

Teachers' Constructs of Quality in Secondary Physical Education Teaching

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For my first teammate



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List of Abbreviated Terms

AfPE – Association for Physical Education

A-Level – Advanced Level Qualification

BA – Bachelor of Arts

BEd – Bachelor of Education

BSc – Bachelor of Science

BTEC – Business and Technology Education Council

CA – Cluster Analysis

CAQDAS – Computer Assisted Qualitative Data Analysis Software

CPD – Continuing Professional Development

CMU – Cardiff's Metropolitan University

CSE – Certificate in Secondary Education.

DCMS – Department for Culture, Media and Sport

DCSF – Department for Children, Schools, and Families

DfE – Department for Education

DfES – Department for Education and Skills

ECTs – Early Career Teachers

FMS – Fundamental Movement Skills

GCE – General Certificate of Education

GCSE – General Certificate of Secondary Education

GTCE – General Teaching Council for England

HE – Higher Education

HQPE – High-Quality Physical Education

ICSSPE – International Council of Sport Science and Physical Education

IPD – Initial Professional Dialogue

ISI – Independent Schools Inspectorate

ITE – Initial Teacher Education

KS – Key Stage

LCTs – Late-Career Teachers

LEAs – Local Education Authorities

MA – Master of Arts

MBP – Models Based Practice

MCTs – Mid-Career Teachers

MS - MouseSort

NC – National Curriculum

NCPE – National Curriculum for Physical Education

NGB – National Governing Body

NQT – Newly Qualified Teacher

OFSTED – Office for Standards in Education

PA – Physical Activity

PETE – Physical Education Teacher Education

PCA – Principle Component Analysis

PCK – Pedagogical Content Knowledge

PCP – Personal Construct Psychology

PCT – Personal Construct Theory

PE – Physical Education

PESS – Physical Education and School Sport

PESSCL – Physical Education and School Sport Club Links

PESSYP – Physical Education, School Sport, and Young People

PETE – Physical Education Teacher Education

PGCE – Postgraduate Certificate in Education

PLT – Primary Link Teacher

PM – Prime Minister

PSA – Public Service Agreement

QCA – Qualifications and Curriculum Authority

QPE – Quality Physical Education

QPET – Quality in Physical Education Teaching

QUAL - Qualitative

QUANT - Quantitative

QTS – Qualified Teacher Status

RGI – Repertory Grid Interview

ROT – Rank Ordering Task

SEN – Special Educational Needs

SMSC – Spiritual, Moral, Social and Cultural

SSCO – School Sport Coordinator

SSC – Specialist Sports College

SSP – School Sport Partnership

TDA – Training and Development Agency for Schools

TGfU – Teaching Games for Understanding

UK – United Kingdom

UNESCO – United Nations Educational and, Scientific and Cultural Organisation

VITAE - Variations in Teachers' Work, Lives and Effectiveness

YST – Youth Sport Trust

Abstract

The nature and meaning of quality physical education (QPE) for learners has long been contested. On this basis, the meaning of quality in PE teaching (QPET) attracts further contestation. Both the subject area and quality in teaching are often suggested to be socially constructed and are influenced politically, historically, personally, and socially. The need for this study was justified by calls for more holistic perspectives of QPET. It was also justified as hearing teachers' voices is important to understand what good teachers think, know, and believe. This research therefore explored how teachers construct QPET in secondary PE in England, United Kingdom.

An integrated, sequential, exploratory mixed methodological approach to understanding how teachers construct QPET was adopted. This included initial professional dialogues (IPDs), repertory grid interviews (RGIs), and lesson observations, with fourteen participants. The participants were from a range of career phases (in years), those phases being initial teacher education (ITE), 0-7, 8-15, 16-23, and 24+. The IPDs informally explored the teachers' backgrounds and provided an understanding of the teacher's careers. The RGIs explored how teachers personally construct QPET, and the lesson observations explored what aspects of QPET were enacted in practice. After a data reduction exercise on all of the participant's RGIs, fifteen over-arching constructs of QPET were created. These fifteen overarching constructs formed the content of the rank-ordering task, which was the final data collection method administered as an online survey. This involved a wider participant base of PE teachers, head teachers and senior leaders.

The mixed methodology resulted in a complementary argument and was understood by drawing on Quay's (2013) theory of experience. This theory acknowledged that the modes of *being*, *doing* and *knowing* in experience are understood both phenomenologically and pragmatically as an *aesthetic whole*. Three overall themes emerged from the results and findings due to integration of the data sets. Understanding these themes through the lens of experience as a theoretical framework allowed the construction of a definition of QPET, which was informed by the voices and practices of teachers. Referring also to constructive alternativism, this definition was also based on the likelihood of QPET being construed differently, even by the same person, depending on the time of asking. The definition informed the creation of a model of QPET, which is based on the premise that QPET should be perceived as a *whole* concept, which is both personally (self) and socially (through interaction) constructed.

Overall, different methods highlighted different and yet equally important aspects of QPET. Use of a mixed methodological approach to elicit the perspectives of teachers in different career phases allowed the *whole* perspective of QPET to be realised. As teachers in different career phases claimed to embody and perceive QPET in different ways, this highlighted that it may be unrealistic to expect any teacher to be *high quality*, or *outstanding*, as quality, is wholly dependent on their experience.

Chapter 1

Introduction

1.0 A brief introduction to the chapter: Who am I?

I have been a teacher for ten years in England, United Kingdom. My teaching experiences have included different roles, working in both state and independent schools, and with teachers at different stages of their careers. These experiences sparked my awareness that quality in physical education (PE) teaching was perceived differently depending on the context and individual colleagues. I wondered how these different perceptions developed and what they were, as well as beginning to question my own personal and professional understandings. This involved feelings of negotiation between my own values and beliefs (Bailey, 2010) with government policy, and the expectations of different schools. I strove to base my practice on research evidence where possible, rather than my own ideas of how PE lessons should be formed, as Green (2009) recommends. For me, what started as a strong passion for hockey gradually developed into a more holistic view and enjoyment of PE and physical activity (PA) as beneficial to the 'whole' child. This process was aided by my continued part-time academic studies alongside teaching. I have, through my own experiences, shifted in my perception of what the focus should be for children to learn in PE over time, and feel this will continue to evolve as I further my professional development. However, it was more recently that I started to consider what is meant by, or what constitutes, quality in PE teaching (QPET). I was lucky through my own school experiences to have role models, positive school experiences, and a passion for the subject area, which have been identified as common intrinsic reasons that trainee teachers are attracted to the teaching profession (Bailey, 2010; Edmonds, Sharp, and Benfield, 2002). Further reasons for PE teachers to be drawn to the teaching profession have included a desire to pass on knowledge, to pass on enthusiasm and love of the subject to others, or simply the desire to work with young people (Templin and Schempp, 1989; Mawer, 1995; Capel, 2005). Many of these reasons for being drawn to teaching the subject resonated with my interests and there is a likelihood that they have informed my perceptions of QPET. My 'was teacher-now lecturer' shift within the field of PE has resulted in the desire, through this research, to allow teachers across career phases to construct¹ and contribute to understandings of QPET, with an appreciation that these may be similar or different to government ideology and expectation.

Based on my professional experiences, and because of my exploration of 'quality' in the taught phase of my doctoral studies, I created four cornerstones for my research which are the pillars upon which the introduction and literature review are based. The cornerstones are *quality in teaching*, *career phases*, *teachers' constructs* and *secondary PE*. This covers

¹ Defined in **chapter 3.5.2**.

the *who, what, where* and *how* of my research, which will now begin to unfold through **chapters 1-3**.

1.01 An overview of this chapter

The first aim of this chapter is to provide a foundation for the rest of the thesis by defining key terms (**sections 1.1 and 1.2**). The second aim is to explore the field of PE and what a QPE experience may mean for learners. The significance of this will be related to QPET literature in **chapter 2**. To provide this foundation **section 1.3** provides an exploration of the place of PE within the wider physical culture. This is followed by a summary of the history of PE as a subject area (**section 1.4**). In **section 1.5** brief explorations and overviews of the primary (**section 1.5.1**) and secondary (**section 1.5.2**) National Curriculum for PE are given (NCPE, Department for Education (DfE), 2014a; 2014b). This is followed by justifications for PE within the secondary school curriculum in **section 1.6**, and in **section 1.7** a discussion on the *education* in PE, how it may be reclaimed and its potential for the learners. **Section 1.8** shifts in focus to the teacher and the various influences on their beliefs. The chapter concludes by providing an outline of the rest of my thesis (**section 1.9**).

1.1 The semantics on use of terms within this thesis (quality and teaching)

Quality

I define quality as a noun and as an adjective to set a precedent for my continued use of the terms throughout the thesis. Where quality is used as an adjective, a 'lower case q' has been adopted. By referring to quality in PE teaching (qPET) in this way, I am describing what may be known or understood about the concept of qPET itself. Secondly, when I use Quality as a noun, an 'upper case Q' will be adopted. Here, the differentiation applied to QPET relates to use of the 'upper case Q' to emphasise the embodiment of the concept by a particular individual, or by a group of individuals.

Teaching

Based on my focus on and use of the term *teaching* within this thesis, I locate it as a component part of the widely used term 'pedagogy', as defined by Penney and Waring (2000) and by the official journal of the Association for Physical Education (AfPE): *Physical Education and Sport Pedagogy*. Pedagogy, according to Penney and Waring (2000) can be seen as a concept which 'simultaneously embraces and informs the rationale, curriculum design, teaching and learning *in* and *of* physical education' (p.6). Similarly, in later work by Penney *et al.* (2009), *teaching* formed part of their definition and exploration of 'quality pedagogy', where teaching was deemed inseparable from curriculum and assessment (to be explored in the next

section). I also draw upon the definition provided by the journal *Physical Education and Sport Pedagogy* (Taylor and Francis), which states that:

'Pedagogy... refers to the interacting and interdependent components of knowledge and curriculum learners and learning, and teachers/ coaches, teaching/ coaching and teacher/ coach education'.

Therefore, although the focus of this thesis is on QPET, the other interrelated aspects of pedagogy outlined above are likely to be discussed and I deem them as synonymous.

1.1.1 The purpose of my study and what is at issue

The purpose of my study is to explore teachers' constructs of quality in PE teaching (QPET). Teachers may refer to quality in PE teaching generally (qPET) and in relation to their own or others teaching (QPET). This focus is important when considering that a lack of clarity and understanding for teachers may exist because there is no consensus regarding what should be learned within the subject area of PE, aside from the suggested curriculum content (Rink, 2013). Critically, the National Curriculum for PE (NCPE, DfE, 2014) does not cover all of the potential subject matter that may be delivered in the subject area, nor does it suggest how it should be taught. This opens up the natural likelihood of teacher subjectivity in terms of *what* and *how* the subject should be taught. The presence of these issues is compounded by the fact that teachers of PE have the freedom to teach what they consider is important and appropriate for their learners (Rink, 2013). I therefore believe that teachers' understandings, perceptions and voices in understanding QPET play an essential part in ensuring the intrinsic benefits associated with PE study are ultimately able to be realised by its learners.

A teacher can be viewed as the direct point of human contact with the students, with the foundation of policies, curriculum and interpretation, and delivery of these by the teacher (Day, 2004). These influences on the quality of education are 'mediated by who the teacher is and what the teacher does' (Day, 2004, p.2). In earlier work, Clark (1995, p.3) emphasised the importance of teachers' role in the quality of education, stating they:

have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self-directed learning... they can also degrade the quality of education through error, laziness, cruelty or incompetence.

Teachers are therefore key determinants in the quality of education.

The central place of the teacher in my study is further justifiable when accepting (that the teacher and) what the teacher does are critical as to what extent students learn or do not learn (Casstelli and Rink, 2003). This underpins the current emphasis on effective teaching in

PE literature which has refocused educators on the teacher and the outcomes of instruction. This focus coheres with wider bodies of teacher effectiveness research which focus on students' achievements as a natural part, and the most measurable result, of effective teaching (Day *et al.*, 2007; Kington *et al.*, 2014). The issues of no consensus on student learning, teacher subjectivity, teachers' freedom of choice and the diversity of student potential for learning in the context of PE are amplified further when acknowledging the unavailability and unreliability of measures for student performance outside of fitness testing (Rink, 2013), as well as the historical research on effective teaching in PE, which has focused on motor skill learning. The historical research which has focused on teacher effectiveness in PE will be explored further in **section 2.5**.

In order to problematise and justify my use of the term quality, I noticed that Dyson (2014) proposed use of the term *quality teaching*, over *teacher effectiveness* due to the former having the potential to move our attention beyond the issue of effectiveness solely relating to the achievement of pre-specified objectives. Not only this, but Dyson (2014) provided an important commentary on the work of McKenzie and Lounsbery (2013), Rink (2013) and Ward (2013), which allowed him to postulate that none of these studies addressed the affective domain of learning, emotions, social interactions or interpersonal skills which are crucial parts of PE (Dyson, 2013). This resulted in his call for a more holistic approach to PE (as a subject) and for a broadening of the kinds of research that are valued, supported and appreciated in our field. I applied Dyson's (2013) holistic call to my use of the term QPET. This was firstly justified by accepting Rink's (2013, p.408) statement which identified that: 'the difficulty in identifying the concept of effectiveness in teaching lies in the complexity of teaching'. Acknowledging that teaching is complex, use of the term QPET was adopted, which is not restricted to a focus on student achievements, and is inclusive of the expected diversity in the perspectives of teachers. The second justification for use of this term considered that using standardised test scores is problematic in PE for identifying effective teachers (Rink, 2013). As a result, the focus and use of the term quality came to the fore. I believe we should care about this topic as no United Kingdom (UK) based studies have focused on effective teaching in PE, and therefore *QPET* as a general or overarching term. There are, however, pedagogical approaches (to be explored further in **section 2.5**), and the most recently acknowledged models-based practices (Casey and Kirk, 2020), which do advocate more holistic approaches to the delivery of PE and which may also, when applied in practice, be deemed as QPET.

The next issue with q+Quality I propose is awareness². As my research sought to explore teachers' constructs of QPET, it draws upon their ability to directly perceive or view events. Teachers' interest in the topic is highly likely to be well-informed in parts and less well informed in others, due to the aforementioned and expected subjectivity. What they do and/or do not construe as q+QPET may help to bring forth both conscious and subconscious thoughts regarding the topic to light and ultimately contribute to a more complete concept of the possibilities for qPET, some of which may or may not be embodied as part of QPET. This is important because, while many studies seek to gain awareness of particular topics, this presentation of awareness is instead related to the teachers' awareness of their own and others' q+QPET, as well as the wider social field in which they function (Brown, 2006).

A further consideration of this study is offered by recognising that the only formal regulatory bodies responsible for monitoring the quality of teaching are the Office for Standards in Education (Ofsted) and the Independent Schools Inspectorate (ISI). Both Ofsted and ISI report on independent schools' compliance in line with the Independent School Standards Regulations, yet a key difference between the two frameworks is the ISI's focus on pupil achievement to reflect the expected high levels of performance in both curricular and extra-curricular spheres. As these are the only formal regulatory bodies which determine the quality of education, and as part of this the quality of teaching, they form a key section of the literature review to follow (**section 2.1.1**).

Finally, previous research has identified 'quality' as an internationally relevant concept which should be problematised in contemporary debates about PE (Penney *et al.*, 2009). Penney *et al.*'s (2009) research on quality in PE used Bernstein's (1977) interrelated dimensions of curriculum, pedagogy and assessment, and drew on wider key research and literature. Another researcher who has directly explored the term 'quality' is Pill (2004) who focused on 'quality' in relation to learning in PE. However, neither is UK-based and while they are significant works, neither have drawn on the perspectives of practising teachers to construct a wider conceptualisation of q+QPET. Interestingly, Penney *et al.*'s (2009) research emphasised that conceptualisations of quality will vary in and around educational arenas, and that our understandings of quality may be framed in relation to shifts in dominant political and policy discourses. As these change over time, it is likely that drawing on perceptions of teachers across a range of career phases³ may provide a more balanced and current view of QPET. With this, Penney *et al.* (2009) also expressed that the global prominence of standards

² The quality or state of being aware, consciousness; (also) the condition of being aware (*of* something or *that* something is) (Oxford English Dictionary, 2021).

³ Career phases are a key feature of this research and will be explored further in **chapter 2.6**.

discourses creates the need for attention to be directed towards articulations of quality and being able to demonstrate it in practice. Like Penney *et al.* (2009), this research has therefore sought to promote a discourse around quality that is distinct from and goes beyond standards discourses. As such, this research is focused on teachers' perceptions of q+QPET, thus 'quality pedagogy' and 'effective teaching' literature will be explored further in **chapter 2.5**.

1.2 Defining quality

Quality (adjective), for a variety of reasons, matters. Many researchers have explored and identified the multifaceted nature of quality (Caesar, 2012). It can be referred to as relative, in use of the term, and to the situation in which the term is used (Harvey and Green, 1993). It is also relative in the sense that it may mean different things to different people, as well as the same person holding different conceptualisations in different circumstances. Elliot's (1991) research on 'whose quality is it, anyway?' (p.34), although focused on Higher Education (HE), highlights the fact that various stakeholders within the HE context may have different perspectives on quality (Motala, 2000; Benoliel, O'Gara and Miske, 1999), which may also apply to secondary education where colleagues, learners, parents, governors, senior management, government, and the media may hold differing perspectives on issues which are referred to as quality (Harvey and Green, 1993).

Quality (adjective) may be seen in two broad and all-encompassing ways (which will be discussed concerning their potential underpinning philosophies in **chapter 3**). The first is that quality may be judged in terms of the 'absolute thresholds that have to be exceeded to obtain a quality rating ... for example, the output must meet a predetermined national standard' (Harvey and Green, 1993, p. 10). The second, that there is no threshold where quality is judged, and 'rather quality, is relative to the 'processes' that result in the desired outcomes' (Harvey and Green, 1993, p. 10). The traditional notion of quality may imply some 'exclusivity' or that it is 'distinctive' (Pfeffer and Coote, 1991, p.3). It may be considered as exceeding high standards or passing with minimal standards (Harvey and Green, 1993). Overall, quality may be a unified and multifaceted concept which can include some or many of the perspectives outlined here. This is likely dependent on teachers' experiences.

Some argue that earlier definitions (e.g. Harvey and Green, 1993) are no longer sufficient ways of thinking about quality (Kemenade, Pupius and Hardjono, 2008, p.175). But what Harvey and Green (1993) rightly acknowledge, is the nature of quality as a 'slippery' concept. They also summarise the interrelated concepts of quality as: exceptional, as consistent perfection, fitness for purpose, as value for money or transformative. More recently Kemenade *et al.*, (2008) proposed four constituents of quality as a concept: those of 'object, standard, subject, and values' (p.176). While the first three speak for themselves, the value

constituent of quality and quality management is inclusive of four value systems: 'control'⁴, continuous improvement⁵, commitment⁶ and breakthrough⁷. It is suggested that these value systems illuminate the future of quality and quality management, and by extension may influence teacher's constructs of QPET.

1.3 Physical education within wider physical culture

For many, PE becomes an overarching term for a range of practices (Hardman, 2008), and its purposes (social control, the health of individuals, health of the nation, and sports performance) throughout history have been continually contested (Thomson, 2017). The subject is frequently described as a socially constructed activity (Coulter and Chróinín, 2013; Goodson, 1997; Kirk, 2010a, 2010b; Smith and Parr, 2007). However, while there is contestation over the subject's purposes, there are commonalities in practice (Kirk, 2010b) and the idea of 'physical education-as-sport techniques'⁸ is resistant to change. PE therefore may be grounded in a version of sport from the 1930s where there is also another key enduring characteristic of the subject: PE as 'activities' (Penney and Chandler, 2000), and more specifically, physical activities (Kirk, 2010b). The key challenge with this according to Kirk (2010b) is 'what people do with the activities and how they are practiced' (Kirk, 2010b, p.3) which will impact quality in teaching.

PE is arguably one of the most embodied subjects as opposed to a mostly 'cerebral' National Curriculum (NC) (Kirk, 2010b, p.2). This embodied and unique space is where the kinesthetics of learning are paramount (Arnold, 1979), where learners (hopefully) explore concepts in, through, and about movement (Arnold, 1979; Brown, 2013; Brown and Penney, 2013; Keown, 2016). It is informed by and informs wider physical culture (Coulter and Chróinín, 2013; Kirk, 2010b), which is 'one form of a broader corporeal (physical) discourse that is concerned with all aspects of meaning-making centred on the body' (Kirk, 1993, 1999, cited in Kirk, 2010b, p.98). This corporeal discourse is concerned with 'highly institutionalised

⁴ 'The world is a potential chaos and needs to get in order' (Beck and Cowan, 1996, in Kemenade *et al.*, 2008, p.178).

