further aid the research in this area of study and debate. In New Zealand, Gordon et al (2016) identified how physical education is inconsistent throughout its primary schools and variable in their teachings. Similarly in Italian primary schools, D'Elia (2020) highlights teacher's lack of competence to engage in PE due to the limited amount of time which is dedicated to the subject. Consequently, it is then difficult to achieve physical education learning outcomes such as self-awareness, movement, and lifelong learning (D'Elia, 2020). Through studying this issue and understanding the research already out there, it will help to illustrate whether this is a problem facing teachers within primary schools throughout the United Kingdom also. Further to D'Elia's (2020) research, where she speaks of PE being predominately taught by generalist teachers with whom many will not have had the adequate training or understanding of how to teach PE, especially in primary schools. The research of Griggs (2012) depicts this issue of inadequate teacher training and worryingly, raises the question of primary teachers' readiness to teach physical education seen very clearly in society today (Griggs, 2012, p. 5). Pickup and Price (2007) offer no different perspectives and concerningly also convey the lack of physical education teaching within the initial teacher training process. Additionally, Pickup and Price (2007) address this topic of specialist and non-specialist teachers and highlighted how the quality of primary PE is

damaged by the lack of facilities, budget, timetable of lessons and significantly the enthusiasm of the teachers to teach it (Pickup and Price, 2007, p. 163).

Since most primary school teachers are non-specialists in the field of PE, this adds to the concern of physical education being seen as a foundation subject explains Griggs (2012) and the responsibility of its teaching is now being directed to outside sports coaches who are being tasked with doing the job of a teacher to physically educate our children. If teachers are able and willing to learn subjects such as Maths, English and History then why isn't Physical Education being given the same consideration it deserves? Physical educators must take an active and coordinated role in the creation of a positive physical education future debates Kirk (2010). This study will therefore look to underline the perspectives of these teachers who feel they are lacking in confidence in teaching physical education as a subject and determine whether factors such as inadequate teacher training are a key barrier to this.

Aims and Objectives

- To initially engage with in-service primary school teachers to determine their personal views and values of what physical education is.
- To further recognise and try to make sense of why so many teachers and also teaching assistant's lack the confidence to implement good quality PE into their teaching.
- The overall objective of the study will try to highlight why this is becoming a major issue within our primary schools and whether it is a concern for the future of PE.

Methodology

Whilst underpinning the recent research surrounding the issue of this study, certain methodology will be used to aid in the pursuit of answering the research question. Cohen, Manion and Morrison (2003) relay how the purpose of any study will convey which methodology is used and most appropriate in terms of usefulness and reliability. Secondary data will be gathered from published reviewed research articles and journals with some published books also being used to help consolidate past researchers' opinions and findings. The works of Gerald Griggs and David Kirk will be used as both are leading the research on the past and current issue of which this study is examining. The feasibility of the study is also in question, addressing its focus to determine which method to use (Cohen, Manion and

Morrison, 2003, p. 75). Therefore, bearing in mind this study's aim of consolidating the differing perspectives of primary school teachers and their views on physical education, a qualitative research method will be used as the main methodology of this study. Jamshed (2014) states how qualitative methodology is useful for a study which is determining more about issues which have been researched and debated whilst Braun and Clarke (2014) convey the unique and richer perspective of choosing qualitative methodology for a research study.

Primary data will be gathered in the form of individual semi-structured interviews with in-service primary school teachers all with different backgrounds in teaching and thus, opinions on primary physical education. To firstly get a sense of the personal opinions and understanding of the teachers' perspectives of PE, a 10-minute individual writing task will be presented to them with the question 'What is Physical Education?'. Individual perception is critical here and will give the study an insight into the perspectives of the teachers prior to any guidance from the interview questions. The interviews will be conducted with three local primary schools in West Wales consisting of two teachers from each school, 6 in total. The perspectives of teaching assistant's may also be considered where relevant. Open-ended questioning will be identified and used here to gain valuable information which is more in depth (Jamshed, 2014). Moreover, this will provide the study with richer data to analyse and unpick due to the uniqueness of individual interviews says Manion, Morrison and Cohen (2018). Each interview will last for around 20 – 30 minutes to ensure adequate data is collected.

This educational research study will follow ethical guidelines specific to the needs of its participants. The British Educational Research Association (BERA) (2018) state how informed consent must be received from each participant taking part in the study. Consent can also be withdrawn at any point during the study. Furthermore, BERA (2018, p. 9) convey how all participants must be made aware of what the aims of the research are and how the information will be used to aid the development of the research.

