

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.

Crynodeb

Cyflwyniad – Nod yr astudiaeth hon oedd i archwilio Safbwyntiau Athrawon a Chynorthwyrwyr Addysgu ysgolion cynradd sydd mewn swydd ar Addysg Gorfforol (AG). Amcan yr astudiaeth oedd i ymgysylltu â athrawon ysgolion cynradd ac i rhagweld eu gwerthoedd a'u hagweddau nhw tuag at AG. Hynny yw, deall profiadau unigryw nhw o ddysgu AG a'u profiadau o'r broses Hyfforddiant Cychwynnol i Athrawon (HCA).

Dull – Y cyfranogwyr ar gyfer yr astudiaeth oedd athrawon cynradd a chynorthwyrwyr addysgu. Bwriad yr astudiaeth ymchwil hon oedd i ddehongli a chasglu data a oedd yn addas ar gyfer dull ansoddol. Wnaeth hyn cynnwys cyfweiliadau unigol gyda cwestiynnau penagored fel i greu naratif cyfoethocach rhwng y cyfwelydd a'r cyfranogwyr. Cynhaliwyd cyfweiliadau yn Gymraeg a Saesneg, yn dibynnu ar ddewis y cyfranogwr. Cyfanswm y cyfranogwyr ar gyfer yr astudiaeth oedd saith, gyda chwech yn fenyw ac un athro gwrywaidd. Casglwyd data ar ffurf samplu cyfleustra, lle casglwyd y cyfranogwyr trwy ffurfio bost cyfryngau cymdeithasol a oedd yn gofyn am athrawon ysgolion cynradd i gymryd rhan. Dilynwyd y canllawiau moesegol cywir, gyda phob cyfranogwr yn llenwi'r ffurflen ganiatâd angenrheidiol cyn pob cyfweiliad. Trwy Ddadansoddi Thematig, wnaeth themâu fel ddatblygiad corfforol ac adnoddau dod lan yn gyson yn y data. Hefyd, wnaeth rhwystrau fel diffyg amser ac ymyriadau dangos o fewn y data fel pethau sy'n rhwystro addysgu AG o ansawdd uchel.

Canfyddiadau – Darganfwyd bod AG yn datblygu'r plenty cyfan trwy ddatblygiad corfforol, ac hefyd trwy ddatblygiad sgiliau ac iechyd a lles. Canfyddiad arall a oedd yn allweddol o'r astudiaeth oedd amlygrwydd yr adnoddau a'r rhaglenni a ddefnyddir gan athrawon i gynorthwyo eu cynlluniau gwersi ar gyfer AG. Nodwyd llawer am ddefnydd o'r rhyngwrdd a sut oedd hyn yn adnodd gwerthfawr wrth helpu i gynhyrchu syniadau ar gyfer AG. Yn olaf, bu'r agweddau a'r gwerthoedd a ganfuwyd gan gyfranogwyr AG yn darparu trafodaeth agored a gonest am y canfyddiad o AG ymhlith athrawon cynradd gyda brwdfrydedd a'r amgylchedd ysgol ei hun yn dod yn destun dadl yn y drafodaeth ar y canfyddiadau.

Canlyniadau - Mae canfyddiadau'r astudiaeth ymchwil ansoddol hon yn dangos nad yw gwerthoedd ac amcanion AG yn cael eu ailadrodd ymhlith athrawon ysgolion cynradd. Gyda gwerthoedd, nodau a safbwyntiau gwahanol yn ymwneud â'r defnydd o adnoddau, ymyriadau a'r hyn y dylid ei addysgu mewn AG, mae'n dangos sut mae dyfodol AG yn gael ei rhwystro gan ddiffyg dealltwriaeth athrawon cynradd o'r hyn sydd ei angen ar gyfer dysgu AG llwyddiannus. Dylanwadau cynnar athrawon yn ystod eu cyfnod o ymddiwylliant sydd yn effeithio'n uniongyrchol ar yr hyn maent yn dysgu mewn gwersi AG. Yn ogystal, mae llywodraethau'n rheoli llais athrawon ac mae'r epidemig gordewdra yn dal i gael ei gydnabod fel yr unig ddiben i AG gael ei gynnwys yn y cwricwlwm, gan ddefnyddio AG fel ystryw i gynyddu lefelau gweithgaredd corfforol ymhlith pobl ifanc. I gloi, rhaid cydnabod nodau eang Addysg Gorfforol yn barthau corfforol, cymdeithasol, emosiynol a gwybyddol fel datblygiadau allweddol ar gyfer datblygiad plentyn cyfan, a all gyfiawnhau cyfraniad eang AG at ddysgu gydol oes o fewn y cwricwlwm a thu hwnt.