⁵ 'The world is a universe full of chances to improve your own position as long as you put effort in it' (Beck and Cowan, 1996, in Kemenade *et al.*, 2008, p.178).

⁶ 'The world is a place where people live that are equal. Contact is cherished. People become members of a community, seek for harmony' (Beck and Cowan, 1996, in Kemenade *et al.*, 2008, p.179).

⁷ 'In the value system of synergy, the world is complex and full of choices and dilemmas. Everything changes fast. People create space to think and analyse' (Kemenade *et al.*, 2008, p.180). Breakthrough is the 'third revolution in quality management. It is about innovation' (Kemenade *et al.*, 2008) and 'a fundamental change in an organisation's direction' (Shiba and Walden, 2006, p.31).

⁸ This is where teachers often teach and consequently students experience repetitive practice. Practices are decontextualized from the whole activity area – for example, practising particular strokes in swimming, types of passes, shooting, tackling or dribbling in various team games and cartwheels, headstands or forward rolls in gymnastics (Kirk, 2010b).

and codified forms of human movement' (Kirk, 2010b, p.98), such as 'physical education, sport, exercise, active leisure and further cultural forms of movement such as dance (Gard, 2001) and martial arts (Brown and Johnson, 2000)' (Kirk, 2010b, p.99). Codified forms of human movement have been defined as:

- *sport; involving competition;*
- *exercise; involving activities intended to benefit health;*
- *active leisure; including walking and some sports (e.g. swimming) when they do not involve a competitive contest;*
- *dance; involving activities concerned with aesthetics, expression, and communication; and,*
- *meditative and martial arts; including a wide range of activities, which may also be considered as a sport when a competitive contest is involved.*

(Kirk, 2010b, p.99).

The well-known terms used by PE specialists to define PE within wider physical culture are PE, school sport, and PA (Coulter and Chróinín, 2013; AfPE, 2019), the terms of which are defined differently and encompass most of the aspects of physical culture identified by Kirk (2010a). This is also partly as a result of the subject's political history, through popular use of what became the catchphrase 'PESS' (Physical Education and School Sport) which caused the blurring of lines between these two, very different terms in relation to their underpinning ideologies and philosophies (Thomson, 2017). Inclusive also of PA, the three terms are said to be inextricably linked (AfPE, 2019). They can also be seen at the centre of **Figure 1.1**⁹ and at the heart of the complex field of PE which spans across all educational sectors. At the heart of this visual representation lies PESS and PA, next the General Certificate in Secondary Education (GCSE) and Advanced Level (A-Level) content, and potential fields of study in HE.

⁹ While the basic quadrants of the diagram are introduced here, it is presented and further discussed in **chapter 2.2**.

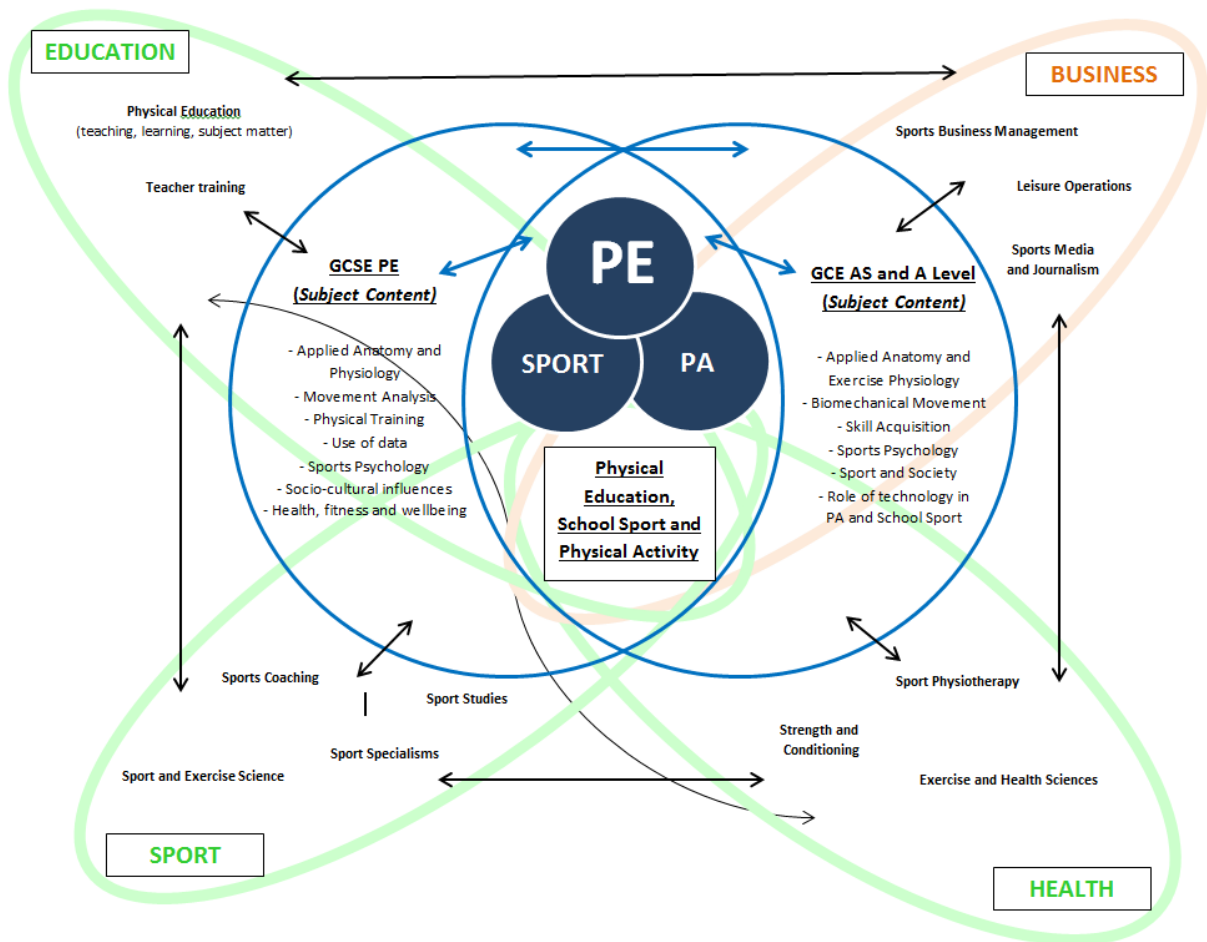


Figure 1.1: A visual representation of the sport-education-health nexus, with the addition of business.

Three more recent definitions of the terms are:

Physical Education: *planned, progressive learning which takes place in timetabled school curriculum time ... delivered to all students. This involves 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond PA, such as cooperating with others). The context for learning is PA, with children experiencing a broad range of activities, including sport and dance.*

Physical Activity: *A broad term describing bodily movement... all forms of PE, sport and dance activities... it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting), and routine, habitual activities such as using the stairs, doing housework and gardening.*

School Sport: *structured learning that takes place beyond the curriculum... (i.e. out-of-hours learning). The context for the learning is PA... there is potential to develop and broaden the foundation learning that takes place in PE. It also forms a vital link with 'community sport and activity.*

(AfPE, 2019).

Other authors have debated the relationships that may or may not exist between these descriptions (Bailey, 2005; Kay, 2005), but what is agreed is the variable differences in the use of terminology both within and across different educational systems (Bailey *et al.*, 2009). While the above definitions define what may be experienced in relation to the key terms, one commonality may be the potential benefits they may all contribute to a child's holistic learning (Bailey *et al.*, 2009). This chapter deals with PESS and PA separately, but with full acknowledgement that these definitions are not exclusive and are only from one academic source. Alongside **Figure 1.1** the complexity of the field of PE is highlighted, which could be confirmed by Bailey *et al.*'s (2009) acknowledgement that 'the language of our subject is a conceptual and ideological minefield' (p.2). That being said, the definitions are likely to influence teachers' constructs of QPET as well as the decisions they make as part of their day-to-day practices. Having explored PE within the wider context of physical culture, the history of the subject area was also deemed a likely influence on teachers' constructs, particularly as teachers in different career phases will have entered and experienced the subject at different points in time.

1.4 A brief history of physical education

Due to the distinct lack of consensus over the exact nature of PE (Kirk, 2010b), how its nature and meanings have developed over time will be briefly discussed. To understand current perspectives in the subject area, foci and changes discussed here span from the 1900s, then shifting to my preferred focus on the late 1990s onwards, as this is the time period during which the participants of my study have been teaching. The historical forms of pedagogy which have influenced its nature (more or less prominently) prior to the 1990s, however, were laid out clearly by Thomson (2017). To summarise this, in the early 1900s, PE was delivered through Swedish and German gymnastics drill exercises (Kirk, 2001). Following the Second World War and dwindling interest in these regimented approaches, multi-activity curriculum models were formed, which established a new direction for PE in schools. It was through multi-activity curricula that teachers were to seek and instil character development in their learners, by providing opportunities for them to participate in different physical activities, and especially traditional team games (Jess and Thorburn, 2015). This approach began to be critiqued by the end of the 20th century due to the narrow and 'one-size-fits-all' thinking

(Fernandez-Balboa, 1997a). More recently Kirk (2010b) has described practices which have emerged from these subject developments as 'PE-as-sport-techniques' (also highlighted in the previous section), which has been an enduring feature of the subject area over time. Historically, restrictive views of PE (Kirk, 2001) have contributed to its suffering reputation. This is based on the premise that it only focuses on the physical or practical domain, with limited 'cognitive content' (Kirk, 2013, p.976). More positively, however, as PE has become a more integrated feature of the NC across the world (Thorburn and Horrell, 2011), perspectives have begun to shift (Carse *et al.*, 2017) and the profession has started to introduce goals with broader educational foci (Ennis, 2017; Griggs and Petrie, 2018). This has included the acknowledgment of PE as providing a holistic mix of emotional, cognitive, social and physical learning (Bailey *et al.*, 2009).

I argue here that holistic approaches, when adopted and applied well, may indicate QPET. Firstly, holistic approaches began to emerge in PE literature with the introduction of developmentally appropriate approaches to primary and secondary school PE which began to be introduced in the late 1900s (e.g. Gallahue and Donnelly, 2003). Additional, overarching frameworks which can address the subject's holistic nature have therefore included physical literacy (Whitehead, 2010), socio-ecological approaches (O'Connor *et al.*, 2012) and meaningful¹⁰ PE (Beni *et al.*, 2017, 2021; Chróinín *et al.*, 2019) and more recently, models-based practice (Casey, 2017; Casey and Kirk, 2020). A key barrier to such a desired educational shift being enacted in practice within the subject area is the dominance of neo-liberalism¹¹, which may hinder these possibilities. This is due to marketisation, performativity and outsourcing, which are now mainstream drivers across PE (Macdonald, 2011).

1.4.1 The place of sport in physical education

While these overarching frameworks and 'quality pedagogy' within PE teaching will be a key focus in the literature review (**chapter 2.5**), it is firstly important to contextualise sport within PE, which remains the key vehicle for the subject's delivery. It is important to acknowledge however that there are exceptions, where more specialist and innovative teaching takes place (Kirk, 2010b) and where sport and isolated actions may be appropriate as foci for learning. In contrast, if a 'sporting ideology' is at the forefront of PE delivery, for those that do not enjoy or achieve in sport, challenges are presented, as well as frustrations for teachers and learners alike (Bailey, 2010). The sporting background of the subject area can therefore be easily explored by a brief exploration of the history of PE policy and therefore

¹⁰ An experience that is 'meaningful' may be described as that which holds personal significance or value to the participant (Kretchmar, 2008; Metheny, 1968).

¹¹ Explored fully in **chapter 2.1**.

foci over time. The significance of this exploration with relation to QPET is the likely influence of changing policies on teachers' own constructs of QPET and given that they will, to an extent, base their choices about *what* and *how* to teach on the content of key policy documents.

1.4.2 Political changes and PESS: New Labour and working in partnership

Historically, policy documentation has demonstrated several shifts as a consequence of Conservative and Labour governments' differing ideologies (Thomson, 2017). The effect is that PE, school, and youth sport activities have been seen as a political tool (Phillpots and Grix, 2014) where there has been a consistent emphasis on the importance of sport and competition. In the late 1990s the structure of sport was changing. This was acknowledged by Ives (2014) who described a shift in the relationship between the state and civil society over time, which started with the election of New Labour¹² in 1997. One of the most influential changes included the 'intention to move from a contract culture to a partnership culture' (Balloch and Taylor, 2001, p.3). The 'contract culture' developed during Margaret Thatcher's years as Prime Minister, a time when neoliberalism was prolific, public-sector services were sold off through privatisation (pertaining to the discourse of competition and efficiency) (Ives, 2014), and the emphasis in state education shifted from 'public responsibility' (Whitty, 2002, p.79) to 'market forces' as a 'private good'.

These issues will be discussed further in **chapter 2.1**, but in summary, the performative culture of the private sector (Ives, 2014) is a culture which is said to be based on 'competition, economic efficiency and choice' (Larner, 2000, p.5). The partnership culture resulted in a shift from a hierarchical, centralised and bureaucratic model to one based on a collaborative discourse (Powell and Glendinning, 2002), later described by Bevir and Rhodes (2003, 2006, 2008) as a shift from what was a unitary government to governance by networks and partnerships. It was the partnership approach that became the new norm across all government sectors (including education) (Ives, 2014) and 'between national government agencies, local authorities, local communities and businesses' (Roberts, 2009, p.3). The illusion of a retreat from a more centralised government (Ives, 2014) involved a process that opened up new policy spaces (Newman, 2005). The result of this was the growing presence of non-governmental agencies, which included charities (Marsh, 2008) and of particular note, the Youth Sport Trust (YST). Control was therefore strategically maintained by government through a new process of meta-governance (Rhodes, 2000).

¹² New Labour was the term marked by Tony Blair in his terms as PM. However, this was not a recognised political party. They were elected under the mantra of 'education, education, education' in 1997, and so, education was the 'top priority' (Bache, 2003, p.300). The Labour party had a landslide victory after eighteen years of conservative government, which remains the largest victory in the party's history.

The contracts which were established with partnerships as a result were stringently monitored which included 'quantifiable performance indicators – such as Public Service Agreement (PSA) targets – thus contributing to the creation of a target culture applied across public services' (Ives, 2014, p. 20). It was Grix and Phillpots (2010) that labelled this as a target culture where state control was enhanced. The processes involved in the newly established partnerships were closely related to those associated with 'private, profit-making companies considering how to increase productivity' (Ives, 2014, p.21). Here they 'prioritised achieving outputs as opposed to the process, together with the introduction of performance management tools such as monitoring, auditing, targets and key performance indicators' (Ives, 2014, p.21). These features of partnerships which reflect aspects of the private and performative culture therefore influenced how aspects of PE and sport were measured in terms of their success and impact in a business-like fashion, and likely provided structures for determining quality.

1.4.3 The political and policy emphasis on sport in the curriculum

Between 1990-1997, when John Major succeeded Margaret Thatcher as Prime Minister, his strong interest in sport (namely cricket) saw him make a lasting contribution to the way in which the Government viewed sport in Britain (Houlihan, 1997) with increased support for the inclusion of competitive school sport within the curriculum (Evans and Penney, 1995). Following this, the establishment of the National Lottery within the UK had a significant benefit and influence on Sport England¹³, who were then gifted with large sums of money which needed to be 'redistributed through a range of grant funding initiatives' (Ives, 2014) and 'selective re-investment' (Oakley and Green, 2001, p.74). Greater government interventions and regulation of PESS (Smith, 2015) could therefore be seen from as early as 1995, where the publication of the *Sport: Raising the Game* (Department of National Heritage, 1995) policy document prioritised participation in team games. John Major's intention through this policy was to:

Put sport back at the heart of weekly life in every school. To re-establish sport as one of the great pillars of education, alongside the academic, the vocational and the moral.

¹³ In 1996, an amended Royal Charter established The English Sports Council, which came into being on 1st January 1997 as The Sports Council was reorganised into UK Sport and the home nations sports council. They were then rebranded as Sport England in 1999 (Sport England, 2021). This is a non-departmental public body (Ives, 2014) whose Board is appointed by the Secretary of State for Digital, Culture Media and Sport (Sport England, 2021). Its main function is to distribute National Lottery funding into projects and programmes that support people to be physically active (Sport England, 2021).

(Department of National Heritage, 1995, p.2).

The intent behind this document was firstly to 'focus on sport rather than physical education', and secondly to halt the 'decline in school sport, by securing its position in the formal curriculum of every school' from ages 5-16years (Department of National Heritage, 1995 p.7). This was foregrounded and able to be supported by the Specialist Schools Programme (SSP) which was established in 1993.

1.4.4 The Specialist Schools Programme

The newly established Specialist Schools Programme allowed schools to decide upon the nature of their specialism. The choices included languages, science and art, followed by sport in 1996 (Ives, 2014). Once sport had been included as a specialism, Specialist Sports Colleges (SSC) emerged which were then set to become the hub of the new sport partnership networks (Phillpots, 2010). Once SSCs were formed, they were able to choose their own individual focus. Donovan *et al.* (2006) identified that while some adopted broad participatory models, others opted to specialise in only a few sports with an emphasis on the development of the elite and success in competition. In 1997, on the election of a Labour government, with an equally *keen on sport* PM, Tony Blair, £1.5 billion was invested into PE over six years (2002-2008) (Armour and Kirk, 2008; Department for Culture, Media and Sport (DCMS, 2002). Several reasons were said to justify this investment:

- PE was blamed for a lack of sporting excellence and competitiveness at an international level (Thomson, 2017);
- the consistent message that the NCPE was being delivered poorly in primary PE (Caldecott, Warburton and Waring 2006; Griggs, 2007, 2016; Wright, 2004); and,
- there were concerns regarding rising levels of obesity and the general health of children.

Such investments emphasised the increased political interest in PESS alongside the view that sport could be used as a tool to address wider societal issues, such as the obesity concerns mentioned above. This period of investment resulted in what has been referred to as the *quiet revolution* between 2003-2010 (Ives, 2014) and the first of two national strategies were implemented to restructure the delivery of youth sport in the UK (Flintoff, 2003). The first was the PE, School Sport and Club Links Strategy (PESSCL) implemented by Tony Blair in 2002, via the *Learning through PE and Sport* strategy (DCMS, 2004), which was maintained from 2003-2008. The PESSCL strategy was the first strategic document inherently focused on 'sport' produced by the Department for Education and Skills (DfES) in partnership with the DCMS. The programme formed by the DCMS (2002, p.57) had an education focus which

aspired in part to 'improve education outcomes in the broadest sense (e.g. attendance, attitude and behaviour)'. The significance of the PESSCL strategy was therefore to address educational standards. Politically, the PESSCL strategy also encouraged schools to work in partnership, which was notable after the Conservative government ideology of schools competing against each other based on free-market principles¹⁴ (Ives, 2014).

As previously mentioned, SSCs were a defining feature of the PESSCL strategy and once formed, were deemed as the hub sites where Project Development Managers (PDMs) were based in secondary schools with School Sport Coordinators (SSCOs) and primary (or special) link teachers (PLTs) to develop the provision of sport and PE (Griggs, 2016; Thomson, 2017) in newly established families of schools (Ives, 2014). These families of schools formed the structure of the SSPs. A typical partnership comprised of a SSC which acted as a hub for four to eight secondary schools, each of which had around five primary or special schools clustered around them (DCMS, 2002). **Figure 1.2** diagrammatically shows the partnership model for the school sport coordinator programme, which is taken from the *Learning through PE and Sport* strategy document (DfES and DCMS, 2003, p.6). Even though the programme evolved and further SSPs were established, the diagram remained a consistent representation of the structure of a SSP (Ives, 2014).

