

Rebecca Fountain

Programme of Study: **BA Physical Education**

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

**Safbwyntiau Athrawon a Chynorthwyywyr am
Addysg Gorfforol mewn Ysgolion Cynradd**

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Name of the Programme of Study: BA Physical Education

Name of Student (Capital Letters): REBECCA L FOUNTAIN

DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed R. Fountain (Student)

Date 26/04/2023.....

DECLARATION

I am satisfied that this work is the result of the Student's effort.

Signed (Lecturer)

Date

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Abstract

Intro – Rationale for this study was to explore in-service Teachers' and Teaching Assistant's Perspectives of Physical Education (PE) in primary schools. The study's objective was to engage with primary school teachers and determine their own values and attitudes towards PE, and to understand their own experiences from their Initial Teacher's Training (ITT) and whether this has impacted on how they teach PE in their lessons.

Method – Participants for the study were primary teachers and teaching assistants. This inductive research study intended to interpret and collect data which was suitable for a qualitative approach which involved individual interviews with open-ended questions which provided a richer narrative to develop between the interviewer and participants. Interviews were held in Welsh and English, depending on the preference of the participant. The overall participant total was 7, with 6 female and 1 male teacher. Data collection for this study involved the use of Convenience Sampling whereby participants were collected via a social media post asking for in-service primary school teachers who were willing to take part. The correct ethical guidelines were followed, with each participant completing the necessary consent form prior to each interview. Through Thematic Analysis (TA), emerging themes of physical development and resources highlighted teacher attitudes surrounding PE, whilst certain barriers hindering primary teachers' role in providing high quality PE experiences was brought to light through lack of time and interventions.

Findings – It was found that PE develops the whole child through physical development, with skill development and health and wellbeing becoming dominant discourses for discussion throughout. A key finding was the prominence of resources and programmes used by teachers to aid their lesson plans for PE, with many stating how the internet was a valuable resource in helping to generate ideas for PE. Lastly, the attitudes and values perceived by the participants of PE provided an open and honest discussion regarding the perception of PE amongst primary school teachers with enthusiasm and the school environment itself becoming topics for debate within the discussion of the findings.

Conclusion – The findings of this qualitative research study indicate that the values and aims of PE are not reciprocated amongst primary school teachers who participated in the study. With differing values, aims and perspectives surrounding use of resources, interventions and what should be taught in PE, it demonstrates how the future of PE is being hindered by primary teacher's lack of knowledge of what successful primary PE needs to look like. It is teachers' early influences through their period of acculturation which is found to directly affect what is taught in PE. Additionally, governments are controlling teacher voice and the obesity epidemic is still being recognised as the sole purpose for PE to be included in the curriculum, using PE as a ploy in increasing physical activity levels amongst young people. In conclusion, PE's broad aims in the domains of physical, social, emotional, and cognitive must be recognised as key developments for whole child development, which can justify PE's broad contribution to lifelong learning within the curriculum and beyond.

Chapter 1

1.0 Introduction

Trying to define education is itself, a challenge for many researchers. However, defining Physical Education (PE) as a unique subject within the curriculum is a debate which many scholars such as Kirk (2010) and Griggs (2007) are attempting to justify for its future. Education in the 21st century is one of change and complexity, with a significant emphasis recently on primary PE, and the significant barriers such as lack of confidence emerging from the research (Morgan, 2008; Freak and Miller, 2017). There is growing emphasis on the role of primary head teachers to develop an environment that “supports the provision of high-quality PE” (Rainer et al, 2012, p. 432). However, there is also a heavy focus on literacy and numeracy where head teachers are under pressure to ensure pupil’s develop skills in both areas (Rainer et al, 2012). At the same time, there is increasing pressure on the generalist primary teacher to deliver all subjects across the curriculum. Primary schools must be aware of the importance of PE and understand what the learning looks like. Moreover, how its prevalence in the curriculum is inconsistent and variable in its teaching (Gordon et al, 2016).

The ‘P’ in Physical Education denotes a powerful realisation of the repetitious nature associated with teaching sports techniques within PE. Additionally, this is while focusing fully on the physical, competitive nature of PE and how this can no longer be perceived as an attribute for high quality PE (Kirk, 2010; Quennerstedt, 2019). The future of PE and what is taught must begin a radical transformation (Kirk, 2010) in terms of its practices. The ‘E’ in PE or educative purpose is under threat (Quennerstedt, 2019). Consequently, there are societal pressures facing the future of PE, with health being a dominant discourse surrounding the subject. Furthermore, governments are attempting to conceptualise PE as a subject which can enhance public health and eradicate the obesity crisis seen in young people (Gray et al, 2022). Critically, scholars such as MacDonald (2014) question neo-liberalism as a political paradigm influencing PE’s future and removing the subject’s educative purposes. Likewise, the physical component of PE is being threatened by pressures associated with standardised testing, grades, and written assessments (Tolgfors, 2018). Furthermore, pupils are now formulating their own knowledge and understanding of what PE and movement is (Brown, 2013) but are not actively becoming experts in how and through.

An understanding of how PE fits within the curriculum is one of the biggest challenges facing educators who are lacking the confidence, knowledge and understanding in teaching a

subject which offers lifelong learning opportunities (Griggs and Randall, 2022). Griggs and Randall (2022) also suggest how this esoteric understanding of PE is limited to those individuals who value PE themselves. Additionally, those who enjoy participation in activities and recreational sports will usually have a sound knowledge of how the subject's attributes can be beneficial to learning within the curriculum. Primary teachers teaching PE has become a dominant debate within education, with scholars such as Griggs (2012) and Waring, Warburton and Coy (2007) highlighting the concerns surrounding PE in the curriculum, barriers to effective teaching and also the initial teacher training process. Research indicates there is a large variation in the quality of children's experiences in PE (Rainer et al, 2012; Waring, Warburton and Coy, 2007) conveying how the quality of those lessons will vary across curriculums. PE within the curriculum is being misunderstood by governments, local authorities and the wider community including parents (Griggs and Randall, 2022) who find it difficult to shift their perspectives due to the negative connotations surrounding PE and the historical context of its origins.

The aims of PE are being challenged by external factors such as governments, policies and training which are preventing PE's future development. Evidence from Australian primary schools portray this, where teachers feel they understand the importance of PE for the children but lack the confidence to teach it (Freak and Miller, 2017). Similarly, Elliot et al (2013) found that teachers were only given a starting point in how and what to teach in PE lessons from their Initial Teacher Training (ITT), which negatively impacts their professional socialisation. Critically, Waring, Warburton and Coy (2007) criticise government manipulation of PE and reiterate how governments are targeting PE with a view to portraying public health in a positive light (Gray et al, 2022).

Likewise, teachers are also referring to their own period of 'Acculturation', which denotes a teacher's early influences of PE through childhood experiences (Murphy and McEvoy, 2020) to develop ideas and concepts of what to teach in PE. Critically, it is interference from governments who are seeking to control all ideas surrounding PE, which Kirk and MacDonald (2001) believe is removing the teacher's own authority surrounding changes and creative practices. Teachers are being influenced by their own perceptions of what is PE (Coulter and Ní Chróinín, 2013) or how it was for them. Games have dominated primary PE and narrowed teacher's views in terms of what good quality PE needs to be (Pickup and Price, 2007, p. 166). Moreover, this has impacted on the ideologies of teacher's and how they view PE. Primary teachers' period of acculturation will directly affect how they teach PE (Elliott et

al, 2013). This period should represent teacher's period of socialisation (Curtner-Smith, Hastie and Kinchin, 2008) and be continued throughout their professional development and operational socialisation.