Data Analysis

To analyse the data from the study, technology in the form of coding software's such as CAQDAS (Gibbs, 2018, p. 2) and nVivo software will be identified and potentially used to determine key findings from the initial writing task and from the individual interviews in the form of thematic analysis. Thematic analysis offers flexibility when analysing qualitative data through the use of themes and coding to depict certain discourses for discussion states Smith

(2015). Gibbs (2018) conveys how technology has reshaped the way in which qualitative data is analysed moreover, how it allows for more in-depth analysis of the narrative (Gibbs, 2018, p. 146). Answers will be coded into groups of key words such as physical education, physical activity, sport, and health and sorted into the groups accordingly. From this, the data can then be analysed and depicted against the ideologies of physical education and perhaps look to see what common themes are hindering the progress of physical education in a primary school environment.

Proposed Research Timetable

- October/Beginning of November – Ethics form to be completed.
- October 28th – Submit Proposal for Dissertation.
- By Christmas break – Completed Literature Review and discussed proposed software of data analysis and become familiar with using it. Also, approached different schools about conducting interviews and writing tasks with teachers.
- Mid-February – Collected all necessary data ready to begin the data analysis.
- April/May – Completed Dissertation and submitted.

*Tutorials with dissertation supervisor will be carried out when required throughout study.

Word count – 1,432

Cyflwyniad

Mae addysgu unrhyw bwnc mewn addysg yn un o gymhlethdod a newid, yn bennaf oll nag Addysg Gorfforol. Pwrpas yr astudiaeth hon yw archwilio'r problemau y mae pwnc fel Addysg Gorfforol yn eu hwynebu o fewn lleoliad ysgol gynradd a datgelu safbwyntiau gwahanol athrawon o'u haddysgu eu hunain o'r pwnc a'u dealltwriaeth a'u hyder personol eu hunain wrth ei addysgu a'i roi ar waith yn eu gwersi. Bydd manteision yr astudiaeth hon yn ceisio tanategu'r rhwystrau y mae athrawon yn eu hwynebu i gyflawni AG o ansawdd da mewn addysg gynradd ac yn edrych ar erthyglau ac awduron a gyhoeddwyd yn ddiweddar sydd eisoes wedi mynd i'r afael â'r mater hwn ac sy'n ceisio deall pam mae hwn yn fater sy'n cynyddu'n barhaus o fewn y sector cynradd. ysgolion.

Mae ymchwil yn dangos bod hwn yn fater byd-eang i addysgwyr cynradd ac mae llawer o ysgolheigion eisoes wedi gosod y sylfaen ar gyfer y broblem ymchwil hon. Mae rhai awduron allweddol eisoes wedi defnyddio gwahanol ddulliau i dynnu sylw at faterion yn ymwneud â thestun yr astudiaeth hon. Mae Coulter a Chróinín (2013) yn darlunio mater 'Beth yw Addysg Gorfforol?' yn eu herthygl drwy ddefnyddio tasgau ysgrifennu creadigol a chyfweliadau sydd wedi bod yn sail effeithiol i farn athrawon ar addysgu addysg gorfforol mewn ysgolion cynradd. Felly, gyda hyn mewn golwg, bydd yr astudiaeth hon yn ceisio efelychu a gweithio ar y math hwn o ddull o roi cymorth pellach i'r ymchwil yn y maes astudio a dadlau hwn. Yn Seland Newydd, nododd Gordon et al (2016) sut mae addysg gorfforol yn anghyson ar draws ei hysgolion cynradd ac yn amrywio yn eu dysgeidiaeth. Yn yr un modd mewn ysgolion cynradd yn yr Eidal, mae D'Elia (2020) yn tynnu sylw at ddiffyg cymhwysedd athrawon i gymryd rhan mewn AG oherwydd yr amser cyfyngedig sy'n cael ei neilltuo i'r pwnc. O ganlyniad, mae wedyn yn anodd cyflawni canlyniadau dysgu addysg gorfforol fel hunanymwybyddiaeth, symud, a dysgu gydol oes (D'Elia, 2020). Trwy astudio'r mater hwn a deall yr ymchwil sydd eisoes ar waith, bydd yn helpu i ddangos a yw hon yn broblem sy'n wynebu athrawon mewn ysgolion cynradd ledled y Deyrnas Unedig hefyd. Ymhellach i ymchwil D'Elia (2020), lle mae'n sôn am addysg gorfforol yn cael ei haddysgu'n bennaf gan athrawon cyffredinol na fydd llawer ohonynt wedi cael yr hyfforddiant na'r ddealltwriaeth ddigonol o sut i addysgu AG, yn enwedig mewn ysgolion cynradd. Mae ymchwil Griggs (2012) yn darlunio'r mater hwn o hyfforddiant athrawon annigonol ac yn peri pryder, yn codi'r cwestiwn ynghylch parodrwydd athrawon cynradd i addysgu addysg gorfforol a welir yn glir iawn yn y gymdeithas heddiw (Griggs, 2012, t. 5). Nid yw Pickup a Price (2007) yn cynnig unrhyw bersbectif gwahanol ac yn peri pryder hefyd, mae'n cyfleu'r diffyg addysgu addysg

gorfforol yn y broses hyfforddiant cychwynnol athrawon. Yn ogystal, mae Pickup a Price (2007) yn mynd i'r afael â'r pwnc hwn o athrawon arbenigol ac anarbenigol ac yn amlygu sut mae ansawdd addysg gorfforol gynradd yn cael ei niweidio gan ddiffyg cyfleusterau, cyllideb, amserlen gwersi ac yn sylweddol frwdfrydedd yr athrawon i'w haddysgu (Pickup and Price, 2007, t. 163).