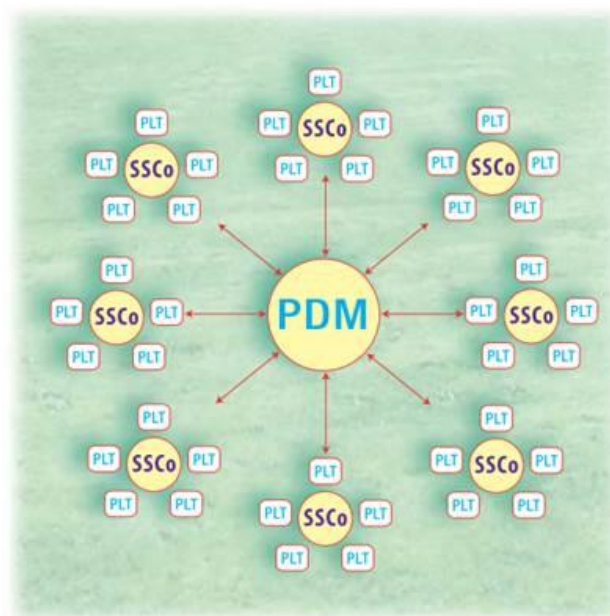


Figure 1.2: The partnership model for the school sport coordinator programme (DfES and DCMS, 2003, p.6).

¹⁴ More specifically, this was a shift from a more hierarchical, centralised and bureaucratic model to a model focused more on collaborative discourse (Powell and Glendinning, 2002) or later, as a shift from unitary government to governance by networks and partnerships (Bevir and Rhodes, 2003, 2006, 2008).

Overall, the PESSCL strategy contained eight key strands¹⁵. The four strands most associated with teaching and learning (Ives, 2014) were those highlighted in bold in **footnote 15**. All eight strands were set to contribute to the achievement of the jointly set PSAs¹⁶ agreed between the DfES and the DCMS. This target was:

PSA 22: To enhance the take-up of sporting opportunities by 5 to 16-year-olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum increases from 25% in 2002 to 75% by 2006.

(DCMS, 2004, p.39).

In addition to the above targets, a guidance document accompanied the PESSCL strategy in order to support both schools and those involved with youth sport to understand their roles and the 'need to come together to ensure the effective delivery of these programmes to support schools and maximise the benefits for young people' (DfES and DCMS, 2003, p.1). SSCs enabled continued professional development (CPD) for the secondary specialists who were, in turn, able to provide support for primary school staff (Phillpots and Grix, 2014). All of these focuses indicated priorities for QPET. The SSCs also became the hub site where the PESSCL and Physical Education, School Sport and Young People (PESSYP) strategies were disseminated and where the strategy's key objectives were delivered (Ives, 2014). The *Learning through PE and Sport* (DfES and DCMS, 2003, p.2) guidelines for the PESSCL strategy not only explained how it would be implemented, but also highlighted the range of stakeholders (partners) who were considered as having a 'role to play' in order to 'transform PESS'; specifically, local authorities, parents, children and national governing bodies (NGBs). A notable point in relation to my research is that the guidelines also defined high quality PESS (HQPE), which became a popular catchphrase or discourse of that time.

1.4.5 High quality physical education and school sport

This was the most significant political work relating to quality in the subject of PE with an explicit focus on learners. The 'Qualifications and Curriculum Authority (QCA) PE and Sport Investigation' (DCMS, 2004) strand of the PESSCL strategy underpinned the discourse of High Quality Physical Education (HQPE). The opening section of the PESSCL guide *Learning*

¹⁵ 'Specialist Sports Colleges (SSCs), School Sport Coordinator Partnerships (SSCos), the **Gifted and Talented (G&T)** programme, **QCA PE and School Sport Investigation, Step into Sport, Professional Development**, School/Club Links and Swimming' (DCMS, 2004).

¹⁶ Public service agreements detailed the aims and objectives of UK Government departments for a three-year period. Such agreements also described how targets would be achieved and how performances against these targets would be measured. PSAs were abolished by the Coalition Government in June 2010.

through PE and Sport defined HQPE and school sport before its expansion to other key strands of the programme (Ives, 2014). It stated that a HQPE and school sport should:

Produce young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities.

(DfES and DCMS 2003, p.3).

In addition to the above, characteristics of the expected outcomes of HQPE were identified and were deemed relevant when young people were seen to achieve them (**Appendix 1.1**). It is clear from my reading of the list that there was an inclusive feel which encouraged relevant skills, knowledge and attributes to be developed. These could be deemed as broad and balanced expectations regarding the possibilities and outcomes which could be achieved through the subject area, and while participation was the only real measure of quality, these were perhaps strong indicators or outcomes which were expected if learners had experienced a HQPE.

The SSPs were deemed successful in terms of increasing participation, due to the wide range of activities that were available to students (Armour and Kirk, 2008; Flintoff *et al.*, 2011; Smith, 2015). However, the SSPs were also said to have a lack of impact on the pedagogic practices of teachers (Ives, 2014) which became dominated by the focus on target driven culture within the secondary field (Ives, 2014). Quality (adjective) was therefore determined by increases in participation, rather than by the quality of teaching, and arguably less on the ambitious aims of a HQPE identified in **Appendix 1.1**. Later, Thomson (2017) also rightly acknowledged that basing effectiveness on participation levels (mainly in sport) was not the best measure of an effective PE programme. However, little else was deemed suitable to provide enough substance to make judgements. The relevance of these issues regarding QPET is that most effectiveness literature bases effective teaching on pupil outcomes. Therefore the views of QPET at this time were likely related to teachers' abilities to increase learners' participation in a broad range of PAs. The ability to measure participation fulfilled ever-present neoliberal expectations (see **chapter 2**) and shifted the focus from wellbeing to one of performativity. This has been more recently confirmed by Kirk's (2020, p.15) notion of 'precarity'¹⁷ and neoliberalism in PE.

¹⁷ Kirk (2020) describes precariousness as uncertain or unstable, risky or hazardous. A situation is seen to go 'either way', one undesirable and one where the status quo prevails. Precarity is defined as 'living in a situation that does not promote wellbeing' (p.16). It is said to be closely 'related to neoliberal practices of privatisation and free-markets and the continuing influence these practices have been exerting on PE for some time' (p.15).

1.4.6 The PESSYP strategy and the School Games

In 2008, the PESSCL strategy was adapted and re-branded as 'Physical Education, School Sport, and Young People' (PESSYP), which pledged a new five-hour offer for all (Department for Children, Schools and Families (DCSF), 2008). This strategy was maintained between 2008-2013, but on the re-election of the Conservative Party in 2010, the PESSYP strategy was not fully developed as it contradicted Conservative ideology and was deemed financially unsustainable (Thomson, 2017). The SSP programme then became fragmented (Griggs, 2016) and was mostly dismantled (Pitt and Rockwood, 2011). Due to a widespread outcry in response, the government had to re-address their plans for PESS, particularly to ensure a lasting legacy on the lead up to, and following the London 2012 Olympic Games, and to fulfil the promise of 'inspiring a generation of young people' (DCMS, 2012, p.4). This led to the introduction of a new strategy entitled *Creating a Sporting Habit for Life* in 2012, which returned to the discourse of the previous games' to 'build a lasting legacy of competitive sport in schools, and better links between schools and clubs' (DCMS, 2012, p.3). A year later, in 2013, the *Primary PE and Sport Premium* was introduced, pledging £150 million over two years to improve the provision of PESS in primary schools (Griggs, 2016). David Cameron and the coalition government also introduced a new Olympic style competition called the *School Games* in an attempt to sustain the Olympic legacy and to put competitive sport at the heart of this competition. Unfortunately, the programme was widely criticised as not all children had the opportunity to participate through the levels provided by the School Games, re-emphasising the government's elitist ideology and emphasis on sport.

Overall, Jung (2014) suggested that the major organisations for the creation, management and evaluation of PESSCL and PESSYP strategies were:

- i. The Department for Culture, Media and Sport and the Department for Education and Skills;
- ii. The Youth Sport Trust;
- iii. Sport England; and,
- iv. The Association for Physical Education.

While the DCMS and DfES were the government departments responsible for working together to create the strategies, it was the YST who took ownership over the PESSCL and PESSYP strategies.

1.4.7 The Youth Sport Trust

The YST was therefore established in 1994 as an independent charity originally 'devoted to changing young people's lives through sport' (Ives, 2014, p.21), and which now identifies itself as a children's charity which is:

Working to ensure every child enjoys the life-changing benefits that come from play and sport... and pioneering new ways of using sport to improve children's wellbeing and give them a brighter future.

(YST, 2021).

While its earlier focus was clearly on sport to reflect key policies, it is notable that there are additional references now to play and the use of sport to improve children's wellbeing and futures. The YST was funded by Sir John Beckwith, the National Lottery and British Telecom (Phillpots, 2011). It is well-known that the YST has consistently grown in 'size, status and influence, with a particular focus on the promotion of sport in schools' (Jung, 2014, p.34). A key focus of the charity was to encourage an increase in participation in PE and sport by developing and promoting a number of different ways to nurture their interest and involvement. The YST (2012) developed six key areas of activity, which have been re-articulated by Jung (2014, p.35):

- i. improving the PE experience for every young person;*
- ii. using PE and sport to inspire learning and achievement;*
- iii. enabling every young person to enjoy competition;*
- iv. providing support to the most talented;*
- v. developing a new generation of coaches working in schools;*
- vi. connecting school and club sport; and,*
- vii. supporting the development of young leaders and volunteers.*

While the aims of the programme sought to improve the quality of PE in primary schools, one of its important features was the provision of resource cards and child-friendly equipment (Green, 2008a). The TOPS initiatives were deemed successful, but only based on the number of the resource cards and equipment bags that were distributed to schools and the number of teachers who attended training, rather than the learning outcomes of children (Macphail and Kirk, 2001). Regardless of this measure of success, what was marked was the beginning of the YST's commitment and influence upon PESS (Phillpots, 2012). I remember feeling this influence and being inspired by it. I had started using this exciting equipment as a Year 6 pupil and ended up using it to coach across my SSP for many years to follow.

Reflecting on the fond memories and benefits of these experiences in a more critical way, however, it is likely that the personal development I experienced during this time was an implicit result of my participation in sport, rather than the deliberate focus on affective and emotional aspects of learning by teachers of my own secondary school PE lessons. This was a poignant revelation once I had entered teaching myself, as I became more critical of my own experiences. Such implicit expectations have been similarly expressed by Mosston and Ashworth (2008), who stated that 'social, ethical and emotional attributes are intrinsic to games, sport and competitive events'. So perhaps the same implicit expectation and assumption could be applied to the hopes of the policies and organisations described thus far, which have had a continual and strong focus on sport. The poignancy of this is amplified when considering Ives' (2014) key finding that there was no real improvement in the quality of teaching and learning in primary and secondary PE as a result of these key policies, programmes and initiatives.

The YST did however become one of the main influencers in the developments of the PESSCL and PESSYP strategies, and the key managing organisation of the SSCs and later the SSP programme (Jung, 2014). The YST also provided support for further initiatives such as the Gifted and Talented programme which aimed to develop youth potential, Step into Sport which focused on improving sports leadership and volunteering, and the National Competition Framework which aimed to build a world-class system of competitive sport for young people (Green, 2008a). Personally, to highlight further examples, I remember being rewarded for high levels of performance representation in hockey through the Gifted and Talented programme and the Step into Sport programme saw me, as a 16-year-old Young Ambassador, travelling to Cameroon, Africa, with my head teacher and speaking on national news to set up an international SSP.

1.4.8 Changes to physical education teacher education

There have also been important changes to PE teacher education (PETE) since the 1990s. This has included the reduction of the BA/BSc teaching degree and the rise of the one-year post graduate certificate in education (PGCE) and school-based teacher education (e.g. teaching apprenticeships and the schools direct) programmes. While these changes have been significant in relation to teacher knowledge, they are also discussed later in terms of tuition fees and marketisation (**chapter 2.1**).

As the fields of sports science and physical activity have continued to rapidly grow in HE, bachelor's degrees now provide opportunities and packages of thrills and lifetime experiences for students to choose, and which appeal to a market conscious, educational consumer who may be interested in a physically active lifestyle, sports or outdoor pursuits

(Kårhus, 2010, p.228). This approach can be seen as reflective of surviving the education marketplace, more so than meeting the professional needs of future PE teachers in secondary schools. It is through marketisation in HE that universities have been encouraged to provide expansive options for bachelor's degrees, and with reference to teacher education, adopting a three-year degree, and one year teacher training approach which has been the model of teacher education that has shown significant growth (Kårhus, 2010). These models of initial teacher education (ITE) have replaced the previously popular Bachelor of Education awards (BEd) which were usually four years in duration with QTS, and which prioritised the professional needs of future PE teachers within school contexts. An emerging trend is also presenting the possibility of three year undergraduate degrees, with QTS, which given the rise in tuition fees may become considerably attractive for prospective students.

My historical exploration of the subject area so far highlights that sport has been an enduring feature throughout the political landscape of PE (Kirk, 2010b). I will now address the most recent expectations for learning regarding the subject area with direct relation to the NCPE. This is deemed significant to explore as, on the official passing of the Education Reform Act (1988) and on the introduction of the NCPE (2013), this became the 'first directive from government as to the nature of physical education and the criteria against which success was to be judged' (Rimmer, 2013, p.94).

1.5 Policy in physical education: The National Curriculum

Penney and Evans (1999) provided one of the earliest documentations of the NCPE's development and argued that it was reflective of conservative views on what PESS should be and particularly what state schools should aim to achieve. Of note, Penney and Evans (1999) highlighted that the curriculum 'was clearly something to be delivered, but not defined by teachers' (p.38). Such confirmations, which highlight the lack of teachers' voices to define the subject area, have partially allowed me to justify my focus on teachers' constructs in this study. Not only this, but Penney and Evans (1999) also acknowledged the continued support towards discourses of sporting excellence and competition through the curriculum, therefore matching the focus of elite sports performance.

State-funded schools must now offer a 'broad and balanced curriculum' which 'promotes the spiritual, moral, cultural, mental and physical development of students of the school and society', and ultimately 'prepare students for opportunities, responsibilities, and experiences of later life' (DfE, 2014d, p. 4). While these aspects of development are deemed important, they are not explicitly mentioned in subject-specific NC documents and there is no guidance relating to how these may be implemented at a subject level. This, therefore, requires teachers to have a wider knowledge of educational expectations and be able to apply

these in their teaching (without necessarily having had guidance to do so). All subject areas also have defined 'core knowledge' which is expected to be learned by students, 'around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum' (DfE, 2014d, p.5). In this section of the chapter I will document the development of PE in the curriculum as children progress through school, starting with the primary NCPE.

1.5.1 The primary National Curriculum (PE) (key stages 1 and 2)

The Department for Education's (DfE) aims for the primary (DfE, 2014a, p.1) and secondary (DfE, 2014b, p.1) NCPE share the goal to ensure that all students:

- *Develop competence to excel in a broad range of physical activities;*
- *are physically active for sustained periods;*
- *engage in competitive sport and activities; and,*
- *lead healthy, active lives.*

(DfE, 2014a, p.1; 2014b, p.1).

These aims identify the implicit underlying ideologies of sport, health, and fitness as well as further emphasising participation in a range of physical activities to 'build character and help to embed values such as fairness and respect' (DfE, 2014a, p.1; DfE, 2014b, p.1). At Key Stage 1 (KS1), focus is on the development of fundamental movement skills (FMS), particularly agility, balance, and coordination, individually and with others (DfE, 2014a). This explicitly promotes movement-focused content and so supports the development of the 'body' over 'mind' (Quay, 2013). FMS form part of wider pedagogies and conceptual frameworks such as physical literacy (Whitehead, 2001; 2010). These pedagogies and frameworks are underpinned by monism in that 'the mental 'is' the physical' or 'the whole comes before its parts' (Gelder, 1998) and may or may not gain support from those opting for a more holistic approach to PE (Bailey *et al.*, 2009; Dyson, 2014; Kirk, 2020). Critically, mind-body dualisms do not include other aspects of holistic experience such as the affective and social dimensions. At KS2, it is expected that further skills will be developed along with the ability to link actions and sequences together. It is explicitly stated that children should understand how to evaluate their performance in different physical activities and sports so that they can make improvements (DfE, 2014a). Whilst, for a range of reasons, participating in a variety of physical activities and sports may benefit children, it is what teachers do pedagogically that becomes more important than their mere participation (Kirk, 2010b). This requires teachers to have specific types of (or even specialist) knowledge (see **chapter 2.3**).

1.5.2 The secondary National Curriculum

When going through the transition from primary to secondary school, the foundations of PA should already be embedded within a child's early experiences of PE (Lawrence, 2018; Roberts and Treasure, 1992). The NCPE (2014b) supports this, suggesting that through PE, all students should be building on the skills and physical development they learned in KS1 and KS2 as they move into KS3 while becoming more 'competent, confident and expert in their techniques, and apply them across different sports and activities' (p.2). If these skills have not been effectively developed or even experienced in the primary sector, this presents additional challenges for secondary PE specialists. This, therefore, may impact the quality of PE, but also a teacher's effectiveness as they will need to draw on a wealth of knowledge and experience to be adaptable, personalise learning and be inclusive for all children. Secondary school teachers teach children from different primary schools who have had very different primary school PE experiences. The children may then need to adapt to uniform, multi-activity approaches (Kirk, 2010b). The transition between primary and secondary school has therefore been widely researched for its general positive or negative impacts on children (Capel, Zwozdiak-Myers and Lawrence, 2004; Howe and Richards, 2011; Taylor, Spray, and Pearson, 2014; Topping, 2011; Warburton and Spray, 2008). At KS3, the NCPE (DfE, 2014b) also expects students to understand what makes performances effective and to be able to apply such principles to their own and others' work. Participation and confidence to seek PA, sport, and exercise opportunities outside of school are also encouraged to apply 'long-term health benefits of PA' (p.2). At KS4 (in core PE), the main difference, as opposed to KS3, is that more complex and demanding physical activities should be tackled as well as the suggestion to get 'involved in a range of activities that develop personal fitness and promote active, healthy lifestyles' (p.3).

What is delivered by teachers in practice is likely to be the result of a subjective interpretation of the suggested activities provided in the NCPE (2014b). As a result, the teachers' socialised beliefs about PE may, in part, define their effectiveness (Lawson, 1983a; Thomson, 2017). Heads of department and teachers' inclusion of certain areas and foci for learning are constantly negotiable. The ideologies which underpin the NCPE document may encourage practitioners to consider qPET as the provision of competitive sport, where there is physically-demanding activity, particularly regarding health and fitness; along with encouraging wellbeing (implicitly) and continued participation beyond school. As the NCPE only provides policymakers' perspectives on what PE should look like, further consideration of wider literature is needed (Lawrence, 2018).

1.5.3 The development of examination physical education

Research in examination PE is an innovative and recent domain. However, internationally there has been significant interest in the 'development, implementation and enactment' (Brown and Penney, 2017, p.1) of recent curriculum texts associated with the assessment and pedagogical practices in examination and Key Stage 4 (KS4) secondary PE (Brown and Penney, 2013; Green, 2005; Thorburn, 2018). Brown and Penney's (2017) recent book is the first attempt to ascertain what makes worthwhile and essential knowledge in examination PE and how this valued knowledge may be translated into pedagogical practices in the classroom. They were, therefore, not only concerned with *what* and *how* examination PE is perceived, but also the importance of physical activity and movement as the philosophical basis of the subject. This is also compared and contrasted with the educational discourses of high-stakes assessment and examinations, through a comprehensive and critical analysis (Brown and Penney, 2017).

To justify their work, Penney (2013, p.1) highlighted that within examination PE, exploring policies, people and their pedagogies can 'make a difference' to students' educational experiences. It is one of the only texts that arguably indicates what may be understood as quality in the teaching of examination PE. This innovative research area is growing in importance due to the increasing numbers of students wanting to study examinable PE, and given that those courses related to sport, health and fitness are particularly appealing due to the wide range of tertiary pathways which may be pursued as a result. Thus there is scope for curriculum development in the subject area and for commercial interest.

In England, the possibility of studying examination PE became possible in the 1990s with the introduction of the General Certificate in Secondary Education (GCSEs) and A (Advanced) and AS (Advanced Subsidiary) courses. While Brown and Penney's (2017) work is an important contribution to the field, it does highlight a contrast in what is valuable to be learned in PE between KS3 and 4, and also potentially what may be deemed QPET. Specifically, at KS3, the focus is on the educational benefits for learners of studying PE whereas, in contrast at KS4, the focus is on the scientific, sociological and psychological aspects of the subject which are emphasised in the examination papers. These ideas are explored further in **chapter 2.2**. The relevance of introducing examination PE comes to the fore when acknowledging that all professional PE teachers are likely to teach examination physical education and so the discourses connected to this aspect of the subject area may inform their perceptions of QPET. There may also be contrasts between perceptions of QPET in theory and practical classrooms.