Physical Education as a subject is being "squeezed for time" (Williams, 2000, Preface). Moreover, it is a subject which has been downgraded in terms of learning outcomes in comparison to the core subjects within the curriculum. Therefore, the aim of this study is to explore in-service primary school teacher's perspectives of Physical Education within a Primary School. The study will look to engage with primary school teachers to determine their own values and attitudes towards PE, and to understand their own experiences of the Initial Teacher Training (ITT) process while highlighting barriers to the effective implementation of high-quality PE, particularly discourses surrounding lack of time given to PE, interventions preventing its development and the school environment.

1.1 Aim

The aim of the study is to explore in-service primary school teachers' and teaching assistants' perspectives of Physical Education.

1.2 Objectives

- To initially engage with in-service primary school teachers and teaching assistants to determine their personal views and values of what physical education is.
- To explore the experiences that the teachers have had of PE in their Initial Teacher Training.
- To determine how teacher's devise their ideas for PE lessons and their confidence in their own abilities.
- To analyse the themes that arise from the interview data to better understand the perspectives and support needed for successful PE teaching and learning to occur.

Chapter 2

2.0 Literature Review

2.1 Introduction

The claims made for Physical Education within the domains of physical, social, emotional, and cognitive development justify the subject's broad contribution to lifelong learning within the curriculum and beyond (Bailey et al, 2009; Morgan and Hansen, 2008; Penney and Jess, 2004; Whitehead, 2001; Lund, 2010; Donaldson, 2015 and Ofsted, 2022). The future of PE is driven by young people's lifelong participation in physical activity and sport (Penney and Jess, 2004). PE has the ability to create these opportunities and a future centred around the health and well-being of the next generation. Concerningly, primary school teachers are feeling more unprepared to teach PE (Morgan and Hansen, 2008). Additionally, their affective nature towards PE is having a detrimental impact on their pupil's own views of PE. There still remains concerns surrounding the quality of children's meaningful learning experiences in PE (Jess, Keay and Carse, 2016; Ní Chróinín et al, 2023) due to the lack of high-quality teaching and understanding of the subject seen by many in-service primary teachers.

Pupils are potentially missing out on the high-quality PE they are entitled to (Elliot et al, 2013). Critically, Griggs and Randall (2022) argue how a primary school is the ideal setting for children to learn physical skills and activities, which is seen as a top priority amongst educators and government policies. However, this is clearly not being achieved to the standard it should and children are now lacking in their development of Fundamental Movement and Motor Skills which should be developed from an early age to allow children to become proficient movers (Hardman, 2008; Wainwright et al, 2020). The Welsh Curriculum in 2022 transformed their teaching and learning to centre it around health and well-being promotion (Welsh Government, 2022). Furthermore, this built upon the vision held by afPE Scotland (2022) who are an example of a successful case study of what Wales are needing to replicate. Significantly, this has positioned Scotland at the forefront of change and fostering a positive outlook for the future of PE (afPE, 2022).

2.2 Whole Child Development

Physical Education is ideally placed to develop the whole child (Grecic, Sprake and Taylor, 2020) with its physical attributes alongside the emotional, social, and cognitive domains widening the possibilities for the subject to develop the whole child. Doherty and Bailey (2003) present physical development as a vital contribution to a child's whole development within PE. The COVID-19 pandemic brought with it unprecedented damage to the ways in which society views PE, with influencers like Joe Wicks and his 'PE with Joe' initiative at the forefront of this. Yes, it was commendable the scale of which Wicks' idea took hold of the population. However, its sole focus was on the importance of physical activity, reinforcing many people's beliefs on the narrowness of PE and its only contribution to the curriculum is to improve fitness and to help end the obesity crisis (Gray et al, 2022). Bowles et al (2022) evoke the opinions employed by Grecic, Sprake and Taylor (2020) previously, and state that the "one-size-fits-all approach" (Bowles et al, 2022, p. 4) enforced by Joe Wicks cannot aid the importance of whole child development required to produce high quality PE for the future of the subject.

The early years are a crucial time for whole child development (Wainwright et al, 2020), with the Foundation Phase in Wales leading the way through its use of playful pedagogical approaches to learning and development. In Wales, the SKIP-Cymru programme was devised as an initiative to support Physical Literacy (PL) development in young people through addressing children's motor competence through kinaesthetic instruction (Wainwright et al, 2020). This concept employed a new confidence in teachers of the foundation phase in providing successful movement development in PE. Importantly, becoming the facilitator of learning for the pupils. The early years enables children to become proficient movers and to harness this throughout their lifelong participation in physical activity. It allows teachers to develop their professional capacity (Wainwright et al, 2020) whilst providing schools the freedom to deliver the content and skill development within their own setting. Moreover, using their own knowledge and understanding of early movement to aid whole child development through the primary years.

Teachers must have expertise in knowing how to develop movement skills in children (Wainwright et al, 2020) before then implementing these in their teaching. Furthermore, research into the implementation of such skills from an early age demonstrates a lack of knowledge and understanding that teachers have in realising how these skills can play an important role in the development of lifelong physical activity opportunities (Wainwright et al,

2018). Priestley et al (2015) likewise highlight the situation within New Zealand curricula, which are creating opportunities for the teachers themselves to become active developers within curriculum design and learning, highlighting their own teacher voice. PE is seen as a societal structure which can promote lifelong physical activity (Bennie and Langan, 2015). Likewise, also ensuring whole child development which promotes lifelong learning which is holistic and aids their PL journey.

2.3 Socialisation and Professional development

Policies are shaping physical education's future, moreover, MacDonald (2014) conveys 'Neoliberalism' as a political paradigm negatively impacting PE and its future. Hastings (2019) also criticises how governments are controlling the progression of PE, hindering developments in the teacher training. If teachers are to learn and develop their understanding of PE, they must experience this first hand in the learning environment where their professional development can aid in their own reflective practice (Tsangaridou and O'Sullivan, 1997). Early emphasis on teacher's operational socialisation must be determined to establish individual's motivation for becoming a teacher. But also, how their acculturation from childhood experiences has impacted their values and beliefs (Murphy and McEvoy, 2020). Lawson's early model of socialisation (1983) critically justified the experiences primary teachers acquired during their acculturation, and how they will have shaped their own ideologies of what PE is to them and importantly how attitudinal changes surrounding models and new practices within in-service teachers are demonstrating changes for the future (Morgan, 2008).