Gan nad yw'r rhan fwyaf o athrawon ysgolion cynradd yn arbenigwyr ym maes Addysg Gorfforol, mae hyn yn ychwanegu at y pryder bod addysg gorfforol yn cael ei gweld fel pwnc sylfaen, meddai Griggs (2012) ac mae'r cyfrifoldeb o'i addysgu bellach yn cael ei gyfeirio at hyfforddwyr chwaraeon allanol sy'n cael y dasg o wneud gwaith athro i addysgu ein plant yn gorfforol. Os yw athrawon yn gallu ac yn barod i ddysgu pynciau fel Mathemateg, Saesneg a Hanes yna pam nad yw Addysg Gorfforol yn cael yr un ystyriaeth y mae'n ei haeddu? Mae'n rhaid i addysgwyr corfforol chwarae rhan weithredol a chydgyssylltiedig yn y gwaith o greu addysg gorfforol gadarnhaol yn y dyfodol, sef Kirk (2010). Bydd yr astudiaeth hon felly'n ceisio tanlinellu safbwyntiau'r athrawon hyn sy'n teimlo nad oes ganddynt hyder i addysgu addysg gorfforol fel pwnc a phenderfynu a yw ffactorau fel hyfforddiant athrawon annigonol yn rhwystr allweddol i hyn.

Nodau ac Amcanion

- I ddechrau ymgysylltu ag athrawon ysgolion cynradd mewn swydd i bennu eu barn a'u gwerthoedd personol o beth yw addysg gorfforol.
- Cydnabod ymhellach a cheisio gwneud synnwyr pam fod cymaint o athrawon a chynorthwywyr addysgu heb yr hyder i roi AG o ansawdd da ar waith yn eu haddysgu.
- Bydd amcan cyffredinol yr astudiaeth yn ceisio amlygu pam fod hwn yn dod yn fater o bwys yn ein hysgolion cynradd ac a yw'n bryder am ddyfodol AG.

Methodoleg

Er ei fod yn sail i'r ymchwil diweddar ar fater yr astudiaeth hon, bydd rhai methodolegau yn cael eu defnyddio i helpu i ateb y cwestiwn ymchwil. Mae Cohen, Manion a Morrison (2003) yn cyfleu sut y bydd pwrpas unrhyw astudiaeth yn cyfleu pa fethodoleg a ddefnyddir ac sydd fwyaf priodol o ran defnyddioldeb a dibynadwyedd. Cesglir data eilaidd o erthyglau a chyfnodolion ymchwil adolygedig cyhoeddedig gyda rhai llyfrau cyhoeddedig hefyd yn cael

eu defnyddio i helpu i atgyfnerthu barn a chanfyddiadau ymchwilwyr y gorffennol. Bydd gweithiau Gerald Griggs a David Kirk yn cael eu defnyddio gan fod y ddau yn arwain yr ymchwil ar y mater presennol a'r gorffennol y mae'r astudiaeth hon yn ei archwilio. Mae dichonoldeb yr astudiaeth hefyd dan sylw, gan roi sylw i'w ffocws i benderfynu pa ddull i'w ddefnyddio (Cohen, Manion a Morrison, 2003, t. 75). Felly, o gofio nod yr astudiaeth hon o atgyfnerthu safbwyntiau gwahanol athrawon ysgolion cynradd a'u safbwyntiau ar addysg gorfforol, defnyddir dull ymchwil ansoddol fel prif fethodoleg yr astudiaeth hon. Mae Jamshed (2014) yn nodi sut mae methodoleg ansoddol yn ddefnyddiol ar gyfer astudiaeth sy'n pennu mwy am faterion sydd wedi cael eu hymchwilio a'u trafod tra bod Braun a Clarke (2014) yn cyfleu'r persbectif unigryw a chyfoethocach o ddewis methodoleg ansoddol ar gyfer astudiaeth ymchwil.