1.6 Justifications for physical education in the school curriculum

In this study, I refer to education as taking place within schools. The shift in focus now moves towards justifications for the place and value of physical education in secondary

compulsory schooling. To do this, I initially draw upon Arnold's (1979) seminal discussions relating to the educative nature of physical education. This work has been more recently revived in work by Brown and Penney (2013; 2017) and Brown (2013), due to the focus on the potential for meaning-making through movement. Arnold (1979) provided a philosophical justification for PE in general schooling, which included a holistic framework. Underpinning the framework is the emphatic belief in the crucial role that embodiment¹⁸ plays in human movement (Standal, 2015). Arnold's (1979) framework specifically positioned physical education as having the potential to educate learners *in*¹⁹, *through*²⁰ and *about*²¹ movement. Arnold's (1979) framework, therefore, presented three dimensions that can make a significant contribution to education as a whole and which positioned movement and physical education as educative in their own right (Brown, 2013). The relevance of this framework is enduring as it underpins curriculum documents internationally (Brown and Penney, 2017). But it has not come without critique (Standal, 2015), particularly as the dimension of education *in* movement is not as well understood or applied in practice by PE teachers as the *through* and *about* dimensions (Brown, 2011). This may be partly because phenomenological²² pedagogy has been somewhat marginalised and remains in the early stages of its existence within the physical education literature (Tinning, 2010).

Part of Arnold's (1979) philosophy described education as the initiation of students into pursuits that are worthwhile both from academic and intellectual perspectives, but also physical and practical perspectives. He believed that education amounts to more than a narrow, intellectualistic pursuit of knowledge, and on this basis he argued that knowledge and

¹⁸ '[Embodiment] is the *sine qua non* of my existence and therefore of my consciousness. Secondly it is my mode of experiencing the world, and therefore a prerequisite for discovering who I am. Embodiment allows me to both recognise my existence and at the same time allows me to explore my essence' (Arnold, 1979, p.1).

¹⁹ The quality of a movement experienced from a subjective perspective (Brown and Penney, 2013)... Learners having the opportunity to understand themselves as intelligent performers who engage with their embodied consciousness or understand that they have the opportunity to create self-knowledge (Kirk, 1993).

²⁰ Education 'through' movement assists the fulfilment of certain purposes and is not related to any intrinsic values, but is oriented to those values of extrinsic or functionalist values. This dimension is part of the educational process that aims to develop extrinsic learning objectives in domains such as the physical, emotional, intellectual and social aspects of an individual through participation in selected and directed physical activities (Brown and Penney, 2017).

²¹ Education 'about' movement is most concerned with rational or propositional enquiry. In this way, it is to be conceived of as an activity that studies human movement from multiple perspectives. These perspectives include understanding human movement in anatomical, physiological, sociological or philosophical ways (Brown and Penney, 2017).

²² 'Phenomenology is a philosophical movement based upon a self-critical methodology for reflectively (reflectively or introspectively) examining and describing the lived evidence (the phenomena) which proves a crucial link in our philosophical and scientific understanding of the world' (Reeder, 2010, p.21). To be explored further in **section 2.5** of the literature review.

learning have to occur through both mechanistic and analytical means as well as the more holistic and phenomenological ways, which brought rise to the three key interrelated dimensions of movement (Arnold, 1979). The arguments presented by Arnold (1979) highlighted the important contribution that phenomenology offers the subject area of physical education, specifically in being able to challenge the enduring assumptions of mind-body dualisms (Brown and Payne, 2009). A dualism such as this has been described by Standal (2015) as overemphasising 'propositional, theoretical knowledge or a disembodied focus on movement as sheer physiology or biomechanics' (p.22). Instead, by focusing on the lived body, Brown and Payne (2009) asserted a consequence that offers learners (movers or experiencers) the potential to discover 'perceptual, sensory, kinaesthetic and relational dimensions of movement' (p.433). In summary, Standal (2015) therefore argued that further understanding of meaning-making and movement experiences can be ascertained by the potential of phenomenological philosophy.

The phenomenological thread has been a consistently emerging one within the literature, and one of particular note in my work here is Margaret Whitehead, who since the mid-80s has been developing the concept of *physical literacy* (2001; 2007; 2010). Like Arnold (1979), Brown and Penney (2013; 2017), Kirk (2010b), and Standal (2015), Whitehead (2007) has also consistently expressed dissatisfaction with the dominant, dualistic foci within school PE, but also in physical and movement activities more generally. It was Whitehead (2007, p.283) who, through her development of, and debate regarding, *physical literacy* emphasised the 'existentialist and phenomenological work of Sartre and Merleau-Ponty' who had articulated a particular stance towards:

the nature of our human condition... [as a] commitment to monist or holistic views... the centrality of our embodiment in existence and our nature as essentially beings-in-the-world.

While applied to the embodied learning of the subject, this notion still applies to the embodied role of the teacher.

It was late in my journey into exploring QPET that I learned about the literature highlighted in this section, which I came to outside of my doctoral study when considering mindfulness and my developing sense of spirituality. It was in my discovery of Quay's (2013) synthesis of *education, experience, and existence* (to be discussed in **chapter 3.1**) that I ended up arguing for and presenting a more holistic understanding of QPET through the Discussion and Conclusion chapters of this thesis. This resulted in me returning to this section to make the connections with more holistic and phenomenological work in justifying the place of physical education in the context of education.

The final connection here in justifying the place of PE within the school curriculum is to Whitehead's (2010, pp.11-12) definition of *physical literacy*:

As appropriate to each individual's [learner's] endowment, physical literacy can be described as the motivation, confidence, physical competence, knowledge, and understanding to maintain physical activity through the life course.

This understanding of *physical literacy* shows that the subject is capable of developing a range of learner attributes in terms of their thinking, feeling, and practical experience of the subject. Also, one of the attributes a physically literate person may exhibit of particular note was having 'an established sense of oneself as an embodied being' (p.13). Without delving further into the *physical literacy* literature here, this supports an important point. The point I raise is that the teacher needs to have a sense of themselves as an embodied *being* to facilitate such desirable experiences for their learners. This leads me to focus part of the literature review on QPET as an embodied endeavour (**chapter 2.5**).

1.7 Reclaiming the education in physical education and its potential for the learners

Due to performative practices centring on measurable outcomes, we have shifted away from more liberal and social democratic education principles and ideals (Evans, 2014b). This therefore attacks the 'E' in PE according to Quennerstedt (2019). He also argued it attacks the 'P' in PE in countries where there is an over-emphasis on assessment and where the academisation of PE leads teachers to deliver more classroom-based lessons and written assignments. Linking to Arnold's (1979) work here, the consequence of this for learners is that they often learn *about* movement, rather than being moving agents *in and through* movement. For Quennerstedt (2019, p.612), the consequence of this in PE becomes: 'doing sports... fitness instruction... physical activity... obesity prevention... fun and enjoyment...' without education and also 'theoretical knowledge, without movement'. These points have important implications for teachers, where they must negotiate a number of choices. This provides a way of seeing the necessary reclamation of teaching as *educative* as a 'continuous act of making judgements about the 'what(s), why(s), and how(s) of education' (Quennerstedt, 2019, p.611). Through this view, education can be seen as a complex endeavour that barely functions in such mechanistic ways. He also made an important link to Biesta's (2013) research which refers to quality, in that non-mechanistic quality makes education educational (perhaps concerned with the processes). This implicitly acknowledges that mechanistic quality may make education *mis-educative* (perhaps concerned with the product(s) of education). Biesta (2013) also described the need for *beautiful risks* through education, which relates to and has consequences for *how* we approach PE and sport pedagogy. While this view is a contemporary one, he draws on Dewey's (1938) work to express that educative PE should

involve experiences that lead to the growth of further experiences. It is a continual transforming of experience which involves change and the provision of opportunities for learners to be active, and continually engaged with the desire to go on learning (Dewey, 1938).

For education to be *educative*, it requires some disturbance, unknowingness, and no homogenous end (Todd, 2014); there should be open ended directions and outcomes (Quennerstedt, 2019). By extension, Todd's (2014) research was summarised by Quennerstedt (2019, p.615) by emphasising that such desired uncertainty in transformative PE, 'opens up... our own and others' opportunities to become some-body and, in that sense, becomes transformative'. With relation to transformation, Todd argues that disturbance is important not just through curriculum, but in 'small, transformative moments that punctuate classroom life' (Todd, 2014, p.232). Kirk (1992b) similarly expressed this in earlier work by illuminating the hidden curriculum. The significance of this work in relation to quality is that those pedagogical practices deemed *educative* by Quennerstedt (2019) are likely to, when implemented in practice, be considered as QPET. It is also suggested that teachers consider the *why* (whether the purpose for learning is educational) before the *what* (sport or physical activity) and *how* (pedagogical approach) of education. This is a discussion relevant to qPET, as teachers will likely have differing views about the *why* of education: e.g. diversity and social justice, physical activity levels, sport, health, etc (Quennerstedt, 2019, p.620). Their constructs of QPET therefore likely relate to one or several of these ideological 'camps' – and so understanding teachers' constructs may be a useful starting point to assist with shifting perspectives in PE (Carse et al., 2017).

A range of existing pedagogical practices in PE have been identified in Quennerstedt's (2019) writing which are deemed as *educative* (in addition to those introduced in **section 1.4**). More specifically, through his encouragement of transformative and genuinely pluralistic approaches to PE, he suggested pedagogies of 'becoming, meaning, discovery, hesitation, inquiry, social justice and plurality' (Quennerstedt, 2019, p.620). With reference to a pedagogy of 'meaning', very recent foci on pedagogy in PE has related to meaningful experiences for learners (Beni *et al.*, 2017²³, 2021; Fletcher *et al.*, 2021). The potential benefits of meaningful PE have been explored with relation to both learners' experiences and its ability to strengthen pedagogy (Chroinin *et al.*, 2019; Fletcher *et al.*, 2021). While there have been real efforts to explore *what* students may or may not find meaningful about their physical education experiences, less has been offered by way of understanding *how* PE teachers might promote

²³ Here, fifty empirical and peer reviewed articles were analysed and evaluated since 1987. From this, Beni, *et al.* (2017) identified six central influences to young people's meaningful experiences in PE and school sport: social interaction, fun, challenge, motor competence, delight and personally relevant learning. It is through themes that Beni, *et al.* (2017, p.291) suggested the 'future direction for the potential design and implementation of meaningful PE and youth sport experiences'.

such experiences for the learners. Beni, *et al.* (2019) were the first to directly address this alongside recent authors' calls in the literature for the exploration of pedagogies of meaning (Quennerstedt, 2019). They also highlighted O'Connor (2019) and Ni Chróinín *et al.*'s (2019) recent emphasis on reflective activities as valuable approaches, with the potential to support learners' navigation of various meaning-making experiences. While there have been other pedagogical approaches that have been deemed meaningful²⁴ (Beni, *et al.*, 2021) and others educative²⁵ (Quennerstedt, 2019), these were deemed by Beni *et al.* (2021) as distinct from pedagogies designed to explicitly prioritise meaningfulness. This is an essential point regarding qPET because the models and approaches identified here position meaningfulness as a convenient outcome, rather than as a specific priority (Beni *et al.*, 2017). Quennerstedt (2019, p.620) also addressed pedagogies of meaning as including the process of 'making new or revised meanings out of experience', without necessarily adopting a whole meaningful pedagogical approach. Nonetheless, meaningfulness is a very current and central focus within the PE literature and is used to critique and strengthen various pedagogical approaches and models which have been seminal in the field of PE. Its part in discussing qPET is therefore significant and is a key indicator for quality teaching and learning which is emerging within the field.

Through my exploration of teachers' constructs of Q+qPET, I felt I could apply this definition and the value of meaning²⁶ to teaching. This is because I am directly exploring what is meaningful to my participants; more specifically, what they personally feel or value when discussing QPET. This is significant given the multifaceted benefits meaningfulness already affords to learners when implemented in PE contexts. A clear dichotomy of educative and mis-educative perspectives has so far emerged through this chapter, which all teachers have to negotiate through their own teaching practices. While I will focus on teaching more explicitly in **chapter 2**, I will now address realisations of the potentials of physical education in relation to the learners.

When the education in *physical* education is valued and focused on, and the *why, what* and *how* we as teachers choose to teach are well considered, further justification for PE as part of the school curriculum can be offered. Justifications can also be provided by

²⁴ Pedagogical models were highlighted by Beni, *et al.* (2021) as examples of those shown to foster meaningful experiences for some students in PE, particularly Sport Education (Tsangaridou and Lefteratos, 2013) and games-centred approaches (Fry *et al.*, 2010). Other teaching approaches shown to foster meaningful experiences, have been informed by social constructivist (e.g. Azzarito and Ennis, 2003) and participatory (Enright and O'Sullivan, 2010) frameworks.

²⁵ Quennerstedt (2019, p.613) directly recommended other 'activist and participatory approaches' by Luguetti, *et al.* (2017), Oliver and Hamzeh (2010) and Oliver and Kirk (2016).

²⁶ Kretchmar (2008) defines meaning 'in a broad, common sense way. It includes all emotions, perceptions, hopes, dreams, and other cognitions – in short, the full range of human experience' (p. 382).

acknowledging the widely researched and acknowledged potential benefits that the subject area can offer its learners. I first draw on, for example, earlier work from Mosston and Ashworth (2008, p.12) who claimed that:

The field of physical education inherently embraces more opportunities to emphasise and develop a wide range of human attributes along all developmental channels than any other content area in the curriculum.

I now continue to consider the reported benefits of PE for learners as the *potentials*. I believe we should acknowledge that this provides more evidence which rests in the *hope* that learners will experience these benefits, rather than them being a *guaranteed* and *explicit* part of learners' experiences. This was recently and similarly expressed by Casey and Kirk (2020), albeit related to their writing around Models Based Practice (MBP)²⁷. In this vein, there are well-reported *potentials*, which, if valued and adopted in practice by teachers, may contribute positively to children's learning. If these potentials are realised in practice, this may also be an indicator of quality in teaching PE.

The potentials for children are widely agreed to span a range of learning domains, such as motor, physical, social, affective, and cognitive (Bailey *et al.*, 2009; Casey and Fernandez-Rio, 2019; Casey and Kirk, 2020; Ciotto and Gagnon, 2018; Dyson, 2014; Ennis, 2017; Gallahue and Donnelly, 2003; Hay and Hunter, 2006; Hellison, 2010; Keown, 2016; Kirk, 2020;; Lu and Buchanan, 2014; Penney *et al.*, 2009; 2018; Metzler, 2011).

Theorists have argued that consideration of a child's development is an important indicator of quality in PE programmes. Donnelly *et al.* (2016) suggest that a qPE experience enables individuals to 'learn movement skills, develop fitness ... and achieve cognitive and affective growth', and in an environment 'conducive to learning about health benefits of PA, developing critical thinking skills and enjoying learning' (p.3). Further to this, they suggest instruction received considers an individual's 'age-related interests... ability to work productively with others, and their level of skill development' (Donnelly *et al.*, 2016, p.3). In support and addition to this, qPE is also said to provide:

distinct opportunities for the acquisition of life skills for global citizenship... these skills include, but are not limited to; critical, creative, and innovative thinking, communication and problem-solving skills, and interpersonal and affective skills.

(Keown, 2016).

²⁷ To be explored further in **section 2.5** of the literature review.

The United Nations Educational Scientific and Cultural Organisation (UNESCO) guidelines for qPE (McLennan and Thompson, 2015) also encourage that inclusion is an essential feature of good pedagogy and quality curriculum development. Inclusion also faces wider challenges within the field of PE which creates the need to face embedded inequities (Penney *et al.*, 2018; Evans and Penney, 2008). In support of this Fitzgerald (2005, p.16) stated that the PE profession is 'ill-equipped to acknowledge, celebrate, and plan for difference'. While the subject matter and teaching of PE are faced with challenges of inclusion, inclusion itself is faced with further challenges by social constructions such as:

- Social class (Azzarito and Solomon, 2005; Smyth, Mooney and Casey, 2014);
- race and ethnicity (Barker, 2019; Barker *et al.*, 2014; Dowling and Flintoff, 2018; Flintoff and Dowling, 2019; Flintoff, Dowling and Fitzgerald, 2015);
- gender (Cockburn and Clarke, 2002; Larsson, Redelius and Fagrell, 2011; Redelius, Fagrell and Larsson, 2009); and,
- (dis) ability (Evans, 1990; Evans, 2004; Evans and Penney, 2008; Fitzgerald, 2005; Hay and Hunter, 2006; Penney and Evans, 1999; Wright and Burrows, 2006).

Due to the importance of inclusion, awareness of it may become evident in teachers' constructs of QPET. This is particularly necessary as the subject area commonly continues to establish and maintain exclusionary hegemonic discourses that 'privilege narrow groups of white, middle-class, motor-skilled, masculine students' (Penney *et al.*, 2018). These discourses enact themselves in 'curriculum, pedagogy, and assessment; ... translating to too many teachers focusing on a range of abilities and skills that few students can excel at performing' (Penney *et al.*, 2009). I can therefore summarise that inclusion is an important aspect of qPET, particularly as not all children engaging in PE will choose to specialise in the area further by studying it academically. More socially-just approaches are therefore required (Quennerstedt, 2019). This point is exaggerated when considering that this applies to '74.4%' of boys and '86.3%' of girls (Carroll and Gill, 2017). Given that there are such diverse perspectives regarding the potentials for PE for the learners, my assumption begins to form, in that *what* and *how* the subject is taught will be complex to understand and based on a very broad and foundational understanding of what the subject area is (within the context of education) and should be for its learners (the nature and purpose of PE within the context of education).

The importance of teachers being aware of the multifaceted potential of a qPE therefore cannot be overstated. Nor can the clear pleas within the literature to realise the education in physical education. Teachers' awareness of their understandings, beliefs, or ideological positions about PE may contribute to a qPE for the learners (Green, 2008b) and

therefore the realisation (or not) of their own or others' QPET. Approving of this, Keown's (2016) paper based on PE practices in New Zealand highlights that a qPE should reflect 'inclusive and culturally responsive pedagogies, with high expectations for student learning'. With this comes the necessary acknowledgement that teachers need to understand how they may construct ability and its possibilities (Evans and Penney, 2008; Hay and Hunter, 2006) as it will have consequences for students' learning. What teachers may deem to be a qPE (generally), and therefore their constructs of QPET (to be reported later through the findings) are likely to be, at least in part, based on their values, beliefs, and attitudes regarding the subject area (Green, 2002); specifically, their *whys* regarding the purposes of education (Quennerstedt, 2019).

1.8 Teacher's beliefs regarding a quality physical education for the learners

Considering previous sections of this chapter, many factors may contribute to teachers' beliefs of QPET. These beliefs of QPER may be informed by:

- The dominant ideologies and discourses and which may be accepted by different stakeholders within the field (see **chapter 2**);
- understanding qPE as reflective of its history and the unchanging aspects of the subject (Kirk, 2010b);
- valuing the academicisation of PE and its merits (Green, 2008b);
- the belief that qPE is dependent on a teacher's ability to enable learners to experience its wider benefits (Bailey, 2010; Dyson, 2014);
- the desire to enable children to be physically literate (Whitehead, 2001; 2010) with established FMS (Gallahue and Donnelly, 2003);
- the encouragement and desire for children to be physically active and life-long participants (Ward, 2014); and-or,
- a combination of the above.

Ultimately, what constitutes 'QPET' may be a personal, socially constructed, subjective (Green, 2002; Williams and Pill, 2019) and an ever-changing concept, depending on the individual response. Ultimately, we may accept that differences between school contexts, teachers, and lessons, and the subjectivities surrounding them determine a teacher's understanding of the subject area (Daniel and Reynolds, 2011). Teachers' perceptions of PE and the teaching of it may be based on their 'personal experiences of sport, PA and PE' (Coulter and Chróinín, 2013, p.828; Green 2008) and their experiences as learners, which can cause the reproduction of dominant ideologies. Similarly, Williams and Pill (2019) and Green (2000; 2002) explain that perceptions may also be based on PE teachers' collective

experiences and their philosophies of PE, which is not always deemed in a positive light. Likewise, and more specifically, their perceptions of effective teaching may be impacted by the priorities of the ITE institution (Chróinín and Coulter, 2012) in which they became a newly qualified teacher (NQT).