Conversely, attitudinal changes are critical to interpretation and constructed by teacher's own role models, experiences of PE and their Initial Teacher's Training (ITT) (Hastings, 2019). Starting from scratch will not seek to reform PE for the future (Kirk, 2010) but rather PE needs a new challenge to its teachings. Significantly, for primary school teachers they must develop the confidence to teach effective PE within the curriculum through the use of new practices such as model's-based approaches. However, these new means of learning must not replace PE (Casey, Dyson, and Campbell, 2009) but instead support teachers who want to develop their own learning and understanding of PE to further their professional development. Critically, Kirk (2010) questions the marginalisation of PE in the curriculum, foreboding a decline in primary teachers wanting to take an active role in radically changing PE practices.

Appropriate ITT must be given if the perspectives of teacher's views on primary PE is to change and research is highlighting the longevity of this problem (Carney and Armstrong, 1996; Carney and Guthrie, 1999; Griggs, 2012). The quantity and quality of PE in the ITT is negatively impacting the learning of pupils due to teachers not receiving the adequate provision and learning of PE in their training (Carney and Guthrie, 1999; Blair and Capel, 2011). In Scotland, it was seen that PE lessons taught by the primary class teacher were of a lower standard compared to other subjects (Carney and Guthrie, 1999). A poignant quote from this article highlighted how the teacher carried out the PE lesson for the children to "let off steam" (Carney and Guthrie, 1999, p. 124) implying that no learning was completed. Critically, the research found that 53% of Scottish primary school teachers felt that their ITT in PE was inadequate and a third expressed how it was of no relevance to the curriculum teaching of PE. This pedagogical standpoint of primary teachers is crucial to understanding what needs to be changed or reformed (Armour and Duncombe, 2004) to ensure primary PE practice is of a higher standard for the future.

Similarly, primary teachers in both England and Wales have expressed the inadequacy of ITT for PE, labelling it a low standard and a concerning variation in the time allocated for its teaching (Carney and Armstrong, 1996; Rainer et al, 2012; Waring, Warburton and Coy, 2007). Research by Griggs (2012) highlights primary school teachers as being generalist teachers who have little foundational knowledge of PE and therefore, little to no confidence in teaching PE to a high standard (Carney and Guthrie, 1999; Carney and Armstrong, 1996). Current research is identifying flaws in the delivery of PE, with criticisms being made on the "ineffective delivery of primary Physical Education" (Griggs and Randall, 2022, p. 189). If PE is taught well in our primary schools, it can position itself as a subject which can play an important role in improving physical activity levels whilst obtaining a status as a core subject in the curriculum.

Significantly, there is seen to be an over-reliance on external agencies and sports coaches being drafted in to teach PE within primary schools (Rainer et al, 2012). Blair and Capel (2011) highlight the UK Government's introduction of the 2003 Workforce Remodelling Act which has allowed for teachers to raise the educational standards in schools. In turn, establishing the concept of Planning, Preparation and Assessment (PPA) time to aid teachers in their Continued Professional Development (CPD). Teachers are receiving 10% entitled timetabled commitment for PPA during PE lessons (Harris, Cale, and Musson, 2011). Research indicates that head teachers are choosing PE lessons for teachers to receive their PPA time

(Blair and Capel, 2011; Harris, Cale, and Musson, 2011) due to the prioritisation of academic subjects like English and Maths. Therefore, sports coaches and agencies are now being tasked with co-ordinating and planning PE lessons whilst primary teachers receive their own CPD. This is having a detrimental effect on the quality of PE lessons for children (Blair and Capel, 2011) due to coaches not being equipped with the pedagogical knowledge required to carry out PE lessons to a high standard (Harris, Cale, and Musson, 2011).

2.4 Barriers

This issue of PPA time raises the question of other barriers PE is facing. Consequently, teacher confidence, lack of time and poor facilities are common discourses of debate within the research (Morgan, 2008; Freak and Miller, 2017). Similarly in New Zealand PE is seen to be inconsistent throughout its teaching (Gordon et al, 2016) and when compared to Italian primary schools the theme of lack of time is also evident which is having a detrimental effect on teacher's competence and confidence to teach the subject (D'Elia, 2020). The strong opinions which are held amongst physical educators on their subject should be the driving force in implementing better PE provision in schools which is more evident in PE than any other subject (Kirk, 2010, p. 2).

Concerningly, research has found that schools are failing to achieve the required time for pupils to be active (Bennie and Langan, 2015) due to interventions from external agencies and interruptions from trips, concert practices and themed days. Moreover, student learning is also interrupted by the school to focus on behaviour management, skill work in core subjects and significantly, the PPA time allocation for the class teacher (Bennie and Langan, 2015). Critically, the PPA time allocated to teachers is recommended to improve their teaching of PE (Abdulla, Whipp and Teo, 2022) and to increase specific knowledge rather than external agencies running the PE lessons. If high quality PE is to be implemented, primary school teachers "must begin to consider what it looks like within their own context" (Pickup and Price, 2007, p. 166). Furthermore, teachers must look to harness different skills and opportunities to increase the quality of PE, whilst also developing their own abilities in teaching the subject. This review presented evidence from literature of the issues surrounding Physical Education in primary schools, furthermore, how the prevalence of teacher's experiences in the Initial Teacher Training (ITT) is negatively impacting their teaching and understanding of PE and their individual attitudes and values towards the subject.

Chapter 3

3.0 Research Methodology

3.1 Approach

Whilst considering the feasibility of this study and noting the study's aim being to explore in-service primary school teacher's perspectives of physical education, a qualitative research method was chosen as the most suitable approach for this study due to wanting to know and understand more about the issues surrounding this area of research (Jamshed, 2014). Braun and Clarke (2014) convey the uniqueness of using qualitative methodology as it provides richer perspectives and data in which to work with and underpin. This methodology enabled a qualitative dialogue to begin between the researcher and individual's participating in the study (Cohen, Manion and Morrison, 2011, p. 33). This inductive research study intended to interpret and collect data which was deemed suitable for a qualitative approach (Gratton and Jones, 2004), with the unique context of primary school providing an environment where insider knowledge of a school was critical when interpreting perspectives (Austin, 2016).

The nature of this study was shaped by politics and the ontological nature of the reality primary PE finds itself in (Cohen, Manion and Morrison, 2011). Furthermore, the values surrounding this study are deemed socially constructed, similar to the constructive nature of PE (Kirk, 2010). Educational research is concerned with an ontology in motion, meaning it changes over time and is in a constant state of flux (Akkerman, Bakker and Penuel, 2021). Similarly, PE is seen as constantly changing and adapting and the ontological conceptualization of PE and its relevance in primary education are impacting the outcomes for PE in an ever-changing society (Akkerman, Bakker and Penuel, 2021).

3.2 Research Design

A further reason behind choosing a qualitative approach was the flexibility of the research design (Gratton and Jones, 2004) and that the research could be adapted once the data had been collected. Critically, Cohen, Manion and Morrison (2011) state that some data may have potentially been excluded dependent on its quality, obtaining correct themes linked to the research aim and whether the researcher had any biases themselves relating to the study. Research bias was a critique of this study due to the personal nature of interviews and the

potential of the interview becoming too broad and diverting away from the study's aim (Cohen, Manion and Morrison, 2011). Moreover, the theme of bias may be hindered by the presence of the interviewer themselves who unconsciously may have influenced the responses from each participant and encouraged more favourable answers. However, ensuring a narrow and concise view with questions devised by the interviewee stimulated the line of investigation and focused on the participants taking part and the study's overall aim of gathering in-service primary teacher perspectives of PE.