Bydd data cynradd yn cael ei gasglu ar ffurf cyfweiliadau lled-strwythuredig unigol gydag athrawon mewn swydd cynradd sydd i gyd o gefndiroedd gwahanol mewn addysgu ac felly, barn ar addysg gorfforol gynradd. I ddechrau, i gael ymdeimlad o farn bersonol a dealltwriaeth o safbwyntiau'r athrawon o AG, cyflwynir tasg ysgrifennu unigol 10 munud o hyd gyda'r cwestiwn 'Beth yw Addysg Gorfforol?' iddynt. Mae canfyddiad unigolion yn hollbwysig yma a bydd yn rhoi cipolwg i'r astudiaeth ar safbwyntiau'r athrawon cyn unrhyw arweiniad o gwestiynau'r cyfweiliad. Cynhelir y cyfweiliadau gyda thair ysgol gynradd leol yng Ngorllewin Cymru yn cynnwys dau athro o bob ysgol, 6 i gyd. Gellir hefyd ystyried safbwyntiau cynorthwywyr addysgu lle bo'n berthnasol. Bydd cwestiynau penagored yn cael eu nodi a'u defnyddio yma i gael gwybodaeth werthfawr sy'n fwy manwl (Jamshed, 2014). Ar ben hynny, bydd hyn yn rhoi data cyfoethocach i'r astudiaeth ei ddadansoddi a'i ddad-ddewis oherwydd unigrywiaeth cyfweiliadau unigol meddai Manion, Morrison and Cohen (2018). Bydd pob cyfweiliad yn para tua 20 – 30 munud i sicrhau bod data digonol yn cael ei gasglu.

Bydd yr astudiaeth ymchwil addysgol hon yn dilyn canllawiau moesegol sy'n benodol i anghenion ei chyfranogwyr. Mae Cymdeithas Ymchwil Addysgol Prydain (BERA) (2018) yn datgan sut y mae'n rhaid cael caniatâd gwybodus gan bob cyfranogwr sy'n cymryd rhan yn yr astudiaeth. Gellir tynnu caniatâd yn ôl hefyd ar unrhyw adeg yn ystod yr astudiaeth. Ymhellach, mae BERA (2018, t. 9) yn cyfleu sut mae'n rhaid i bawb sy'n cymryd rhan fod yn ymwybodol o beth yw nodau'r ymchwil a sut bydd y wybodaeth yn cael ei defnyddio i gynorthwyo datblygiad yr ymchwil.

Dadansoddi data

Er mwyn dadansoddi'r data o'r astudiaeth, bydd technoleg ar ffurf meddalwedd codio megis CAQDAS (Gibbs, 2018, t. 2) a meddalwedd nVivo yn cael eu nodi a'u defnyddio o bosibl i bennu canfyddiadau allweddol o'r dasg ysgrifennu gychwynnol ac o'r cyfweiliadau unigol. ar ffurf dadansoddiad thematig. Mae dadansoddiad thematig yn cynnig hyblygrwydd wrth ddadansoddi data ansoddol trwy ddefnyddio themâu a chodio i ddarlunio rhai trafodaethau ar gyfer taleithiau trafod Smith (2015). Mae Gibbs (2018) yn cyfleu sut mae technoleg wedi ail-lunio'r ffordd y mae data ansoddol yn cael ei ddadansoddi ar ben hynny, sut mae'n caniatáu dadansoddiad manylach o'r naratif (Gibbs, 2018, t. 146). Bydd yr atebion yn cael eu codio yn grwpiau o eiriau allweddol megis addysg gorfforol, gweithgaredd corfforol, chwaraeon, ac iechyd a'u didoli i'r grwpiau yn unol â hynny. O hyn, gellir dadansoddi'r data wedyn a'i ddarlunio yn erbyn ideolegau addysg gorfforol ac efallai edrych i weld pa themâu cyffredin sy'n llesteirio cynnydd addysg gorfforol mewn amgylchedd ysgol gynradd.

Amserlen Ymchwil Arfaethedig

- Hydref/Dechrau Tachwedd – Ffurflen foeseg i'w chwblhau.
- Hydref 28ain – Cyflwyno Cynnig ar gyfer Traethawd Hir.
- Erbyn gwyliu'r Nadolig – Adolygiad Llenyddiaeth wedi'i gwblhau a thrafod meddalwedd dadansoddi data arfaethedig a dod yn gyfarwydd â'i ddefnyddio. Hefyd, cysylltu ag ysgolion gwahanol ynglŷn â chynnal cyfweiliadau ac ysgrifennu tasgau gydag athrawon.
- Canol Chwefror – Wedi casglu'r holl ddata angenrheidiol yn barod i ddechrau dadansoddi'r data.
- Ebrill/Mai – Traethawd hir wedi'i gwblhau a'i gyflwyno.

*Bydd sesiynau tiwtorial gyda goruchwyliwr y traethawd hir yn cael eu cynnal pan fo angen trwy gydol yr astudiaeth.

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