It has been argued that to achieve quality in PE generally, the concept of quality should be 'pursued and demonstrated within and across curriculum, pedagogy, and assessment' (Penney *et al.*, 2009, p.421). These are suggested to be the 'three fundamental dimensions of qPE' (p.421) as well as the three main message systems of schooling (Dann, 2019; Hines, 2006; O'Sullivan, 2013; Ovens, Hopper and Butler, 2013; Penney *et al.*, 2009). The very concepts of curriculum, pedagogy, and assessment can often be socially constructed and formulated by heads of department and PE teams based on their own experiences, interests, or expertise. Beliefs about quality (lower case q) in this sense can instead be gauged by what happens within the minds and practice of individual teachers while accepting that their meanings will be contextualised within personal, cultural, social, and institutional terms (Penney *et al.*, 2009) (enter the big Q). This understanding may suggest that each teacher is their own case study and accept that every 'man' is 'his own scientist' (Kelly, 1955).

1.9 An overview of the thesis

The Literature Review (Chapter 2) explores the balance between potential structural and agentic influences on teachers' constructs of Q+qPET. The structural influences include the key political, policy, and social issues, which are initially related to 'effectiveness, neoliberalism and marketisation' in the field of education. In these sections I specifically highlight the unassailable influence of neoliberalism and how political ideologies and foci have changed over time. Ofsted's key role in regulating overall school effectiveness is also examined and key stakeholder perspectives are synthesised. In relation to PE, key discourses and ideologies are explored (practically and theoretically) and the challenge in further defining Q+qPET is emphasised. The chapter then 'weaves' in wider agentic factors in teaching that may impact on teachers' constructs, such as aspects of teachers' knowledge and beliefs and the importance of teachers' dispositions. Q+qPET is positioned as an embodied, phenomenological endeavour before teacher effectiveness literature is explored generally and in relation to qPET. Finally, literature regarding teachers' career phases is explored concerning potential changes in personal constructs of Q+qPET across a career. I conclude the chapter by identifying the research aim and questions.

The methodology (Chapter 3) begins by acknowledging that teachers are likely to construe QPET differently dependent on the context within which they work, and their previous and ongoing experiences with the subject. Given that personal, institutional, and societal priorities

change over time, this chapter seeks to present a balanced and inclusive view of Q+qPET by considering this alongside career phases. PE 'comprises a lot of complex phenomena' (König, 2016, p.179), and the issues found 'can be understood at a more profound level by using a mixed-methods research approach (Greene, 2015, p.614). As a result, this chapter presents a mixed-methods approach to the study, by using an integrated, sequential, exploratory design, with equal status given to quantitative and qualitative research methods. My ontological and epistemological positioning as the researcher is outlined, along with issues of positionality and reflexivity. The research frameworks, design, sampling and participants, data collection methods, analytical strategy, and ethical considerations are thoroughly considered. The chapter concludes by presenting findings from the pilot study.

The structure of the **Findings (Chapter 4)** was born from methodological integration as an analytical technique. This showed how findings from the four data collection methods linked together, which resulted in the production of a concept map. The concept map, therefore, summarised the findings and demonstrated how different data sources had been integrated. The findings were written up and, as a result, four key emergent themes were identified. These were, i) teachers' career phases and QPET, ii) teachers' individuality and affective dimensions of QPET, iii) teachers knowledge for QPET, and iv) teachers' practices for QPET. The latter three themes evidence the phenomenological thread which unfolded through my thesis and illustrative data are woven throughout the chapter.

The **discussion (Chapter 5)** begins by further outlining the theoretical framework adopted to interpret the statistical and descriptive findings, which is Quay's (2013) theory of experience, described in the review of literature. The three overarching themes which were deemed as the most significant findings of this thesis are presented by their exploration discretely and by identifying connections between them. The discussion is summarised by presenting QPET as 'experience', where constructs of QPET are deemed personally constructed (the self) and socially constructed (through interaction) to form an 'aesthetic whole' view.

The **Conclusion (Chapter 6)** re-addresses the research aim and uses the research questions as a structure to clearly define QPET. A model of qPET is presented as a nuanced contribution to theoretical knowledge. Implications of the synthesis for practitioners are examined, and the thesis concludes by exploring the possibilities and recommendations for future research.

Chapter 2

Literature Review

2.0 An introduction to the literature review

In this chapter I will introduce key political, policy, and social issues that are connected to 'effectiveness' in the field of education. I focus on the neoliberal era we find ourselves in and how political ideologies and foci have changed over time. This includes discussions of the interplay of market forces with quality in physical education teaching (QPET). As the Office for Standards in Education (Ofsted) plays a key role in regulating overall school effectiveness, its influence is synthesised relative to quality teaching in section 2.1.10. In section 2.2 I explore and discuss key discourses and ideologies which dominate the field of physical education (PE) and the influence of academisation, the dominance of sport and, at times, the exclusionary nature of the subject area. The academic nature of the subject is discussed following these discourses and ideologies. In section 2.3 I explore what it means 'to know' in the field of PE. In particular, knowing about the subject matter and doing it in practice, knowing the students and their beliefs as learners, knowing about conflicting and confusing viewpoints in PE, and why teachers choose particular strategies for delivery. I also emphasise the need to know about the importance of teacher dispositions and their personal qualities. In section 2.4 I explore QPET as an embodied, phenomenological endeavour. My focus then shifts to teachers' effectiveness research in section 2.5 and links are made with QPET. To conclude the chapter, I shift focus onto teachers' career phases and likely changes in personal constructs of QPET across a teacher's career (2.6). A chapter summary is provided (2.7) which includes some personal reflections on the review of literature. This is followed by the research aim and questions which have been developed and justified as a result of exploring the various aspects of the literature. Throughout the review, links to 'effectiveness' are made clear, and a shift to use of the term quality in PE teaching (QPET) for the rest of the thesis is gradually presented and justified.

2.1 The interplay of market forces with quality physical education teaching

Through the opening section of this chapter, I explicitly explore the unassailable (Ball, 1993) emergence and continuation of neoliberalism, wholesale marketisation and the commercialisation²⁸ of education and Physical Education and School Sport (PESS) in England over the last 20 years. This time frame has been chosen due to the length of time the participants of my study have been teaching. The significance of these issues emerged when I considered that the Initial Teacher Education (ITE) and working conditions (school environment and climate) of my participants will have been strongly affected by this marketisation context; the context of which is partially due to the mainstreaming of a formerly

²⁸ The process of running or managing something principally for financial gain.

minority interest in neoliberalism in government policy. Specific examples of the impacts of this context have been the introduction of the academy school programme, the elimination of Local Education Authorities (LEAs), the centralisation of compulsory education and the introduction of student fees in universities. All of these changes have had a devastating effect on the overall quality of education and therefore QPET. This section of the chapter, therefore, not only leads on to an exploration of key literature pertaining to these issues but does so by outlining some of the history behind neoliberalism and marketisation and by making key links to quality teaching and education. Before these issues are tied together, I begin the chapter by firstly discussing the neoliberal paradigm, then by presenting a contrast between education and schooling which links to this paradigm, and finally, by briefly exploring the impact of market forces on issues of equality and social justice in education (all of which are proxies for quality).

2.1.1 Defining neoliberalism

Neoliberalism is now the specific and defining political and economic paradigm of the age in which we live (Apple, 2006). In a general sense, it is a term which makes reference to economic theory and the favouring of both free markets and minimal government (or state) intervention in the economy. Neoliberalism may be defined as the new hegemony²⁹ and is 'a set of social, cultural, and political-economic forces that put competition at the centre of social life' (Wilson, 2017, p.13). It is where the remit charge of governments is ascribed less to the care of its citizens and more to the promotion of market competition (Wilson, 2017). It has also been described as ubiquitous (Evans, 2014b) and has shaped the 'culture and politics of education' (Evans, 2014b, p.10). The presence of neoliberalism promotes the unassailable creation of marketisation policies and transference of services into private ownership rather than being under government control (Ball, 1993). The discourses and practices which are therefore inherent with neoliberalism in education and training include government prescribed policies, debates regarding the standards of schooling, and changes in funding, which are said to have been relevant to schools in capitalist societies since the 1980s (Davies and Bansel, 2007). An example of neoliberal privatisation in primary PE can be seen in the outsourcing of the subject to sports coaches (Macdonald, 2014), which resultantly de-professionalised generalist primary teachers who were commonly already ill-equipped, under-trained (Caldecott *et al.*, 2006; Griggs, 2007, 2016) and lacking confidence (Caldecott *et al.*, 2006) to deliver the subject area. The outsourcing of secondary PE is also growing, particularly in independent schools, where I can personally vouch that traditional games afternoons are often

²⁹ Hegemony has been defined as 'the enrolment of others in the exercise of your power by convincing, cajoling, and coercing them that they should want what you want. Though never complete and often resisted, it represents the binding together of people, objects and institutions around cultural norms and standards that emanate over time and space from seats of power (that have discrete locations) occupied by authoritative actors' (Agnew, 2005, p.2).

delivered by professional sports coaches, rather than professional PE teachers. I now explore the terms education and schooling further.

2.1.2 Education and schooling

From the 1950s in the United Kingdom (UK), there has been a transition from more liberal, progressive education, underpinned by a humanist ideology where the emphasis was on community values, social justice, and more social-democratic constructions of education³⁰ (Chepyator-Thomson, 2012, p.185), into neoliberalism and principles of the 'market economy citizen and consumer choice' (Evans, 2014b, p.547). Neoliberal capital and ideals such as accountability, efficiency, and productivity began to surface (Day and Gu, 2010; Hill and Kumar, 2009). Through Margaret Thatcher's term as Prime Minister (1979-1990), greater choice and diversity were offered to parents (the consumers) in terms of school selection for their children, combining competition and the idea of schooling³¹. This transition commodified aspects of intrinsic good, such as enjoyment of learning or play into 'saleable goods' which presented a challenge or threat to the neoliberal, and so the former aspects of intrinsic good are given a price to be exchanged for private gain (Hill and Kumar, 2009, p. xii).

The shift in political foci described has been influential on schooling as adjustments are made to meet expectations and relations of power in society (Shujaa, 1993, p.330). There is an implied expectation that education will be the outcome of schooling, which is not always the case (and vice versa), albeit the processes often overlap. The adoption of neoliberal ideals in educational settings was expected to drive up standards (Evans and Davies, 2014a, 2014b), increase competition between schools and individuals, and draw on the best, most productive private services. These points subtly reinforce a business-like agenda (Evans and Davies, 2014). Across cultures, reductive privileged practices through the three message systems of schooling (curriculum, pedagogy, and assessment) centre on measurable outcomes (Evans, 2014b). This stems from the need for education to 'ensure that the country thrives, compares well with other countries and is economically strong' (Whitehead, in, Capel and Whitehead, 2013: 23).

³⁰ Education has been described as 'an enterprise that affects all of life and living and comprises all influences, in school and out, that affect and effect changes of behaviour of the individual – whether of habituation, of character, or of intellect' (Brandwein, 1981, p.9). It may also be deemed the 'process of transmitting from one generation to the next knowledge of the values, aesthetics, spiritual beliefs, and all things that give a particular cultural orientation its uniqueness' (Shujaa, 1993, p.330-331).

³¹ Schooling 'attempts to transmit the concepts, values, and skills prized by a community acting under the constraints of public custom, rule and law' (Brandwein, 1981, p.9). It could also be described as 'a process intended to perpetuate and maintain the society's existing power relations and the institutional structures that support those arrangements' (Shujaa, 1993, p.330).

2.1.3 Market forces and social injustice in education

Where schools compete in a *privatised* education climate, it can be seen that some schools and children will be winners, and others comparably losers (Evans, 2014b). Various governments have claimed to reduce the attainment gap between affluent and disadvantaged students (Andrews *et al.*, 2017), but to believe we can narrow this gap is to assume that everyone has freedom of choice, or *freedom to* have a high-quality education. However, for this to be so, we assume that all children are *free from* many potential barriers to this possibility such as lower economic status, access to opportunities, and resources (Evans, 2014b). National education policies and their histories are therefore implicated as factors to be examined (Thomson, 2017), as are discourses in PE (to be explored later). But what can be acknowledged overall, is that markets are not natural or neutral phenomena (Ball, 1993). One marked consequence of market forces in education is the inequities which arise (Ball, 1993). A stark example of this was made by Ball (1993) in his conclusion of the implementation of educational market reforms, which was described as a 'class strategy with the major effect of relative social class (and ethnic) advantages and disadvantages' (p.4). He acknowledged this may not have been deliberate, but also that ignorance could not be claimed, due to the known values and processes of the market. Notable from Ball's (1993) exploration of the marketisation of education was his discussion of how the market operates as 'a strategy of class advantage', which involves the interplay of the 'self-interest of some producers... of some consumers; and the control of the performance criteria of market organisations – which in this case lies with the state' (Ball, 1993, p.4). The significance of this idea pertaining to the interplay of class, and the mention of performance criteria suggests that any notions of qPET in education are likely underpinned by the discourses and ideologies of marketisation which have endured over time and which are likely to influence teacher's perceptions of QPET, when in conjunction with their own interests and preferences, and their learners' needs. Thus, we could name the producer as the teacher, the consumers as the learners, and parents and the government as the centralised market organisation partly responsible for controlling the performance criteria for teaching (via the *Teachers Standards*, DfE 2011) and learning (via the NCPE, DfE, 2014).

Once schools compete, they can choose their students; those with higher grades, less behavioural issues, and no additional needs (Ball, 1993). This then becomes a selling point and an opportunity to reduce the number of difficult students. Therefore, the client (the student), and who they are, matters. Outcomes and quality in this sense can almost be guaranteed through selection (regardless of the quality of teaching) and arguably without equity. Further and more explicitly, the quality and reputation (of school or teacher) are related to the clientele themselves and not necessarily the service. It is in this system that Ball (1993)

highlighted that some schools can afford to turn away certain *clients* (and so choose those who add value), while others do not have this option (and so are concerned with survival). QPET and perceptions of it are therefore likely to differ depending on the extent of this realisation playing out in particular school contexts.

2.1.4 The development of the academies programme and elimination of local education authorities

It is clear that the introduction of neoliberal policies and practices as outlined through the above sections have redefined the role of the state as a key provider of welfare services. This has seen the 'privatisation of public assets' (Harvey, 2005, p.16); the goal through education has been to convert what was a public education system into markets by privatising educational services (Hursh, 2007). It was LEAs and school districts that were previously responsible for the running of schools. It is now the case in countries such as England, the USA and Sweden, that private bodies have been contracted by government to deliver school-based education (West and Bailey, 2013). This has mainly been achieved in England since 2010, through deep-rooted transformation of the secondary education landscape, which has taken place due to the rapid expansion of independent academies through the academy school's programme. This initiative followed the specialist schools programme, as discussed in the introduction. The academies programme is funded by central government but run by private companies with charitable status and by increasing the role of academy trusts (private bodies) (West and Bailey, 2013). This has involved the interplay of significant policy revision, institutional layering and the austerity measures which were introduced from 2010 by the Coalition Government. Sponsored academies were originally seen as a way of improving failing schools and, through the converter academy programme, the aim was then for system-wide change (West and Bailey, 2013). The success of this scheme has been remarkable and has seen a near-total shift from what was a publicly funded and delivered school system to one which is privately provided.

The discourses prevalent therefore within educational policy documents have related to 'efficiency, raising educational standards and increasing choice and diversity' (West and Bailey, 2013, p. 137). So quality, when considered in the context of this section, seems to relate to the private sector and less the state. One implication of these policy shifts has been the rising variance of providers of school-based education, while LEAs, along with the role of locally elected public bodies have been largely diminished. The diminishing of LEAs has been a significant change in the education landscape due to their dominant role in the provision of school education since the Education Act (1944). The discourses so far outlined likely contribute to the product of schooling, which is likely to colour a particular perspective of

quality. Quality (adjective) which is reliant on and measured by outcomes. Positioned from a LEA perspective, the deeply rooted market force ideologies which had been formed within local governments were seen to distort and inhibit market relations. The rationale for reform was based on Margaret Thatcher's political vision, which was economically underpinned and based on the idea of competition and all against all (Ball, 1993). As a result, the small business and self-employment revolution was then lauded.

2.1.5 The impact of neoliberalism, marketisation and privatisation on higher education (specifically the fields of physical education and physical education teacher education)

Marketisation has also naturally had a significant impact on the context of HE and its institutions which like schools, now compete to recruit and retain students (Dodds, 2006). Doing this helps institutions to secure their economic growth (Kårhus, 2010). The market forces in HE work out where the 'demand and supply of student education, academic research and other university activities are balanced through the price mechanism' (Brown, 2013, p.5). The gradual process of marketisation in English HE institutions, post 1990, has included the main steps of:

- i) 1990: the introduction of top-up loans to support students;*
- ii) 1992: abolishing the 'binary line' between universities and polytechnics;*
- iii) 1998: the introduction of top-up tuition fees by £1000;*
- iv) 2004: a rule change which enabled universities (without awarding powers for research degrees) to obtain a university title; and perhaps most significantly,*
- v) 2006: the introduction of variable tuition fees of £3,000, per annum.*

(Brown, 2013, p.5).

These processes have been consolidated and accelerated under the present Conservative Government in England, where full-time undergraduate tuition fees were increased from £3,375 to £9,000 in 2012. The private share of the HE sector and private expenditure on institutions was set at 69.8% in 2011 and it was fully acknowledged by Brown (2015) that the 2012 reforms in HE were likely to increase the private share further.

In HE programmes of study in the field of physical activity (PA) and physical education teacher education (PETE), the focus on students' choices within regions has markedly increased. Kårhus (2010) specifically sought to explore how market dynamics worked in relation to PETE in Norwegian HE, much of which is applicable to UK HE institutions. The impact of

marketisation on the working conditions of teachers is arguably very poignant. However, to express this clearly, teachers are likely to be impacted by local emphasis on performativity, competition between schools, and even subjects, which also includes their own appraisal and upholding of the *Teachers Standards* (DfE, 2011). They may also view knowledge in PE, QPET and what should be learned by learners of the subject, entirely differently, depending on the specific contexts and regions they find themselves in, along with their own values and beliefs.

2.1.6 The marketisation, politics and policy of *effective* teaching

The influence of politics in education is significant; new policies are published based on what is deemed to be more effective than is already in place (Thomson, 2017). Naturally, certain interests and ideologies are privileged, while others are excluded. Therefore, I summarise that policy texts (and presumably quality teaching or effectiveness) cannot be neutral or socially disinterested either (McNamee, 2005; Thompson, 2017) and are influenced by the aforementioned (and inherently political) process (Connolly, 2009). The Education Reform Act, introduced in 1988, led to the transformation of education policies. This was followed by the introduction of the National Curriculum (NC)³² in 1989.

When the Labour Party was elected in 1997, there were intentions to better shape how teachers were evaluated as effective (Evans, 2011). The focus and pressure on teachers increased and was still based on performance measures, holding teachers accountable for student achievement. As a result, teachers became de-professionalised with limited pedagogical choices (Evans, 2014b; Macdonald, 2011; Department for Education (DfE), 2012). Schools entered a 'race to the bottom' (DfE, 2012, p.4) as they started to offer a range of subject areas and qualifications that would allow students to secure higher grades and, as a result, boost league table positions. Use of 'race to the bottom' suggests this caused a decline in quality (adjective). This may indicate a period of declining quality (in education) to ensure schools could remain competitive. The Labour Party contributed to the teacher effectiveness agenda by publishing research on a model of teacher effectiveness (McBer, 2000) which was widely critiqued, along with other models of effectiveness which were said to focus too much on overall school effectiveness, generic characteristics of an effective teacher, and a lack of differential effectiveness³³ (Campbell *et al.*, 2003). National and large-scale

³² The National Curriculum was introduced in 1989 to ensure a centrally developed and common entitlement for all children. This included four key stages and student attainment levels, forming the foundation for national testing.