3.3 Data collection, Participants, Sampling, and Interviews

Secondary data was collected from published reviewed research articles and journals which underpinned the research currently available. Moreover, published books were also used to consolidate past researcher's opinions and help to set the context of the study. Primary data was collected through the use of individual semi-structured interviews with in-service primary school teachers with differing opinions and perspectives on the state of primary physical education. Informant interviews allowed for the participants to contribute to the set questions which added their own viewpoint and authentic voice to the interview process (Atkins and Wallace, 2012).

Prior to each individual interview, the participants were presented with a 10-minute writing task with the question 'What is PE?'. This concept derived from a research study by scholars Coulter and Ní Chróinín (2013) in which they presented teachers with this question to highlight their initial thoughts before answering the interview questions. This gave a critical insight into the participants personal experience of PE and their own knowledge and perspectives of what PE is to them. This also revealed some common and apparent themes emerging from each participant which opened the possibility of further sub-questions in the interview itself which is presented in the findings of this study.

To obtain the necessary data for the study, a social media post was constructed and extended to a wider audience of primary school teachers and teaching assistants (TA's) who were willing to participate. This data collection was successful, with 5 primary school teachers coming forward, 1 primary head teacher and 1 primary TA. This collection of data prompted a convenience sampling technique whereby participants were convenient in their willingness to take part in the study (Robinson, 2014). This provided an accumulation of data ready for analysis (Noy, 2008). Table 1 provides the pseudonyms of each participant, alongside their teaching experience and what age/key stage they each teach:

Table 1

1. Eleonora – 47-year-old female. Teacher of year 1 class. 23 years' experience as a teacher.
2. Jen – 54-year-old female. Head teacher at small primary school in West Wales. 30 years' experience.
3. Danielle – 48-year-old female. Primary Teacher. 20 years' experience as a teacher.
4. Fflur – 29-year-old female. Key stage 2 teacher. 7 years' experience as a teacher.
5. Chloe – 52-year-old female. Teaching Assistant for ALN child.
6. David – 35-year-old male. Teacher of year 2 class. 7 years' experience as a teacher.
7. Carol – 48-year-old female. Primary teacher. 25 years' experience as a teacher.

Saturation from the data collecting was then achieved, whereby a criterion for discontinuing the data collection when the limit or required capacity is sufficiently reached had been obtained and the necessary number of interviewees required for the data collection (Saunders et al (2018)). Furthermore, in interviews, if the same themes and comments are also coming up again and again then saturation has been achieved and there is sufficient data to then begin analysis and discussion of findings.

Open-ended questioning was identified as a key concept here to gain more information which was more in depth and to keep the study open to further questioning (Jamshed, 2014). Similarly, Creswell (2014) conveys the use of open-ended questioning in individual interviews to be good practice when collecting data due to the participants being able to voice their own opinions which are unconstructed by the interviewer. This is, therefore, a useful method if data cannot be directly collected through the use of observation (Creswell, 2014). Each interview lasted between 20-30 minutes which enabled a richer narrative to occur between the interviewer and interviewee, offering a more unique perspective to be analysed (Manion, Morrison and Cohen, 2018). An advantage of using this type of research design is that the interviewer is able to remain in control of the interview and lead the interview through their own questions and what information they wish to find out (Creswell, 2014). Critically, some disadvantages of this research design were the fact that interviews were time consuming and costly (Creswell, 2014)

due to the limited amount of time available to conduct each interview prior to analysing the data. Moreover, it was found that getting participants to partake in the interviews was difficult due to the busy day to day running of a school environment and the busy schedules of teachers.

Interviews were carried out over Microsoft Teams and recorded for analysis afterwards. Transcribing was then used to look back on and highlight any major themes emerging from the data. Critical to this approach is the use of transcriptions due to the lengthy nature of reading through each transcript (Atkins and Wallace, 2012). However, is a necessary task to gain valuable information and data required to answer the study's aim of collecting perspectives of primary school teachers. Atkins and Wallace (2012) convey how the on-going analysis of data was helped by watching each individual recorded interview back which gave insight into how the interviewee asked the questions, time allocation for answers and also time to think on each question. Although there are advantages to audio recording interviews, such as having a complete transcript of the interview and quotable extracts, the disadvantages are that technology could fail, which has a detrimental impact to the feasibility of the study and the data which can then be used (Atkins and Wallace, 2012).

3.4 Ethical Considerations

This educational research study followed correct ethical guidelines specific to the needs of its participants (BERA, 2018). Consent forms were signed by participants prior to the interview taking place (see Appendix A), which ensured appropriate contact was had between both parties (Creswell, 2014). Participants were also sent an email explaining the aim of the research, how they and their data would remain anonymous and how they are able to withdraw at any point (BERA, 2018, p. 9). Furthermore, each participant was made aware of how the results would be used and interpreted for use throughout the data analysis (Creswell, 2014). When discussing the findings from the interviews, pseudonyms were chosen and used to identify each participant to ensure their identities were kept anonymous. All participants consented to their interview being recorded and for their transcript to be used during the analysis.

3.5 Data analysis

All interviews were recorded and transcribed and then thematically analysed by the researcher. The data was analysed and highlighted, (see Appendix C and D) according to the relevant themes necessary for the study. Key themes found from the transcriptions related to PE and its ability to develop the whole child, teacher knowledge and understanding of the use of resources and significant barriers to the implementation of high-quality PE in primary schools. Examples

of individual themes which came from the interviews included ‘physical development’, ‘confidence’, ‘health and wellbeing’ and ‘COVID-19’. Sub-themes from the questions highlighted what primary teachers felt was important to teach in PE lessons which included themes such as ‘skill development’ including ‘social skills’ and ‘ball skills.’

When analysing teacher knowledge and understanding, resources and courses were identified as key themes for discussion, with the ‘internet’ being the most popular choice when asking teachers how they come up with their ideas for PE lessons. ‘YouTube’ and ‘Google’ featured significantly, with only one teacher expressing that they still used ‘books’ as a resource to teach PE. This is one finding which will be discussed further in the findings and discussion section. Finally, a key area for analysis which came from the interview process involved the teachers discussing the main barrier to Physical Education in their opinion. Examples of themes ranged from ‘time’, ‘space’ and the ‘knowledge and understanding’ of the teachers themselves. ‘Cost’ was also identified with ‘equipment’ and ‘resources’ also becoming apparent themes when analysing each interview transcript. Significantly, no teacher felt their confidence levels were hindered or lacked when teaching PE which is a theme that will be discussed further due to the overwhelming research found on teacher’s lack of confidence in teaching PE (Morgan, 2008; Freak and Miller, 2017; Carney and Guthrie, 1999; Carney and Armstrong, 1996).