³³ Effectiveness has been defined as 'the power to realise socially valued objectives agreed for teachers' work, especially, but not exclusively, the work concerned with enabling students to learn'. Based on this definition, dimensions of differential effectiveness were defined as 'differences in activity... in subjects and/or components of subjects... in students' background factors... their personal characteristics... and differences in cultural and organisation context' (Campbell *et al.*, 2003, p.354).

international achievement testing ultimately reduced the ability of schools to respond to the contextual needs of the students, and instead put emphasis on planning, target setting, and monitoring of student progress through the NC and levels of assessment (Courtney, 2013). Teacher evaluation was also approached in a similar way regarding the target setting and monitoring of progress, particularly in PETE.

In 2007, the Training and Development Agency for schools (TDA) published the *Professional Standards for Teachers* with the General Teaching Council for England (GTCE, 2009) revealing *the Code of Conduct and Practice*, linked to government ideology and the latest policies around teacher effectiveness. These standards need to be met for trainee teachers to be awarded Qualified Teacher Status (QTS), later similarly aligned to Ofsted standards as a set of skills and competencies that could be 'ticked off' (Baxter and Clarke, 2013, p.702; Thomson, 2017). The more recent publication of the *Teachers Standards* (DfE, 2011) stated the minimum expected level of practice from trainees and teachers which are highlighted across eight key standards³⁴. These standards related to teaching in general and did not encourage the full understanding of a subject, making the development of some knowledge as a quality teacher and quality physical education (QPE) separate endeavours. The standards are broad enough for subjective interpretation which could, however, create differences in their application (Solmon and Garn, 2014). Overall, changes to curriculum or teaching standards do not prompt the intended changes to pedagogy in all cases (Brown and Penney, 2017). Other factors, alongside the *Teachers' Standards* (DfE, 2011), are said to ensure and maintain a teacher's quality.

One factor is that quality teaching includes an additional training year and expectations above the minimum level of standards. Initially, I can postulate that what is learned on ITE programmes is important for teachers at all stages of their careers; incentivising teachers to keep their knowledge and skills up to date (DfE, 2011). If teachers do not keep up to date, critically, this could create tension between diverse age ranges of teachers, especially as what is institutionally determined as quality teaching at one point in time may heavily shape teachers' professional views and over time these may conflict with others. This heightens the importance of continued professional development (CPD).

³⁴ The standards are: set high expectations which inspire, motivate and challenge students; promote good progress and outcomes by students; demonstrate good subject and curriculum knowledge; plan and teach well-structured lessons; adapt teaching to respond to the strengths and needs of all students; make accurate and productive use of assessment; manage behaviour effectively to ensure a good and safe learning environment; fulfil wider professional responsibilities (DfE, 2011, p.1).

The Education Secretary of the Conservative/Liberal Democrat coalition, Michael Gove, initiated National Curriculum Reform in 2013³⁵, seeking to add greater rigour to students' learning. This, however, narrowed the curriculum as previously described, also leaving teachers' interpretations of this policy open to a higher degree of subjectivity (like the *teachers standards*). In 2014, the Sutton Report; *What Makes Great Teaching* (Coe *et al.*, 2014) was provided as a framework to outline a range of strategies teachers could use to demonstrate effectiveness. This report aimed to return teaching to the basics, identified as pedagogical content knowledge (PCK), quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviours (Coe *et al.*, 2014), providing a clear focus for teachers' practice. Similar thinking was more recently applied in the 2016 (DfE) White Paper, *Educational Excellence Everywhere*, which offered insight into how the government's view of excellence could be implemented (Thompson, 2017). The basics outlined above focus more on the process of teaching, where neoliberalism and the shifts in education so far discussed have been more focused on the products, or outcomes of education and schooling. These differing viewpoints present process-product dualisms and their accompanying perspectives may both impact teachers' constructs of QPET. Ward (2014) proposed that student outcomes, or the *product*, amounts to only 50 percent of the overall measure of teacher effectiveness; the remaining 50 percent rests in the many variables that make up teacher processes; some of which have been mentioned at the start of this paragraph. This could be equally applied to quality teaching. While both process and product focuses are acknowledged in effectiveness research, little research explores teaching without a focus or link to student attainment. Therefore, the term *quality* teaching is preferred by several in the field of PE over *effective* teaching (Hardman, Murphy, and Tones, 2012; Dyson, 2014). Whatever the focus, it is generally expected that teachers plan to meet standards which are set by professional organisations and for PE teachers, in particular, there is an emphasis placed on demonstrating outcomes of their instruction (Dyson, 2014; Ennis, 2014; Lindsay, 2014; McKenzie and Lounsbery, 2013; Metzler, 2014; Rink, 2013; Roberts, 2014; Solmon and Garn, 2014; Ward, 2013, 2014). Next, the interplay between marketisation and teachers' CPD is explored.

2.1.7 The impact of marketisation and policy on teachers' continued professional development

Another crucial element in improving a teacher's practice across all career phases (DfE, 2011) is that teachers engage in CPD throughout their teaching career as well as

³⁵ Assessment without levels became the new norm and the curriculum documentation itself, particularly for PE, became shorter and more open to interpretation by departments and individual teachers than the previous iteration.

engaging in self-evaluation and reflection. This further reinforced the desired neoliberal qualities of individuals as 'self-responsibilising, self-governing, and self-actualising'³⁶ (Evans, 2014b, p.546). There can be differences across career phases in terms of accessibility to CPD and it should be acknowledged that meeting the progressive needs of teachers through all career phases is both challenging and complex (Armour, Makopoulou and Chambers, 2012). It has been proposed that there is limited evidence to support claims about the meaning of effective CPD (Hill, Beisiegel and Jacob, 2013) and it is summarised by Armour *et al.* (2017) that uniform approaches to CPD will not be relevant for all teachers (Armour and Yelling, 2007). We may, however, still summarise that if CPD is valued and sought, teachers may be able to maintain their teaching quality and ultimately benefit their learners. This is dependent on the nature of CPD offered in or around different school contexts along with whether a range of options for CPD are available (Armour and Yelling, 2007). Another way of monitoring or maintaining a teacher's quality is the use of the *Teachers Standards* (DfE, 2011) as an appraisal tool for all teachers who are covered by the 2012 appraisal regulations (DfE, 2011). It is however not the case that all schools use this as a method of appraisal and, therefore, what is observed or sought from teachers may be different on a case-by-case basis (DfE, 2011). How teachers are appraised and therefore how their teaching quality is determined, is therefore likely to be dependent on contextual expectations, alongside the minimal levels of standards expected by the government. In addition, little may have been explored in terms of teachers' current perceptions of quality teaching within their subject area to inform these appraisals.

2.1.8 Teachers' visions as a hopeful tool in combating top-down neo-liberal government directives

When privatisation agendas and neoliberalism are contextualised with PE, the patterned effects are described by Evans (2014b, p.1) as emphasising 'sport and performativity, learning outcomes, measurement, accountability and heightened surveillance of teacher and students. Critically, however, teachers are not passive in their roles and so their subjectivities are not ruled entirely by external factors. For teachers in this position, by briefly accepting a dualistic perspective, I highlight an either-or ontological and epistemological positioning (Day, 2012). Cohen and Garet's (1975) idea of grand stories is similar to the patterned effects described above by Evans (2014b) and is based on broad performativity and

³⁶ While these neoliberal qualities of individuals are acknowledged, some would argue historic work such as Bloom (1961) and Schön (1987; 1991; 2017) spoke to these qualities much earlier and to their benefits. Schön (1983) had suggested the need for teachers to be able to self-reflect and improve their own practice. These abilities were therefore spoken to or called for far earlier, rather than being solely born from neoliberal ideology or the neoliberal qualities mentioned. Value was also placed on teachers spending time learning how to develop their thinking and the ability to reflect in, on and about education (Schön, 1983).

result-driven contexts that may determine the changes in nature and direction of the life and work of teachers (Day, 2012). Accepting this end of the proposed dualism may fall in line with critical sociological perspectives such as Bourdieu (1977) and Foucault (1972). These perspectives may also resonate with an additional perspective proposed by Day (2012) where teachers and schools may be seen as:

Victims of policy-driven imperatives as bureaucratic surveillance and new pervasive forms of contractual accountability which (wrongly) assume direct causal links between good teaching, good learning, and measureable student attainments persist and increase.

(Day, 2012, p.7).

However, there is also evidence of teachers who can 'remain skilful, knowledgeable, committed, and resilient regardless of circumstance' (Day, 2012, p.7). In support of this, Evans (2014b, p.10) highlights that there will always be the choice, action, and capacity to 'adopt, resist or adapt' the aforementioned imperatives to different school settings. This suggests that the grand stories can be mediated by 'both individual and collective agency' (Day, 2012, p.7); and therefore form the positionality of 'small stories'. When linked to Quay's (2013) synthesis of *existence, education, and experience*, it is acknowledged that these opposing views, as a dualism, may instead be seen as influential parts of a *whole* educational experience; where both positionalities highlighted may be likely to play a part in teachers' perspectives of QPET, co-existing among staff in departments or school contexts.

After carefully justifying the place of PE in secondary schools in **chapter 1**, I conclude this section of the review with the work of Jess *et al.* (2020), who acknowledged that due to the domination of neo-liberal policies globally, the marketisation and outsourcing of PE has become common practice. It is on this basis that Jess *et al.* (2021) argued the need for an agenda which can shift perspectives and more firmly establish the educational nature of PE. This has also been more recently confirmed by Quennerstedt (2019, p.612) who proposed that this shift will involve a return to debates which emphasise 'the E in PE' (the education in physical education). It is through Jess *et al.*'s. (2021) findings that the curriculum voice of the PE profession, particularly those of PE teachers have been emphasised as an 'important catalyst for the global repositioning of PE as a more central feature of school curricula' (p.28). These findings helped me to further justify the emphasis on teachers' voices through this research and encouraged me to choose teachers as the focus for constructing QPET. It has been suggested that the long-term development of the subject and this necessary curriculum shift depends on PE ITE students and teachers being supported to 'articulate, enact and share'

their education visions for PE (Jess *et al.* 2021:, p.28). Their voices therefore could be argued as a catalyst for change.

However, Macdonald (2011) identified marketisation, performativity and outsourcing as mainstream drivers across the field of PE. Both the design and implementation of the NC are subject to the 'normative assumptions and prescriptions of economism' (Lingard, *et al.*, 1998, p.84). It is Jess *et al.*'s. (2021) research that has so carefully expressed marketisation and outsourcing as barriers for the PE profession and particularly PE teachers, as well as the limiting of teachers' professional autonomy. These barriers limit the potential enactment of educationally focused PE and need to be carefully negotiated. Teacher autonomy has become such an issue due to the Government's belief that the development and implementation of educational policy is simple, linear and mechanistic (Jess, *et al.* 2021), and by viewing teachers as technicians (Zeichner, 2014; Edling and Simmie, 2020) with limited professional autonomy (Ball, 2007). In this vein, Morrison (2003) highlighted the political perception that:

If we know what we are supposed to be doing, what it is for, why we are doing it, how we are doing it, how well we are doing it, and how well it meets expressed purposes and given agenda, then we have a model for accountability which is sufficiently attractive for governments and policy-makers to seize with both hands (p.280).

This very clearly paints a picture of quality, through the lens of accountability, which is held by those in Government or in government agencies. Here, the view is upheld that the quality of teaching improves via a top-down approach to continuing ITE and professional development (CPD) (Day and Smethem, 2009). This view directly impacts upon teachers' working conditions as their autonomy is limited by a process of what Sachs (2003) described earlier as 'managerial professionalism', that controls how teachers 'think, talk and act' (p.122). The identification of the de-professionalisation of teachers (Evans, 2011) is what Jess, *et al.* (2021) suggested was a key contributor to the suggested work that will be required in order for teacher agency to be restored. This is challenging within the field of PE, as it sits within an open market, where teachers are not always the main providers of the subject (Enright, *et al.* 2020). This has been due to the PE arena being broadened by the global issues of obesity and physical inactivity; and so is viewed as a potential 'cure for a range of social and private ills' (Ross and Burrows, 2003, p.15). With this comes the danger of PE becoming 'a mere doing of sport, fitness instruction, PA facilitation or obesity prevention' (Quennerstedt, 2019, p.614) which may revert PE again to its dominant physical agenda and move it into the less-valued margins of the school curriculum. It is on this premise that Jess, *et al.* (2021) presented teacher vision as a concept which offers hope for a way in which teachers can negotiate and influence the barriers experienced.

It is also on this premise that my own developmental understanding of the broader field of education and the impact of market forces on this context has reinforced my belief that teachers' voices should form a central part of this research. Here, my own 'was-teacher-now-lecturer' vision has been realised as an interplay with wider levels of the education system. *Vision* has been deemed essential in the potential combatting of top-down neoliberal directives (Vaughn and Faircloth, 2013; Hara and Sherbine, 2018), resistance to which is said to be possible if teachers have clearly articulated visions, which is a source that may inform and empower teachers. Specifically, visioning in teacher education settings has been explained by Hara and Sherbine (2018, p.670) as:

... a process of examining beliefs about teaching and learning, to explore how student teachers might conceptualise their roles as agents in reproducing/resisting hegemonic discourses.

This brings to the fore the issue of awareness (see **chapter 1**) as part of quality teaching, and supports the adoption of an activist stance where dominant discourses will be analysed and where critical awareness about curriculum directives can be achieved (Jess *et al.*, 2021). Most importantly, this also brings to the fore that teachers need to clearly articulate their own perceptions of QPET, as their teaching and their beliefs about the subject are likely to be interrelated.

2.1.9 Links between austerity, precarity, the emerging crisis in the mental health of children and young people, and quality in physical education teaching

I now amplify the significance of privatisation and marketisation on the field of PE by drawing on one of Kirk's (2020) most recent publications on *Precarity, Critical Pedagogy and Physical Education*. Since the global market crash in 2008, a decade of austerity ensued, along with a rise in precarity (defined in **chapter 1**) and an emerging (or more acknowledged and more willingly disclosed) crisis in the mental health of children and young people. As a result, Kirk (2020) proposed that critical pedagogies of affect can be PE's response to precarity, as long as the theoretical propositions are implemented by teachers in the classroom. As the greatest impacts of precarity and austerity (born from privatisation and marketisation) have been on the mental health and wellbeing of children and young people, this work was essential in recommending and identifying pedagogical approaches that can resist the dominant and harmful presence of market forces for both learners and teachers. It is of particular concern in PE, when we draw on wider conceptualisations of health as necessarily inclusive of the physical, mental, social and emotional wellbeing of children, which relies on teachers' awareness of these needs. The importance of this is even more significant when considering that learners, as a result of precarity, now experience more 'anger, anomie,

anxiety, alienation and disruptive behaviour', which has the knock-on effects for teachers of 'stress, burnout and attrition' (Kirk, 2020, p.183). It is through teachers' professional learning that such issues need to be combatted, however higher education (HE) is met with the increasing and dominant 'scientisation, academicisation, specialisation and fragmentation' of PA as a field of study (Kirk, 2020, p.184). Not only this but those teachers who care about the health and wellbeing of their learners are often also aware that not all children and young people gain the *educational* benefits to which they are entitled (Kirk, 2020). Linking to qPET, there is arguably a dichotomy between the caring and educational approaches some teachers adopt and the challenge in evidencing these positive effects. There is therefore a reliance on teachers, teacher educators and relevant leaders to be accountable and responsible for acknowledging the long-standing issues in PE, being willing to advocate and enact change. Kirk (2020) explicitly summarises a view of PE teachers as suffering a marginal status, and as:

Predominantly White, 'severely able-bodied', and coming from relatively affluent backgrounds... they seem, too, for the most part, to be resistant to change and somewhat entrenched in the practice of a multi-activity, sport technique-based form of physical education that serves the interests of only a small proportion of their students. They are, as some writers put it, both 'white-washed' and 'colour-blind', lacking cultural sensitivity to difference and responsiveness to diversity.

Such issues give rise to the need for more caring, alternative and educational pedagogical approaches to PE. For example, it was emphasised by Hellison (1995) that teachers need to fully embody the *whole* pedagogical approach of teaching for personal and social responsibility for it to be effective for learners, which Kirk (2020) later claimed to be true for all critical pedagogies of PE and which has already been discussed as central to QPET (**chapter 1**).

2.1.10 Theoretical and professional reflections regarding privatisation

Identification of the issue of neoliberalism and marketisation was born from the reflections on my previous professional practice as a teacher, which included experiences in state, academy and independent schools. What became clear in my work with colleagues were the different perceptions of QPET which appeared to exist in these contexts. Essentially, discourses around PE in state schools and academies included emphasis on lifelong participation (Green and Hardman, 2004), and catering holistically to children's wider development and learning. This has also been reflected in PE policies over time. Another recent and enduring discourse in these two sectors has been the encouragement and reinforcement of a *broad and balanced* curriculum in schools inspected by Ofsted (Miller,

AfPE, 2021). Discourses around PE in independent schools, through my experiences, related more to competition and sports performance and often specialism (Green, 2008; Kirk, 2010b). Academies and independent schools are also acknowledged to have much greater and increasing levels of freedom in terms of their curriculum, so long as there is an agreed rationale by PE departments and their senior leadership teams (Miller, 2021). Regardless of the school sector, however, sport has been an enduring feature of the subject area throughout its history (Kirk, 2010b). It was through my own professional experiences and these explorations of the literature that I recognised tensions in the dichotomy between PE for health and/or wellbeing, and PE for sporting success and/or competition. I choose tensions to express this dichotomy due to the likely need for negotiation by teachers and the fact that these negotiations may form teachers' constructs of QPET (discussed further in **Section 2.7**). This dichotomy may also be expressed as a dualism with each aspect of the dualism being more or less politically emphasised over time. Through my exploration regarding how policies and governmental agendas had changed over time, I began to recognise that perspectives of teachers in different stages of their careers was an important consideration for this research; firstly, to gain a balanced understanding of q+QPET and, secondly, because teachers have passed through a structural and politically underpinned system at different points in time. Thus, there is a need to appreciate how this may influence what teachers value and believe to be high QPET. Ofsted's influences on maintaining effectiveness will now be explored from a structural perspective, as the governing body which regulates the educational quality and school effectiveness.

2.1.11 The Office of Standards for Education

The Ofsted approach to inspections supplies useful information which can be critiqued in relation to quality, which is my aim for this sub-section. Later in this section, I will critique Ofsted reports specifically related to PE. In the UK, inspecting schools has been a common practice. More formally, Ofsted was established as the key body responsible for inspection in 1992. Before Ofsted was established schools were inspected by LEAs. Before the *Education and Inspections Act* (UK Public General Acts, 2005; 2006), the initial focus and explicit function of Ofsted was to provide a way of informing the Secretary of Education and government about the quality of education (Courtney, 2013; Jones and Tymms, 2014). This included an annual report which informed the Secretary of Education on standards achieved and on matters such as behaviour and attendance of students. Ofsted also had some additional roles which should be acknowledged, such as providing accountability, ensuring compliance with national regulations, informing consumer choice, providing value for money, and promoting school improvement (Jones and Tymms 2014; England, 2006; Ofsted, 2005).

The 2012 Ofsted Inspection Framework, published on the back of the Coalition Government's White Paper (DfE, 2010), argued that all students should be expected to make progress regardless of their background (socio-economic, gender and ethnicity), something which had been covered by the previous 2009 framework through the reporting of contextually added value data (Courtney, 2013). The contextually added value ratings were simplified for the 2012 framework into a broader value-added measure, which did not consider student backgrounds and, in turn, made it harder for schools facing more challenging circumstances to achieve 'outstanding' overall effectiveness ratings (Courtney, 2013). A further result of this was the narrowing of the curriculum at the cost of rich learning experiences and to fit the inspection model (Courtney, 2013).

'Effectiveness' is continually addressed and emphasised politically and therefore is reflected consistently in policies. In direct relation to the 'quality of teaching' descriptor, there is a clear message embedded that 'the most important purpose of teaching is to raise students' achievement' (Ofsted, 2012, p.18). To place a judgement on teaching quality, aspects such as planning, how learning activities are implemented, marking, assessment, and feedback, in and outside of the classroom were evaluated³⁷. The support and intervention strategies of teachers were also evaluated along with the impact of teaching on students' spiritual, moral, social, and cultural development³⁸ (DfE, 2014d; Ofsted, 2012; 2019). However, these aspects of personal development are measured by Ofsted at a school level, are taught as a discrete subject area, and are not necessarily merged at a subject level. They are not mentioned, for example, in the NCPE (DfE, 2014) and so may be ignored by teachers who do not have a wider knowledge of the NC (DfE, 2014c). Furthermore, teachers are expected to promote student learning and progress, by setting high expectations and systematically checking student understanding in lessons and intervening; accordingly, this is all expected within a positive climate created by teachers, where students are engaged (Ofsted, 2012). The Ofsted framework establishes clear behaviours they expect to see of teachers in the classroom but does not prescribe explicitly how these may be pedagogically achieved. Head teachers in this climate may become consumed by the need to demonstrate outcomes and have specific expectations for teachers' pedagogical practices. These expectations may or may not be similar to the priorities of classroom teachers.

³⁷ These factors are very much focused on socially valued objectives for effectiveness (Campbell *et al.*, 2003) and discount the more agentic features of effective teaching such as teacher choice or dispositions which could be deemed equally important; particularly as they form part of the processes involved in achieving the desired product (or outcomes).

³⁸ Ofsted (2019) continue to put spiritual, moral, social and cultural (SCMC) development 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

The most recent draft Ofsted inspection framework (Ofsted, 2019) has some similarities with those implemented previously. Firstly, the grading of schools from 1 (outstanding) to 4 (inadequate) has become a key feature. There are some changes however in terms of how judgements are made, which are now termed the 'quality of education, behaviour and attitudes, personal development and leadership and management' (Ofsted, 2019, p.9). The quality of education is essentially concerned with what Ofsted has now termed intent, implementation, and impact. This reinforces the three commonly discussed message systems of schooling: curriculum, pedagogy, and assessment (Bernstein, 1977; Dann, 2019; Hines, 2006; Ovens *et al.*, 2013; Penney *et al.*, 2009). Key problems from previous iterations of the inspection framework highlighted schools were internally assessing between key stages to monitor progress. This resultantly distorted the purpose of day-to-day formative assessment which had a negative impact on teaching due to its overemphasis. The levels used to formatively monitor progress for summative assessments were said to be 'thresholds' where teaching focused on students crossing these, rather than ensuring security in their knowledge and understanding. This could be described as 'teaching to the test'. While levels were removed in an attempt to rebalance curriculum, pedagogy, and assessment, this is likely to be ineffective as long as schools remain data-focused. For example, while PE is assessed without levels, data is often still relied upon to monitor progress at the end of each school year or Key Stage (KS). In the examinable study of PE, General Certificate of Secondary Education (GCSE) scores 1-9 are also relied upon to monitor progress. Ofsted's rethink has moved the curriculum to centre stage over data, and also more widely considers pedagogy and assessment (Dann, 2019). This is positive given that in direct relation to PE, Brown and Penney (2017) have recently indicated the need to be more critical of curriculum content. Assessment with levels had been used in PE in a way that mostly focused on their motor competence, rather than assessing wider learning domains too. Future struggles point at attempts to interconnect curriculum and assessment meaningfully in PE to impact upon students' learning. To achieve this, it could be argued that more specialist Ofsted inspectors would be needed.

To provide the most accurate evaluation of quality teaching, one might expect Ofsted inspectors to be subject specialists but that may not always be the case. This is confirmed by a recent push by Ofsted to hire more subject specialists (Roberts, 2019) to establish and maintain a higher level of inspection expertise. Because of this lack of expertise, it is entirely possible that the quality of teaching may therefore relate to teaching in general, the inspection framework, the teachers' standards, or be subjective, based on the inspectors' views of the subject or the lesson.

The first nationally appointed HMI Subject Lead for PESS was Hanna Miller. Miller (AfPE, 2021) was responsible for consulting and distributing knowledge regarding Ofsted's new Inspection Framework, one of which was for the Association for Physical Education (AfPE). She shared that inspections involve a strong emphasis on the curriculum, where it is hoped that departments and schools should also honour the communities they reside in. Miller (AfPE, 2021) frequently stated that school PE departments need to know what they want pupils to *know* and *do* in PE, and that extra-curricular PE should seek to enrich and support those aims. She also expressed that, at the heart of our subject, is movement and developing movement competency, which should be celebrated. This perspective has a mind-body emphasis, where it could be argued the personal aspects of development are still implicitly expected through learning experiences in PE. However there did appear to be mention of empowering learners through the curriculum and the need to develop their attributes. There was some evidence of the focus for PE moving away from the neoliberal emphasis on pushing children 'through mark scheme-hoops' and towards the development of 'a deep body of knowledge' (Miller, AfPE, 2021). With this she expressed the depth that sits beneath our subject spanning physiology, psychology, sociology and biomechanics, and that while the performance of knowledge is physical, it is underpinned by a large body of knowledge. This heightens my earlier support for embodiment as a key proxy for QPET as pupils demonstrate (and therefore embody) their knowledge in PE. However, to be embodied in the fullest sense, and in critique of Miller (AfPE, 2021); with such strong emphasis remaining on mind-body dualisms, the *feeling* aspects of mind are less explicitly articulated and so too arguably is education *in* movement (Arnold, 1979). Ofsted will consider how physically active learners are, what they know, remember and do, by focusing on what is being taught and the best way of teaching it. QPET is therefore a very poignant focus for me, as it is suggested there are best ways to teach the subject matter. Ofsted now move against a broad range of physical activities, but fewer, that are better selected. Autonomy in some senses is therefore afforded to schools regarding chosen intentions and whether they align with what is enacted in the classroom, and so inspections are entirely about individual schools' rationales. QPET here therefore is entirely subjective, less uniform, so long as it is informed by a solid rationale from Ofsted's perspective.

Judgements may still therefore be based on subjective interpretations of curriculum, favoured pedagogies, and quality teaching generally, without understanding the subject's wider place in physical culture, its history, and its potential(s). In addition to these features of QPET, in the next section I will explore the subject's contested discourses, ideologies, and the academicisation of PE.

2.2 Discourse, ideology and academic physical education

Overall, sport, health, and fitness ideologies are accepted as the most influential discourses within the field of PE (Coulter and Chr  n  n, 2013; Evans and Penney, 2002; Green, 1998, Penney, 1998, Kirk, 1999; Laker, 2001; Green, 2008b; Kretchmar, 2008). These ideologies directly reflect the previously described physical culture (Coulter and Chr  n  n, 2013) and achieve their dominance ‘with support and close alignment to the hegemonic discourses of wider society’ (Garrett and Wrench, 2007, p.27). These ideologies are important to acknowledge in relation to QPET as they are likely to be valued by PE teachers, who are the focus of this research. The ideologies are also likely to be linked to teachers’ own experiences, where sport is commonly a key motivator for PE teachers choosing to teach the subject (Kirk, 2010b). PE (and some other subjects) can often be undervalued in an educational curriculum, as the concept of practical knowledge is often misunderstood (Wright, 2000), coupled with the fact that the differences between theory and practice of PE in schools (Wright, 2000) create another dualism. By this, the theory may be understood as that which is learned in examinable PE and by practice, it is expected that practical lessons may have similar or different aims to the theory content. As priority is commonly given to academic work, the theoretical study of PE has become more important for universities and schools (Brown and Penney, 2017; Kretchmar, 1998; McNamee, 1998; Wright; 2000). This has often been described as the academicisation of PE, which began when CSE (Certificates in Secondary Education), and O-Levels were introduced to achieve cognitive parity with other core curriculum areas (Kirk, 2010b; Ward, 2015). These later became GCSE and Advanced Level Qualifications (A-Levels).

Dominant ideologies (for example sports performance, health, and fitness) are reflected in the current syllabi for GCSE and A-Levels (as well as vocational courses, such as those run by the Business and Technology Education Council (BTEC, 1984; 2019). The DfE (2015a, p.3) highlights that GCSE specifications in PE should:

equip students with the knowledge, understanding, skills, and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness, and wellbeing.

What this looks like at KS3 has been explored but at GCSE level the subject content covers: applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences; and health, fitness, and wellbeing (DfE, 2015a, p.4). At General Certificate of Education (GCE), Advanced Subsidiary (AS) and A-Level, students aim to be equipped with ‘both depth and breadth of knowledge, understanding, and skills relating to scientific, socio-cultural and practical aspects of PE’ (DfE, 2015b). The subject content, as a result, covers applied anatomy and exercise physiology, biomechanical

movement, skill acquisition, sport psychology, sport and society, and the role of technology in PA and sport. Most of the content covered has noticeably strong scientific underpinnings and, as such, PE has become an area of the curriculum which requires professionally qualified staff (Ward, 2015). It is also noted here that the foci of PE subject matter are dominated by intellectual fields of knowledge and performance (physically) in a range of physical activities. Health is minimally included in the subject content to be learned in terms of wellbeing (incorporating the physical, mental and social aspects of health), rather than the scientific/biological impacts of PA, and by extension, affective or emotional aspects of education are absent from students' explicitly expected learning. What remains a potential contributing factor in the variance of opinions regarding QPET is the theoretical bases outlined in the wide range of disciplines or routes for study at the university level (Kirk, 2010b). Potential disciplines for study can be seen within each broad strand of the nexus outlined in **Figure 1.1 (chapter 1)**. As different institutions present very different content and foci across their PE courses, ultimately the route which teachers chose to take before entering teaching, may influence what they value, know and teach. This is confirmed by Kirk (1992b) who expressed long ago that how people communicate understandings of themselves and others in the world around them creates a discourse that includes all forms of communication, including what people do or do not say (verbally), write, and do (Kirk, 1992b). This may also include or involve 'Doxa'³⁹, through 'illusio'⁴⁰ according to Bourdieu (1990). Teachers' constructs of QPET in this regard may be regarded as inclusive of the discourses a teacher has experienced and the discourses which they choose to share with their learners.

Kirk (1992b) explains that teaching and learning in PE take place in this nexus of discourses; where the term 'ideology' is used to describe the linking of one discourse to another, resultantly forming a relationship (p.43). These discourses are located within what Ward (2015) further defined as a sport-education-health nexus. Business was also deemed necessary to add (orange circle) because this is now a common option for study in HE. The content and study of PE are therefore complex; a discourse in and of itself made up of multiple ideologies. The importance of Kirk (1992b) and Ward's (2015) acknowledgment of the sport-education-health nexus becomes particularly important to consider here. This is because when teacher training is considered, there is then a crossing over of the corporeal discourse with educational ones and the complexity of teaching becomes more deeply multifaceted.

³⁹ Doxa is a conceptual tool of Pierre Bourdieu (1990) and refers to the 'taken-for granted assumptions and beliefs, associated with PE' (Hunter, 2004, p.175) which are reproduced through 'illusio' (see next footnote).

⁴⁰ Illusio 'is an investment that one has in maintaining the social space and its outcomes' (Hunter, 2004, p.178)... 'it is unaware of what it is' (Bourdieu, 1990, p.67).

The academic study of PE will be opted for by some students for study in Years 10 and 11 in secondary school, and for some this may start earlier in Year 9. Part of the GCSE (KS4) and GCE (KS5) qualifications require students to participate or coach the allocated activity areas provided by the DfE (2015a; 2015b). It therefore seems a natural assumption that what teachers decide to cover in PE in Years 7-9 (KS3) is likely to be practical to prepare some students to perform at the required level for GCSE study. Teachers of PE may feel some conflict between catering for those who will opt to study PE academically and those who will not. Important distinctions need to be made here concerning key stages 3 and 4 to relate to QPET:

- 1) 'Sport-as-techniques' (Kirk, 2010b) may be justifiable by teachers in a climate where they must teach to the test, as to succeed practically in GCSE and GCE PE they need to be able to perform or coach practical 'sports' (DfE, 2015a, 2015b). Arguably, this may also be deemed 'best practice'.
- 2) As not all children will partake in the academic study of PE, there is a particular need for a holistic approach (Dyson, 2014) to its delivery at KS3. To take this into account, teachers could instead focus attention on improving competence in team sports on more of an extra-curricular basis and ensure wider benefits of education are achieved for all others within PE lesson time (as suggested by AfPE, 2019).

The dominance of team games, along with a games ethic was born from the Public Schools of the 19th century. They were then appropriated in the immediate post World War 2 period by mostly male physical educators into PE for the masses. This marked the complexity behind the social construction of PE, as explored by Kirk (1992b). It is easy to see how the subject becomes so exclusive with a continued presence of 'sport-as-techniques' (Kirk, 2010b) and an emphasis on motor competency (Penney *et al.*, 2018) in a range of sports and physical activities. PE-as-sport techniques was specifically configured from the post WW2 period, which replaced PE-as-gymnastics. If we are to accept the importance of the *education* side of 'Physical Education', we may become consumed with understanding the wider benefits the subject offers its learners (see **chapter 1.7**). Instead, the practices of PE are at the mercy of political thinking, and an over-focus on teacher evaluation rather than also continuing to form a more solid base for knowledge and learning (Ward, 2015). Much literature supports that the subject offers distinct value for learners, but only if a teacher can implement these effectively in practice (Kirk, 2010b). It is worth acknowledging here that, while these general issues persist, this does not mean examples of innovative and holistic practices are not seen (Kirk, 2010b). Kirk (2010b) also suggests that innovative teachers may: resist the dominant approach on entrance to teaching, fail to resist and leave teaching, have entered another field

such as sports coaching, or have 'submitted to make the best of a bad lot, resigned to the inevitable and retired on the job' (Kirk, 2010b, p.4). This is suggestive that if a PE teacher is to submit to the dominant culture in PE, that this is not QPET. I considered that what PE teachers need to know and do to be effective were important aspects of QPET to explore in the next section, where firstly, the place of teacher knowledge in this account of qPET will be argued for along with a justification for its place in this review of literature.

2.3 'Knowing' in physical education teaching

Confusion about what teachers are supposed to know can ensue as a result of the continual policy change and government reform. This confusion may also be caused by teachers coming from a variety of backgrounds before entering the profession (Kirk, Macdonald, and O'Sullivan, 2013). Teaching PE (like all subjects) is complex and requires a deep understanding of 'the students being taught, how learning occurs, the content, differentiated pedagogy and curricula' (Shulman, 1986, in Ward, 2014, p.130).

I argue the place of teacher knowledge in my account of QPET by drawing on the work of Kårhus (2010), whose research (although based on a HE institution in Norway) emphasised the lack of evidence or discourses about what is deemed essential knowledge for QPET and learning, or PE teacher professionalism. This is firstly and partially due to the competing interests of the fields of sports science and PA. His research also problematised how the logic of the education market (see also Section 2.1) contributes to the social construction of PETE programmes, curricula and content knowledge. This was identified by drawing on Bernstein's (1996) theoretical framework to specifically analyse how the regulated markets in national contexts of HE can form the conditions for production, reproduction and transmission of PETE knowledge, specifically by exploring what 'pedagogic discourses' formed the 'pedagogic device'⁴¹ of PETE in Norway. Teacher education content knowledge has therefore been seen as a site of struggle and is reflective of the increasing marketisation of HE.

Before exploring knowledge bases which may specifically be desirable for a QPE teacher, I first draw on the words of Duncan (1998, p.378) to introduce this section of the chapter, who explored the idea that:

Teaching... presumes... an activity whose meaning is larger than the sum of its parts.

Firstly, this may be interpreted in a way that teaching might never be described by looking at the separate parts (perhaps activities and knowledge) that constitute it without losing

⁴¹ The concept of the 'pedagogic device' is a mechanism for production, reproduction and transmission of knowledge (Sadovnik, 1995), and following Bernstein (1996, p.52) 'acts as a symbolic regulator of consciousness' and is 'a crucial arena of struggle and control' (Bernstein, 1990, p.182).

something in the process, but that the parts allow something larger to be realised. A body of knowledge for teaching has been described by Shulman (1986) and Sockett (1987) as scholarship based on both methods and content knowledge. However, this can be misleading as it fails to acknowledge the contextual nature of teacher wisdom and the multiplicity of ways that knowledge and action interact. It also fails to acknowledge the unique qualities that human beings bring to such interactions in education contexts. This is important, as while I begin to present a range of potentially important knowledge bases and other attributes for a QPE teacher, I also acknowledge that classrooms are spaces which involve complex social interactions, and so believe that knowledge and action cannot be so easily disentangled (Duncan, 1998). Defining a knowledge base for teaching has been the plight of many and I do not attempt to do so explicitly through this review of literature. It must therefore be acknowledged that teacher *knowing* should be problematised and may involve the interplay of several knowledge bases dynamically interacting at the same time. Knowledge, and what teachers know, is a part of QPET, although:

- i) it is problematic to be able to see knowledge in practice;
- ii) teachers' working lives do not allow much time to keep up to date with current knowledge and within the social culture of teaching;
- iii) teachers are not always expected to discuss their knowledge; and,
- iv) often, teachers may not take their own knowledge seriously and it becomes known only by the beholder (Loughran, *et al.*, 2003).

The importance of this section can therefore be emphasised when looking at the difference between practice-based knowledge (craft knowledge) and research-based knowledge (science) (Mitchell, 1999). Firstly, my exploration of knowledge bases required by teachers provides an overview of research-based knowledge. However, it is fair to conclude that practice-based (and craft) knowledge is born from classroom experience and may equally inform teachers' personal constructs of QPET. Therefore, their personal constructs (through the findings), in combination with this review are likely to provide a very useful and whole perspective of QPET, and one which is grounded in both theory and practice.

Further, the place of teacher knowledge in this account of QPET can be argued as teachers are not born knowing how to deal with complex work contexts and instead construct their knowledge over time and through experience (Rovengo, 2003). The aim of this section is therefore, like Kirk, *et al.* (2006), to explore the forms of knowledge teachers may have, what they can know, how this knowledge may be acquired, and the conditions in which

teachers' knowledge is demonstrated. I acknowledge that teachers will have their own subjective understandings that they value or find meaningful, so I explore teachers' knowledge that preserves its connection with the practical (experiential) nature of teaching as the arena in which a teacher manifests such knowledge. This closely aligns with Rovengo's (2003) four knowledge forms which constitute the nature and properties of teachers' knowledge, being inclusive of practical, personal, experiential and situational orientations.

2.3.1 Teacher knowing in physical education

The traditional bodies of knowledge that define PE were arguably identified in early work by Kirk (1992), where he highlighted PE as a cultural practice that is informed by, or *embedded* (Bernstein, 1986) in the discourses⁴² of 'exercise science, the popular health and fitness movement and competitive sport' (p.43), the discourses of which are interspersed through the practices we may label as PE. These discourses remain the implicit, underpinning ideologies of the aims provided within the NCPE (2013) and their existence nullifies claims made by others, that there is no traditional body of knowledge that defines PE (Tindall and Enright, 2013; Ward, 2015). It is so, however, that sport is most commonly drawn upon to inform its subject matter (Kirk, 2010; Ward, 2015). This can ultimately limit pedagogy to acquiring sports skills and developing performativity (Ward, 2015) to instil a passion for PE as a subject area and hopefully lifelong participation. Thomson (2017) contributes examples of potential knowledge bases for the subject by acknowledging procedural ('knowing how' as practical knowledge - for example, performing the correct techniques) versus propositional ('knowing that' as theoretical or cognitive knowledge) (Birch, 2016, Wright, 2012). These dichotomies present and implicate PE in a mind-body dualism (Dewey, 1911; Quay, 2013; Ward, 2015). While many educators concur that necessary parts of effective teaching generally are declarative and procedural knowledge, along with pedagogical skills, teachers will need to have a broad range of practical knowledge, alongside additional theoretical knowledge to teach examination studies, such as GCSE and GCE PE. The main knowledge bases required here represent the need for specific subject knowledge (or content knowledge⁴³) of sport, fitness, or games activities; for example, the six areas suggested in the NCPE (DfE, 2014a; 2014b) as well as theoretical content knowledge. It is also agreed that

⁴² While Kirk (1992, p.42) refers to discourse (singular) as 'the ways in which people communicate their understanding of their own and others' activities and of events in the world around them... it is larger than language as it embraces all forms of communicating rather than simply the verbal or written word... but all meaning-making activity... intentional... conscious... unconscious, explicit, tacit or reflexive'. The plural 'discourses... refers to particular attempts at meaning making, relating to specific circumstances, periods in time and space, fields of knowledge, and so on'.

⁴³ Content knowledge is what teachers know about the content they teach (Worden, 2015). Content is the subject matter to be taught (Shulman, 1986).

these knowledge bases alone are insufficient (Bair, 2017; Rike and Sharp, 2008; Wilkerson, 2006) and that good teaching acknowledges the need for teachers' personal and professional dispositions⁴⁴ (Bair, 2017, Knowles, 1994; Thornton, 2006) to be considered.