3.6 Limitations

The research undertaken for this study is not without its limitations, with Murphy and McEvoy (2020) arguing how each participant was a novice in conducting interviews which potentially impacted the richness of the data relating to qualitative research whilst also threatening the focus of the study’s aim (Murphy and McEvoy, 2020; Braun and Clarke, 2014). Thematic analysis (TA) can be a flexible approach to analysis (Willig and Stainton-Rogers, 2017; Nowell et al, 2017). Moreover, its accessibility is suitable when conducting qualitative research within an ontological framework, whilst also relating to the epistemological approach to the data. However, TA brings its own limitations, with the approach seen as a supportive form of analysis only (Nowell et al, 2017). Consequently, it lacks substantial literature collection compared to other forms of analysis such as phenomenology. Its flexibility is a strength and can be modified to suit the needs of a study however, this brings with it inconsistencies in the data when developing themes for discussion (Nowell et al, 2017).

Chapter 4

4.0 Findings and Discussion

The key themes and patterns identified from the interviews and 10-minute writing task are presented below and discussed in relation to the most common themes and areas for debate.

These have been identified as:

- Physical education develops the whole child through physical, social, emotional, and cognitive development.
- Teacher knowledge and understanding is developed by courses and resources (internet and community).
- School Environment and individual attitudes and priorities around PE are identified as barriers to quality Primary Physical Education.

4.1 Physical education develops the whole child through physical, social, emotional, and cognitive development.

Greic, Sprake and Taylor (2020) in their article in ‘The Conversation’ discussed the whole development of the child, moreover, how PE in itself is much more than exercise and how it is ideally placed to support the whole development of a child. The early years are crucial in laying the foundation for future development in each domain, with the foundation phase playing a crucial role in providing playful pedagogical approaches (Wainwright et al, 2020), where children can develop their motor skills through play and learning. Here in Wales, the SKIP-Cymru programme was devised as an initiative to increase motor competence in children through kinaesthetic instruction (Wainwright et al, 2020).

This concept provided teachers with the confidence to teach skill development in PE, whilst becoming the facilitator of learning for the pupils. By starting this during the early years it will enable children to become proficient movers from an early age and to harness this competence during their lifelong participation in physical activity. A key finding from the interview with David highlighted physical development as a key area when developing the whole child. Doherty and Bailey (2003) reiterate physical development as a vital contribution

to a child's whole development where the development of the physical is crucial in obtaining other skills such as social, cognitive, and emotional, especially the physical where David says,

I think it's good for the children to have the opportunity to be able to be physical. And I think that especially modern day, I think it's more important because a lot of children are home now, you know, with technology the way it is, we tend not to spend a lot of time outside or tend to be quite stagnant at home. So, any opportunity we can have in school to get them out is a bonus really. (David)

Similarly, Jen and Danielle also agreed with David's comments on the importance of physical development for the whole child. Kreider (2019) echoes these views and although conveys how physical is regarded as the main domain for PE, specifies emotional and social development as key areas for the development of the whole child though learning experiences of which are broad (Bailey et al, 2009; Ofsted, 2022) However, Ofsted (2022) critically state that it is not the responsibility of PE to develop these more holistic domains for learning due to the pressures of increasing physical activity levels within PE lessons. With this in mind, the interview with Carol highlighted further how physical development is a crucial aspect of developing the whole child but also mentions how mental health is also an important aspect in developing as a whole and states,

Well, the obvious answer is that it's good for that physical development, and it's also good for coordination and developing skills, and especially with the times that have gone by I think it's really good for their mental health as well. (Carol)

Through the development of the physical, children will become educated on how living an active lifestyle can aid their health and overall wellbeing. The concept of wellbeing was also discussed in some of the interviews in which the importance of mind and body working together was focused on, particularly by Jen who feels strongly that health and wellbeing should play an important role in PE lessons and a child's holistic journey.

Fi'n credu yn gyntaf am yr ochr heini ac addysg gorfforol. I ddatblygu yr ochr corfforol fi'n credu bod e'n bron mor bwysig â'r ochr iechyd hefyd a'r iechyd meddwl. Hyn yn rhan bwysig o addysg, yn enwedig yn yr ysgol i ni. Rydym yn ganolbwyntio tipyn ar iechyd meddwl a pa mor, faint o les mae'r ochr corfforol yn helpu yr ochr meddwl a bethau. (Jen)

Chloe was also of a similar view, highlighting how the holistic development of a child can be developed through opportunities and learning in PE saying, '*I feel it's vital for the holistic development of a child*'. (Chloe).

Skill development was another key finding which helps to develop the whole child. Eleonora, Danielle and Fflur each emphasised learning skills as a key attribute of PE, with Eleonora conveying the unity between learning a skill and using it within an activity.

Dysgu gweithgareddau fel dysgu sgiliau i ddechrau off a wedyn yn ddatblygu mewn i defnyddio'r sgiliau yma yn unigol a wedyn gyda'i gilydd i greu fath o undod rhwng y dysgu a'r weithgaredd. (Eleonora)

Critically, it was noted through the interview with Fflur that skill development to play games was a key part of PE, with Fflur stating how the development of skill allowed pupils to practice these within games, '*Datblygu sgiliau, lot fawr o sgiliau. Broses o dysgu sgiliau cydweithio, sgiliau pêl ac ati*' (Fflur). Lund (2010) employed a different viewpoint, conveying PE's broad opportunities similar to that of Bailey et al (2009), in which the subject allows for a wider development encompassing the whole child. When discussing this question in an interview with Danielle, she demonstrated a knowledge of PE's wider abilities,

Yeah, but it's also important for social skills as well. So, turn taking, participation, working in a team and you know all those kind of little skills for life that you need. (Danielle)

The reference her to skills for life reiterate the aim of the first finding, in that PE in its broadest sense can be an asset to whole child development, equally supporting the development in all domains of learning which promotes physical activity alongside mental wellbeing and skill development.

4.2 Teacher knowledge and understanding is developed by courses and resources (internet and community).

Bailey (2005) in his paper refers to The National Association of Head Teachers in which they state how there is increased government initiative towards PE, however, denoting a significant reduction in time and status that PE as a subject is receiving. This is an ever-growing issue within primary schools highlighting the inadequacy of training time for PE. During the interview process, it was discovered that the outlook of many of the teachers experience of PE during their ITT was not dis-similar to that of Bailey (2005) with David commenting how his training was *'poor, that's how I found it'* (David). Danielle's experience was similar stating,

If I am entirely honest, not very. And thinking back, I think during the years of ITT, we had one day's training on PE. (Danielle)

It is vital to understand teacher's own knowledge and understanding of PE and how this has developed over time, either from their ITT or through their own experiences and different programmes they use. Finding two of this study highlighted how teacher knowledge is developed through the use of resources with three of the teachers interviewed stating that they develop their ideas by using the internet and resources such as 'Google' and 'YouTube'. Eleonora, Jen and Fflur all stated how they use the internet to collect their initial ideas for a theme or lesson, with Fflur highlighting YouTube as a useful tool to utilise when coming up with different ideas and strategies, *'Mae YouTube yn dangos gwahanol dulliau a stratagaethau...'* (Fflur).

Eleonora commented during the interview how she uses the internet to find ideas for sports or activities she doesn't necessarily understand or have experience in, *'wedyn pethau fel gemau a dawns ma hwnna mwy o edrych lan ar 'Google' am syniadau...'* (Eleonora). Research previously stated how teachers lacked in confidence when it came to feeling prepared enough to teach PE (Morgan, 2008; Freak and Miller, 2017). When interviewing the teachers in this study, none of them stated their own confidence as a barrier to teaching PE. However, they did allude to the fact that they would feel slightly less confident if it was an activity they weren't familiar with, which would require them to utilise online resources. This denotes how their own acculturation period and also their professional development of PE from their ITT (Elliott et al, 2013) was quite negative. This hasn't gone away, with the use of programmes and

resources become readily available for teachers and head teachers to utilise to help raise the standards of PE in primary schools. Eleonora spoke in her interview on the programme her school have bought into called 'The Real PE',

Mae'r ysgol wedi prynu mewn i gynllun 'The Real PE'. Mae popeth i gael ar y wefan yna. Hefyd chi'n gallu rhoi fe lan ar y sgrin ac mae'r plant yn dangos i bawb arall sut i neud y sgil wedyn (Eleonora).

The community and utilising what was in the local area is a concept Fflur spoke about during her interview, '*Tipyn yn cael pethau o CeredigionActif, ac wedyn mae'r Sir yn dangos i ni y proses*'... (Fflur). Although this showed initiative to use local schemes which promoted physical activity, it was those programmes which ultimately taught the PE lesson, not the teacher, therefore, highlighting the concern seen within research about teacher confidence and their unpreparedness to teach PE (Morgan and Hansen, 2008). Danielle evoked the same theme of using programmes to aid in the development of ideas for PE and discussed how her school adopted a cross-curricular stance on choosing what activities to teach. Moreover, how a programme helped harness the skills to teach the topic.

So, depends on the topic or the theme that you're doing that term. In my previous school, we bought into a program which gave us box sets of basically planning. And cards and things and ideas for the games that you just matched it to whatever topic you were doing at the time. Yeah, it took a lot of the hard work out of it. (Danielle).

Although in the interview with David he emphasised his teacher training as being poor, when discussing his training further he alluded to how his own experiences and training outside of his ITT has enabled him to establish and help to create a curriculum which encompasses learning for every child. Through his own knowledge and understanding through experiences of coaching and placement teaching he stated,

I think by us having been able to build our own curriculum, we've been able to look at what we have in the area, look at each child and go look, we need to be able to do X, Y, Z, by the end of this unit, they're all going be able to catch, throw one handed, shoot into a goal. So, breaking it down and making sure that we're building onto those skills then and select the next thing that we're doing. (David).

This finding presented the problems of teachers using resources such as the internet to generate their ideas for PE. Consequently, demonstrating an over-reliance on their use when tasked with

teaching unfamiliar activities. However, through own personal experiences, teachers are seen to be constructing their own ideas and attitudes towards PE, with some establishing their own curriculum and developing more creative ideas in which to develop skills within PE.

4.3 School Environment and individual attitudes and priorities around PE are identified as barriers to quality Primary Physical Education.

Teachers must understand what PE looks like in their own context (Pickup and Price, 2007) which will determine whether barriers such as the school environment and individual attitudes of teachers are hindering PE's progression in schools. This third finding conveys the priorities, attitudes and barriers to PE discussed by the teachers in this study. When presented with the question 'What is the biggest barrier to Physical Education?' each teacher was open and honest in regard to their answer, which prompted an in-depth discussion whilst underpinning the main factors they believed were hindering PE's progression in the curriculum. Gordan et al (2016) identified inconsistencies in the teaching of PE with D'Elia (2020) presenting this through lack of time given to PE in the curriculum. Eleonora also highlighted this as a barrier to PE and commented on the number of PE lessons included weekly in the school curriculum, which worryingly was only one lesson per week in her school.

Sawl ysgol wedi mynd lan o un wers lan i ddau wers yr wythnos nawr. Dim ysgol ni amser a lle sydd rhwystro ni. Llai na hyder. (Eleonora)

Similarly, Jen felt the lack of time for PE was a significant barrier to effective PE in primary schools, discussing how the other learning areas of the curriculum (especially within the new curriculum for Wales) (Welsh Government, 2022) where a whole-school approach has been adopted impacts the amount of PE time implemented.

Ar ôl dweud hwnna wedyn o'r cydbwysedd rhwng y maes dysgu, amser gyda jyglo pob peth. Ma na ddau sesiwn ymarfer corff yn digwydd yn wythnosol sydd yn tipyn o amser. A wedyn mae'n bwysig bod nhw'n cael y sesiynnau wedyn hynny hefyd. Ffitio popeth mewn, fel pob ysgol. (Jen)

In the interview with Jen, she referenced how most primary schools struggle to fit everything into the day to day running of the school. This is true for many small primary schools due to the lack of space and shared spaces with other classes impacting the lesson time for PE. When interviewing Chloe, a teaching assistant she also referred to space as being the biggest barrier to PE, stating how it is always the first subject to be used for interventions, using the hall space for shows or assemblies and quite often the space used to have school dinners.

The other one is the use of a hall. And other things always seem to take priority. At the moment I'm in year 1 and we should be having PE on a Wednesday expect they never usually finish clearing the hall after lunch until 1pm. Every week we miss 30 minutes of our lesson. At Christmas, the stage is always out. Also, massive barrier is it's always targeted for interventions. (Chloe)

Additionally, Chloe spoke about the use of interventions and although agreed that occasionally these are positive for children's development in other learning areas, questioned why it always had to be during PE lesson time,

They need intervention but ye it could be suggested that these children need PE. We need intervention but does it really need to be during PE time. (Chloe)

When presented with the question 'What is PE?' prior to the interview, (see Appendix E), Chloe's insights into what PE is highlighted once more how teacher attitudes and values are shaped by their own beliefs of what high quality PE should look like. This is evident from early childhood experiences, with Tsangaridou (2017) stating how early challenges and contributions from PE allow for beliefs to be shaped. Critically, it is the role of the teacher themselves that drives the learning in any subject (Tsangaridou, 2017), none more so than PE. Therefore, the importance of teacher attitude and value of PE must be seen by the pupil to create an environment where creative and insightful learning in PE can take place. Chloe in her interview further noted how she felt interventions were the biggest barrier preventing high quality PE to take place. In her writing she referred to PE as a '*regulating activity*' which was a '*necessary movement break for some*'. Moreover, she referred to PE as being the only subject where encouragement and enthusiasm for others learning is achieved stating,

One of the only, if not THE ONLY lesson where children actively encourage/praise/celebrate their classmates without being prompted. (Chloe)

Therefore, for movement and enthusiasm to remain important attributes to PE, more time and space must be given to PE within the curriculum to ensure these lifelong skills and values are developed to aid every child's individual holistic journey. Furthermore, head teachers must look at whether they can alter the school timetable to allow for more time in PE lessons which is emphasised again by Chloe's answer to the 10-minute writing task:

It's always the first lesson that's chipped into for interventions. It's not widely regarded as important as the core subjects yet can be THE most beneficial 40 mins for some in the entire school day. Both physically and mentally. (Chloe)

This final point referred to by Chloe from her writing task emphasises how PE can be the most important and valued lesson in a child's school day. Regardless of teacher knowledge or understanding of PE, it is vital for a child's development in PE and physical activity that the teacher is enthusiastic about teaching PE, to ensure participation in activity for life. A final point discussed with David in his interview highlights enthusiasm as an important attitude every teacher teaching PE should adopt, as without enthusiasm it will undoubtedly decrease pupil's love and enjoyment for a subject which can offer them so much.

If you're not enthusiastic about it, or if you're not enthused by sport, or if you're not enthused by the subject of teaching, or if you haven't done your background work on it, or if you haven't, you know, thought about how you're going to build upon it. Yeah. And I think that it's a pointless exercise if you know where you're going with it and why you're doing it. (David).

Enthusiasm is a key attribute for teachers to learn and use throughout their PE lessons. Moreover, it can be the driving force for change for the subject, with teachers being able to create an environment centred around student learning and development and appreciation for PE. Therefore, from finding three, it must be argued that enthusiasm for PE as a subject cannot be seen as a negative concept, and the attitudes of teachers on teaching PE must be prioritised and looked at to ensure the future of PE is one of change and positivity.

Conclusion

The findings of this qualitative research study indicate that the values and aims of Physical Education (PE) are not reciprocated amongst many primary school teachers. The underlying cause of inadequate PE derives from teacher understanding, enthusiasm and creating meaningful experiences through teaching PE (Kirk, 2005; Ní Chróinín et al, 2023). Additionally, pressures of standardised testing, preceding importance on literacy and numeracy and consequentially, significant barriers impacting the teaching of PE such as lack of time, space, and resources all of which are negatively preventing PE's radical transformation (Kirk, 2010). Direct causes such as teachers Initial Teacher Training (ITT) and allocation of their Continued Professional Development (CPD) time are highlighting how many schools and training courses value PE's importance as being low compared to other core subjects, allowing for interventions to take up the allocated weekly time of PE lessons. Furthermore, head teachers are then covering this time through the use of external sports coaches who are not qualified to teach the pedagogical practices associated with the learning of PE.

On the other hand, CPD time should be the driving force to implement new creative practices into PE lessons, however, it is the precedence of health and physical activity dominating PE learning which promotes the use of sport-technique development and game dominated activities. As expressed in the literature, it is the neoliberal political paradigm (MacDonald, 2014) seen to be controlling PE's every move that hinders its progression as a subject unique in itself. Such involvement can however, open doors to the promotion of physical activity for life and many governments refer to PE as the subject in which to do so. However, the argument amongst scholars (Bailey et al, 2009; Morgan and Hansen, 2008; Penney and Jess, 2004; Whitehead, 2001; Lund, 2010) suggests the subject's broad benefits within the other domains of social, emotional, and cognitive development can help to signify its position within curriculum learning and worthy of being viewed as a core subject.

Having explored the perspectives of in-service primary school teachers of Physical Education for this study, it is clear to see that some of the teachers interviewed hold PE very highly amongst other curriculum subjects. Echoing the literature (Murphy and McEvoy, 2020), a teacher's acculturation will impact their attitudes towards PE due to the overwhelming effect of early influences, many of which negative such as role model teachers for their PE lessons. Despite this, teachers must acknowledge how their previous experiences of PE can help to

positively change their own professional development of PE and use these experiences to develop beyond their own ITT and to use transformative ideas in their own teaching.

Through summarising the key points of this study, it is clear to see that more work must be done to portray PE in a positive light. Additionally, future work must be accomplished if all teacher voices are to be heard (Priestley et al, 2015), through perspectives and first-hand experiences if the viewpoints of all primary school teachers are to change. The realisation that starting from scratch will not look to reform PE (Kirk, 2010) but rather teachers and scholars alike must refrain from using traditional means of learning in PE. Teachers must look towards a future for primary physical education which is more transformative, creative and puts the child at the heart of the learning and their own personal development.

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Appendices

Appendix A: Blank consent form each teacher in study completed.

PRIFYSGOL CYMRU Y DRINDOD DEWI SANT
Rebecca Fountain | 1900711@student.uwtsd.ac.uk

Cyfranogwr: _____ Dyddiad: _____

Ancan y prosiect hon yw i archwilio persbectifau athrawon ysgol cynradd sydd mewn swydd o addysg gorfforol yn wersi ac ar ddraws y cwricwlwm. Bydd y wybodaeth a drafodwyd yn ystod y cyfweiliad hwn yn cael ei chadw'n anhybus a bydd eich enw yn gael ei newid i lythyren unigol. Unwaith mae'r data wedi'i gasglu o'r cyfweiliad bydd y data yn gael ei gadw ar ddyfais sydd wedi'i diogelu gan gyfrinair a fydd yn cael ei dinistrio unwaith y bydd y prosiect wedi'i gwblhau. Mae gennych hawl i dynnu allan ar unrhyw adeg cyn neu yn ystod y cyfweiliad. Fodd bynnag, unwaith bydd yr holl ddata wedi'i gasglu, ni fyddwch yn gallu tynnu allan bryd hynny. Diolch am gytuno i gymryd rhan.

Arwyddo: _____ Dyddiad: _____

1. Pam mae Addysg Gorfforol yn bwysig mewn ysgolion cynradd?
2. Sut ydych chi'n creu eich syniadau ar gyfer gwersi Addysg Gorfforol?
3. Pa mor ddefnyddiol oedd eich Addysg Gychwynnol i Athrawon o ran darparu adnoddau, gwybodaeth a dealltwriaeth a sgiliau i addysgu Addysg Gorfforol?
4. Ydych chi'n meddwl bod eich Addysg Gychwynnol i Athrawon wedi cynorthwyo chi i ddysgu Addysg Gorfforol?
5. Pa mor bwysig ydy'r athro/athrawes i Addysg Gorfforol?

Appendix B: Key interview questions asked during the interview process with teachers.

Questions for Interviews Cwestiynnnau ar gyfer cyfweiliadau

1. Why is PE important in primary schools?
 - a. Pam mae AG yn bwysig mewn ysgolion cynradd?
2. How do you come up with your ideas for PE?
 - b. Sut ydych chi'n creu eich syniadau ar gyfer gwersi AG?
3. How helpful was your ITT (initial teachers training) in providing resources, knowledge and understanding and skills to teach PE?
 - c. Pa mor ddefnyddiol oedd eich Addysg Gychwynnol i Athrawon o ran darparu adnoddau, gwybodaeth a dealltwriaeth a sgiliau i addysgu AG?
4. Do you think ITT set yourself up well to teach PE?
 - d. Ydych chi'n meddwl bod eich Addysg Gychwynnol i Athrawon wedi cynorthwyo chi i ddysgu AG?
5. How important is the teacher for PE?
 - e. Pa mor bwysig ydy'r athro/athrawes i AG?

Appendix C: Printed page from a Welsh transcript interview with highlights.

Cyfweliad gyda Cyfranogwr 2 Llais Cyfranogwr
Llais Fi

Cwestiwn 1: Pam mae Addysg Gorfforol yn bwysig mewn ysgolion cynradd?

- Fi'n credu yn gyntaf am yr **ochr heini** a addysg gorfforol. Ac i ddatblygu yr **ochr corfforol**.
- Fi'n credu bron mor bwysig yw'r **ochr iechydd** hefyd a'r **iechydd meddwl**. Hyn yn rhan bwysig o addysg, yn enwedig yn yr ysgol i ni.
- **Yn canolbwyntio tipyn ar iechydd meddwl a pa mor, faint o les mae'r ochr corfforol yn helpu yr ochr meddwl a bethau**.
- Felly ma'n nwyd iawn i ddweud y gwir.
- Ti mod hefyd ma'n bwyslais ar lawr y dosbarth, ma'n bwyslais ar safonau, ma'n bwyslais i godi safonau trwy'r amser felly mae'n eitha neis i weld y plant yn sefylla hollol wahanol pan ma'n nhw mas ar l iard, neu pan mae ni'n neud sesiynau yoga a gweld rhai o'r plant yn serenu yn hytrach na lawr y dosbarth hefyd felly mae'n braf bod nhw'n cael i siawns hynny.
- Cwestiwn arall o'r cwestiwn cyntaf a oes gennych chi unrhyw esiamplau o hyn fel yoga a pethau fel na?
- Ti mo beth, **amserlen gyda ni eitha cang gyda ni o weithgareddau**. Yn wythnosol bydder plant yn neud **pel droed**, **rygbi**, **criced** diynnu ar y tymor. **Athletau wedyn wrth gwrs**.
- Tieddol o wneud **yoga** os yw'r tywydd ddim yn digon da i fynd mas.
- Hoci hefyd. **Nofio** mae'r plant yn eu tro yn mynd lan i noffio yn Plasrugg. Felly yr adran iau wedyn sydd cael rhyw hamer tymor fel dosbarth i neud noffio.
- Felly ma'n arlyw eitha cang gyda ni.
- Mae un aelod o staff newydd fynd ar gwsr cyfeiriannu hefyd. Ma hi wedi neud hi gyda dosbarth hi ond dim gyda gweddill yr ysgol eto.
- Fydd hwnna'n neis i ddatblygu.
- Beth i ni'n dieddol o neud, achos ysgol eithaf bach i ni'n rhannu dosbarthiadau, so ma tri dosbarth adran iau i gyd yn neud eu sesiynau gyda'i gilydd sydd yn neis achos i ni'n rhannu y dosbarth ac yn rhannu y plant fel bod nhw'n cael cyfle i gymysgu.
- Ma amrywiaeth wedyn gyda nhw o'r cyfleoedd mae nhw'n gallu neud fel mynd mas mewn i'r cymuned i noffio yn y canolfan hamdden a peth.
- Ie, na ti a ma cystadlaethau werth gwrs i gael, ti mod i ni newid fod yng ngystadlaethau rygbi yr Urdd ac mae cystadlaethau ur Urdd a twmaments yr Urdd yn arbennig o dda.
- Gwyl Actif Ceredigion pethau fel na gyda ni.
- Ni'n treul cymryd rhan mewn gymaint o bethau sydd yn ymarferol i ni neud. Wrth gwrs so ni'n gallu neud popeth.
- Na ni, cwestiwn un wedi beni fi'n meddwl. Unrhyw beth arall chi eisiau ddweud.

Cwestiwn 2: Sut ydych chi neu'r ysgol yn greu eich syniadau ar gyfer gwersi Addysg Gorfforol?

- Fel arfer wedyn, beth sydd yn digwydd yw i ni'n dechrau ein syniadau a penderfynnu beth yw'r thema am y hanner tymor, beth i ni'n canolbwyntio arno fel hoci a wedyn i ni'n **casglu syniadau ar y wêl** ddweud y gwir ond ma athrawon profiadol gyda ni sydd yn gweithio yn neis ac yn gallu modelu wedyn gwersi i rhai hynny sydd ddim yn profiadol.

Appendix D: Printed page from an English transcript interview with highlights and comments.

Question 3: How confident do you feel in carrying out the responsibilities of a PE lesson or helping the teacher with PE?

- Personally, I'm very confident.
- Before each PE lesson I would check if there was anyone with health problems so I would know who wouldn't be able to take part.
- Using equipment, told how to use it, having the first aid.
- How to teach each year group.
- **Just a sub question off that, as a TA have you gone through any Initial Teacher's Training or any training prior to becoming a TA?**
- **Not for PE** no. When I started, they knew my background, I was in the army at the time.
- So, nothing prior.
- They did say are you happy using the equipment. If there were any problems I could've emailed.

Question 4: What are the barriers to Physical Education?

- The ones I've come across which happens now is **no kit, no PE**.
- Some schools that I worked at, if you didn't have a full kit you sometimes got given a piece of paper and hide at the back of the lesson.
- The school, which was a socially deprived area, kids didn't have PE kits. I've bought PE kits for children because their parents aren't going to do it.
- You've got kids going half a term, full term without doing any PE.
- Something they need.
- More than any of the other core ones.
- The other one is the **time of a ball**. And other things always seem to take priority.
- At the moment I'm in year 1 and we should be having PE on a Wednesday expect they never usually finish clearing the hall after lunch until 1pm.
- Every week we miss 30 minutes of our lesson.
- At Christmas, the stage is always out.
- Also, **invasive barrier is it's always targeted for interventions**.
- I was just going to mention your bullet points, really really good. It's the first subject to have interventions or, I think a lot of it was the teachers own PPA time as well and it's always chosen as that subject where another person comes in.
- It's just annoying.
- They need intervention but ye it could be suggested that these children need PE.
- We need intervention but does it really need to be during PE time.
- Switch it between the subjects, I guess.
- Child I look after can't cope with sensory overload. Or a child with hypermobility.
- Children know they can still get out of PE lessons.
- Teachers need differentiation in lessons too.
- There are quite a few patterns emerging and I think it needs to be sorted for the future if the subject, that's quite radical but something needs to change.
- Absolutely, it's not looked upon in the same way as the core subjects are.
- You only see the exterior. If they don't get release these children are not going to be ready to learn.
- There should be a lot more outdoor learning as well, you can take things outside, not confined to four walls.

Comments:

- Commented [R3]:** No training for PE
- Commented [R4]:** Barriers
no kit, no PE
- Commented [R5]:** Space
- Commented [R6]:** Interventions biggest barrier

Appendix E: Print out showing a participant's answers to the 10-minute writing task.

Hi Becca,

Here are a few of my personal thoughts ahead of tomorrow's conversation:

- Vital to the holistic development of children
- A regulating activity / necessary movement break for some
- Helps develop communication and teamwork with their peers
- Builds confidence and independence, eg. Yr 1 getting undressed and dressed by themselves, putting on their own shoes. Although in Yr 1 getting changed IS the PE half the time!
- One of the only, if not THE only, lesson where children actively encourage / praise / celebrate their classmates without being prompted
- Fun. PE teachers are always popular

However:
It's always the first lesson that's chipped into for interventions.

It's not widely regarded as as important as the core subjects yet can be THE most beneficial 40 mins for some in the entire school day. Both physically and mentally.

Some children dread PE, more so Yrs 5 & 6 as they become more self aware / body conscious / easily embarrassed

Unfortunately, it's not accessible to all - ALN, disabled

Hope this is somewhere near what you needed. Looking forward to speaking with you tomorrow.