The dominant focus on mind-body outcomes in PE prefaces the requirement for the more recent emphasis on the need for teachers to be equally knowledgeable about meaningful⁴⁵ experiences that can be created for learners (O'Connor, 2019). Knowledge of meaningful experiences could encourage wider conceptualisations of the subject area beyond understanding the cognitive domain as a purely intellectual, technical, or outcome orientated approach. Instead, it can also be seen as our interest in the world being 'emotional, practical, aesthetic' and 'imaginative' (Stolz, 2015, p.478). With this comes the need for teachers to understand the wider benefits of PE for learners in relation to the social, affective, cognitive, and motor learning domains (Bailey *et al.*, 2009). Meaningful experiences in PE are also said to be wholly relevant to the everyday lives of young people (Stolz, 2015; Thorburn, 2018). To focus on meaningfulness in PE, Lawson (2018) identified the need to redesign the subject to achieve conceptual clarity. For the concept of meaningfulness to be established in PE, teachers need a clear vision that Hammerness (2005) and Shulman and Shulman (2004) claimed should be the foundation of teachers' continued learning, development, and overall effectiveness. When a clear vision is lacking, Chróinín *et al.* (2019) argue that incoherence may be evident concerning what is taught, how it is taught, and why; the resultant effect preventing the successful outcomes for students, teachers, and the PE context at large. What may be seen in practice is therefore likely to be varied.

2.3.2 Knowing about the subject matter and doing it in practice

Shulman (1987) presented one of the most seminal attempts to define a knowledge base for teaching generally. This identified seven types of knowledge needed in order to teach effectively in schools:

- Content knowledge;
- General pedagogical knowledge;
- Curriculum knowledge;
- Pedagogical content knowledge;

⁴⁴ Dispositions are 'internal attributes or psychological characteristics that motivate action' (Bair, 2017, p.223). These are choices rather than tendencies. They are habits (which lack conscious thought) (Zhang, 2019) or attitudes (Bair, 2017). Teacher dispositions involve 'choice to act or react in characteristic ways in certain situations' (Hollon *et al.*, 2010, p.123).

⁴⁵ Meaningful PE may bring attention to the meanings and values which learners attach to movement, with the benefit of 'inclusion, lifelong and life-wide learning' (O'Connor, 2019, p.1094).

- Knowledge of the learners and their characteristics;
- Knowledge of educational contexts; and,
- Knowledge of educational goals.

PCK was deemed particularly important and refers to knowledge regarding how to teach a subject or topic to specific groups of students in a specific context (Shulman, 1987). It could also be described as a teacher's own form of professional understanding, and crucially it represents the connections between content and pedagogy as well as how they may be organised for instruction. Shulman's (1986) seminal work relating to the knowledge required by teachers presents content knowledge, and pedagogical knowledge⁴⁶ in a way that emphasises the importance of their combination (O'Sullivan, 1996). Presenting this combination as PCK was also formed on the understanding that effectiveness in teaching has shifted in emphasis over time. From emphasis on subject matter to be taught to emergent policies relating to the evaluation or testing of teachers, which instead started to focus on teaching procedures from the 1980s. The justification for the emphasis on procedures was based upon the emerging research base on teaching effectiveness. This effectiveness research was often classified under what Shulman (1986) described as rubrics of 'teaching effectiveness', 'process-product studies', or 'teacher behaviour' research (p.6). The prime focus is the identification of teacher behaviours and those deemed most effective to enhance the academic performance among their learners. It has therefore been policymakers' decisions to use this research to form standards for teacher evaluation. While Shulman (1986) deemed this research as positive and successful, he also acknowledged the limitation of research in any discipline, due to the narrowing in focus (Shulman, 1981) and necessary simplification of complexities that can be found in classroom teaching. This is confirmed firstly by recent research in PE, which has questioned what and how the subject is taught (Kirk, 2010b). Secondly, it is confirmed as there are disagreements on what should constitute subject knowledge in PE. Thirdly, and more recently, confirmation is evident in the calls to make the content of PE more meaningful for learners (Chr  n  n *et al.*, 2019; Hammerness, 2005; Lawson, 2018; Stolz, 2015; Thorburn, 2018). Shulman's (1986) concerns regarding a lack of focus on subject knowledge may be less relevant now given Miller's (Ofsted, 2021) overview of Ofsted's emphasis on curriculum knowledge. But what becomes a particularly pertinent issue, is when teachers of PE have studied the subject matter in vastly different ways and perhaps will have some or no knowledge of pedagogy before entering ITE. So, by exploring the knowledge bases of PE teachers through the sub-sections of this chapter, it can

⁴⁶ Pedagogical knowledge 'is the understanding and implementation of teaching skills necessary for creating and putting into practice an effective learning environment. Teachers must know and be able to facilitate such an environment if students are to successfully use the content knowledge of PE (Capel and Whitehead, 2013).

be accepted that there are many and that none can be deemed definitive (Tindall and Enright, 2013).

PCK is a critical component in a teacher's repertoire and mastering it requires and indicates expertise (Lund *et al.*, 2008; You, 2011). PCK has been defined by Tindall and Enright (2013, p.110) as a 'teacher's ability to combine content knowledge and pedagogical knowledge in a way that fosters and supports students' learning'. Shulman's (1986) formulation of PCK argued that it demonstrated how subject areas are represented and made comprehensible to others in practice. Additional 'non-traditional' aspects of PCK were introduced by Tindall and Enright (2013, p.110-111) as 'knowledge of technology, knowledge of students with special education needs and knowledge of movement observation', which all relate specifically to a teacher's practice in PE. Ward has also become the expert in PE, regarding PCK.

In PE, PCK has been most thoroughly researched by Philip Ward and colleagues (based in the USA) and the focus of this work is to improve the PCK, particularly in preservice teachers. For example, Ward, *et al.* (2014) distinguished between common content knowledge (CCK) and specialised content knowledge (SCK) in order to create what he termed as *knowledge packets*⁴⁷ which could be formed and used by students on PETE programmes, and ultimately to improve their PCK. Later, Ward, *et al.*'s. (2015) findings showed that the enacted PCK of a teacher can be changed from immature to mature as a function of learning CK and that this change has a significant and meaningful impact on student learning. Similarly, but by extension, Ward and Ayvaso (2016, p.194) found that PCK in PE can be described on 'continuums of maturity and effectiveness', that it is learned, it is usually specific to content and context, and is strongly related to content knowledge and knowledge of students. More recently, Kim and Ward (2018) further explore the influence of content knowledge on PCK. Through their findings they supported the professional development of teachers' content knowledge as worthy evidence-based practice which can improve both the PCK of teachers and their students' performance in PE. PCK therefore forms a key part of q+QPET. Findings from Kim's (2020) study addressed how teachers' PCK develops and how their PCK behaviours differ as a function of CK, which is developed through PETE. It was deemed important to unpack the initial levels of PCK which are enacted by preservice teachers and resultantly reveal their understandings of content, students and context before completing

⁴⁷ A knowledge packet is made up of a conceptual overview of the instruction and a scope and sequence of the unit. Each task is then presented as i) a statement of the purpose of the task, ii) a task description, iii) a link to a video that presents a model of the task, iv) a motivational focus to direct attention, v) a list of equipment, vi) specific teaching points, and vii) common errors. A knowledge packet reflects a balance between information on how to play the sport (CCK) and how to teach the sport (SCK) (Ward *et al.*. 2014).

their PETE programmes. This work was based on the premise that the observable and measurable teaching behaviours of teachers (represented PCK) can be improved by well designed and implemented content knowledge interventions, which helped to differentiate between effective and ineffective teaching in PE (see section 2.5).

Backman and Barker (2020) however point out key criticisms of this PCK research and consider a more holistic conceptualisation of PCK in PE and PETE, and its relationship to CK. They argue that there are aspects of teacher knowledge which are rendered invisible by the behaviour analytic discussions of PCK for PE teachers (see previous paragraph). Backman and Barker's (2020) argument drew on the work of Dunne (1997) and Jones (2017) to elaborate how PCK could be conceptualised phronetically⁴⁸, therefore constituting an important dimension of teacher knowledge which is inclusive of contextual and situational foci. This phronetic conceptualisation of PCK has potential for broadening teachers' and teacher educators' views on competent (and therefore qPE) teaching. It is also suggested that PCK:

...should involve 'contextual characteristics for 'new' and integrative movement cultures; interpretation of students' actions; identification and action on diversity during PET; development of a sensitivity for morally 'right' actions; and management of uncertainty involved in PET

(Backman and Barker, 2020, p.451).

I believe this work to be essential in any discussion of knowledge as part of qPET, as it not only critiques the tendency for PCK to be measured in PETE, but also acknowledges the necessary re-thinking of PCK to allow pre-service teachers to develop their capacities to reflect and act based on their own interpretations of teaching and of the diverse needs of their students. As phronesis is indicatively praxis⁴⁹, rather than production, in this definition of PCK, the knowledge required for practice is more personal, experiential and therefore supple and

⁴⁸ Phronesis involves situational appreciation and critical judgement. In teaching, the critical activity is not teaching but understanding how one is teaching. In this sense, it is not the outcome ('knowledgeable pupils', for example) that defines the act of teaching, but the teacher's understanding of how s/he is teaching (Backman and Barker, 2020). Phronesis is related to experience but being experienced can be thought of as not having already done everything but as being ready and open for something new. In today's terms, we might refer to phronesis as practical wisdom, or a habit of attentiveness (Dunne, 1997). Such wisdom would allow teachers to choose the right action at the right time for the right reason and therefore 'read' his/her students' understandings and emotional stances as they appear in act on them 'in the heat of the moment' (Backman and Barker, 2020).

⁴⁹ Conduct in a public space with others in which a person, without ulterior purpose and with a view to no object detachable from himself, acts in such a way as to realize excellence that he has come to appreciate in his community as constitutive of a worthwhile way of life. (Dunne, 1997, 10). Essentially, that which is right or true, rather than good! (Backman and Barker 2020).

less formulaic. I add to this argument that the benefit of such a conceptualisation also takes the learning of teaching beyond the seminally argued competencies to reflect on one's teaching, but also adds the importance of being aware (as shared in the introduction), and therefore present through the teaching of PE. Developing awareness is arguably a much more mindful (Kabat-Zinn, 2013) and connected (Palmer, 2017) way of teaching, in a role that demands teachers interact in the classroom space with their learners. Knowledge and beliefs of teachers concerning the learners are now explored in greater depth.

2.3.3 Knowing the students and beliefs about them as learners

It has been argued that 'knowledgeable PE [and other] teachers should take a student rather than a subject-centred approach and place students' learning at the heart of their teaching' (Capel and Blair, 2007, p.8). While this statement alone can be problematic from some philosophical perspectives (to be explored shortly), it is fair to agree that 'PE [and other] teachers need to know their students to facilitate their learning, engagement, and enjoyment' effectively (Capel and Whitehead, 2013, p.114). There are however different ways of knowing students and 'ongoing debates between competing images of students in schools continue to exist (Capel and Whitehead, 2013, p.114). The first is of students; expressed as a 'transmission image' (Thiessen, 2007). Here students may be seen as novices, having knowledge passed onto them by expert teachers. This reflects a behaviouristic theoretical perspective on 'learning and on student teachers' and teachers' roles and responsibilities' (Capel and Whitehead, 2013, p.114). This may have been encouraged by more traditional PE ITE programmes, which have focused on teachers being able to develop their learners' abilities or mastery regarding sport as techniques (Kirk, 2010b). The second view of students was expressed as a 'discovery-based image' which celebrates students as 'active agents in their development who benefit from nurturing and enabling environments' (Capel and Whitehead, 2013, p.114). This reflects more constructivist principles to support the learning of children (Piaget, 1973; Vygotsky, 1986). This image may involve believing in the importance of children being active agents in their own understandings and construction of knowledge, and also that their actions and comments, and ideas are critical factors for the success of their education (Rovengo and Dolly, 2006). This encompasses the more recently encouraged 'personalistic and critical PE ITE programme orientation', which has been gradually increasing in traction in 'research, policy and practice' (Capel and Whitehead, 2013, p.115). There is an implicit suggestion that for 'relevant and meaningful' curricular experiences, teachers' should appreciate learners' as 'problem solvers, inquirers, meaning-makers, negotiators and capable agents' and decide what knowledge is of most worth 'in consultation with their students' (Capel and Whitehead, 2013, p.115). Similarly, Nuthall (2007, p.38) deemed effective activities as

those managed by the learners themselves. This is often opposed to the traditional approach of teachers who will answer ‘the key curriculum questions (what knowledge is of most worth)’ on behalf of their learners. Capel and Whitehead (2013, p.115) explain that while this is often:

Well-intentioned and may reflect developmentally appropriate content and sequences, the resultant curricular experiences will often be more self-centred, more consistent with their (the teachers’) own prior experiences and biographies than those of the students they claim to serve.

In support of these arguments, Quennerstedt (2019) narrated a view of the child in his paper on *the art of teaching*. He stated that current sociological views of childhood argue that children are not ‘repositories to be filled’, nor ‘docile listeners and followers of the objects of teaching’. It was highlighted that how we as educators conceptualise the child, is a normative choice which includes value judgements politically, morally and educationally (Biesta, 2013). In earlier work, Quennerstedt and Quennerstedt (2014) argued that children should be freed from resultant development or socialisation with the finished product of adulthood in mind. They argued children should not be seen as a homogeneous group or viewed as adults in the making. By avoiding this perspective Quennerstedt (2019, p.614) argued that children are then both ‘becomings’ and ‘beings’ at the same time. This perspective moves away from the idea of lacking something, which suggests that a certain kind of education or a certain kind of teaching may fill that void. It also moves away from the idea of set norms and viewing the decisions of adults as superior to children. I underlined ‘a certain kind of teaching’ above to make an important link to QPET, in that if we also view teachers in this way, as *beings*, always in the ‘process of becoming’ (p.614), then we move away from them lacking aspects of QPET and render teachers, like learners more of a heterogeneous group, with room for development and shifts in QPET and in a constant state of becoming. Like Quennerstedt (2019) expressed in relation to children, perhaps teachers should also not be positioned as not-yets or as in-need in education. While Quennerstedt’s (2019) hopes born from this perspective related to children’s views, needs and perspectives being considered outside of pre-determined notions of adulthood, so that their experiences may become more educational. I apply this hope to teachers’ views, needs and perspectives outside of pre-determined notions of *quality*, which may make their experiences and knowledge of QPET more meaningful.

In summary, how teachers view the learners and what they know about them may be explored by observing how they interact with the learners during lessons, and also the teaching methods used to engage learners with the subject matter. In the following section I will examine the importance of knowing about conflicting and confusing viewpoints.

2.3.4 Knowing about conflicting and confusing viewpoints

The philosophical standpoints or images briefly addressed in the previous sub-section present a dualism that has been acknowledged by Quay (2013, p.6) as progressive versus traditional. Quay (2013) brings together key thinkers concerning these divisions. He firstly highlighted Dewey's (1902) recognition that the division between traditionalists and modernists 'stood in the way of a more holistic and unified understanding' of teaching and learning (Quay, 2013, p.6) and 'instead of seeing the educative steadily and as a whole, we see conflicting terms, where we are presented with the case of the child versus curriculum of the individual nature versus social culture' (Dewey, 1902: 4-5). This perpetuates the problematic nature of dualisms educationally, as well as at the subject level. This is particularly important to acknowledge in a study involving teachers in different career phases, as the emphases of particular divisions and knowledge expected of them appear to have shifted in focus over time.

In Cuban's (1993, p.245) analyses of teaching practice in the USA during the 20th century, he highlighted that the two traditions of teaching - 'teacher-centred' and 'student-centred' - have persisted for centuries. Crucially, for this section of the review, it can be acknowledged that 'both traditions of teaching are anchored in different views of knowledge and the relationship of teacher and learner to that knowledge' (Cuban, 1990, p.3-4). In later research Cuban (2007, p.4) established that 'no preponderance of evidence is yet available to demonstrate the inherent superiority of either pedagogy in teaching the young'. This in turn leaves teachers 'to struggle through the various claims and counterclaims made in the battle between the two traditions to structure their practice' (Quay, 2013, p.8) and also debunks any extreme or stereotypical views of either approach. Compromises made by teachers reflect 'a blending of the two traditions' and the act of teachers positioning themselves 'along a continuum joining the two traditions' (Cuban, 2007, p.11). Quay (2013) viewed this hybridisation or compromise as negative, however, this seems inevitable for teachers facing a range of potential options and is likely to be dependent on the intentions for learning and the learners in front of them. With this in mind, why teachers may choose particular strategies is now explored further, by accepting that teachers' choices are likely to change according to different contexts and students' needs, rather than adopting a particular fixed position.

2.3.5 Why teachers choose particular strategies

The complexity of teaching deepens when we consider why teachers adopt a particular way of teaching. Capel and Blair (2013) proposed five potential reasons as to why teachers choose particular strategies. These are:

- i. because the teacher has a particular personality;*
- ii. because the teacher identifies specific intended learning outcomes;*

- iii. *because the teacher knows his/her students;*
- iv. *because the teacher has a particular belief in the way learning occurs; and,*
- v. *because the teacher has a particular philosophy of PE (i.e. a clear goal and rationale for teaching PE).*

(Capel and Blair, 2013, p.127).

Whether teachers choose particular strategies is therefore likely to be dependent on what teachers know about the above-identified reasons. Capel and Blair (2013) expressed that the 'approach used most often to achieve intended learning is known as objectives-based planning and teaching' (p.120). PE departments are likely to decide upon 'a state of affairs' to be achieved in the future, which are usually broken down into longer-term (schemes of work), medium-term (units of work) and shorter-term (for lessons) intended learning outcomes (Capel and Blair, 2013, p.120). It is the basis of these intended aims, objectives, and outcomes that teachers use to 'plan how they will teach' (Capel and Blair, 2013, p.120). They may even form a rationale for the adopted approach to teaching. The different approaches to teaching are defined by Capel and Blair (2013, p.120) as:

Those aspects of the teaching situation that are created by the teacher... the material to be covered, the teaching strategy to be used, space and time available, the organisation of learner groups and the development of an appropriate learner-teacher relationship.

All of these approaches require varying forms of knowledge and skill to put them in practice pedagogically. They argue that 'how teaching is conducted is as, if not more, important in achieving intended learning outcomes than the material covered' (Capel and Blair, 2013, p.120). This, therefore, requires knowledge of curriculum, pedagogy, and assessment and some understanding of the connections between them.

There is minimal coverage of the reason 'because the teacher has a particular personality' from Capel and Blair's (2013, p.120) list, which may relate to the need for self-knowledge and reflection. Self-knowledge was described as the least attended to and perhaps the most important knowledge for teachers (Ayers, 1993, p.129), as for teachers to know, understand, and teach students, they first need to know themselves (Fernandez-Balboa, 1997a). Gaining self-knowledge involves reflective practice, the importance of which cannot be overstated as unless it is engaged with, teachers will not critically engage or reflect upon their biographies. The values, ideas, knowledge, and behaviours that make up these biographies are gained during a teacher's PE, education, and ITE experiences, which in turn impact their teaching identities (Rossi and Cassidy, 1999). With all HE courses, and

particularly ITE programmes, the knowledge teachers need is 'different depending on the context, course and each person's ideological position' (p.107). Physical educators are said to hold 'passionate advocacy for their specialism' (Kirk, 2010b, p.2). While Kirk (2010b) suggests this may be more so than other subject areas, it is likely to be the case that many teachers of different subjects are passionate. The passion suggested by Kirk (2010b) is said to instil PE teachers' strong opinions about their subject, ever contributing to further contestation. In holding such passionate beliefs, they may demonstrate high levels of involvement and low-level detachment through their subject matter (Elias and Dunning, 1986), perhaps preventing their adaptability to change. Here, the theories of action proposed by Argyris and Schön (1974; 1978) can be drawn upon to argue that teachers' mental maps or values (their espoused theory) may be at variance with their actions (their theory-in-use), because of the restrictions of their environment. With this in mind, what teachers want to do and what they can do are very different. In this section I have begun to highlight some teacher dispositions, which will now be explored further.

2.3.6 The importance of teacher dispositions and personal qualities

When exploring literature that highlights the importance of teachers' dispositions (Colker, 2008; Martin and Mulvihill, 2017; Miller, Ofsted, 2021; Zhang, 2019), it is noticeable that we become immersed in the contested concept of teacher professionalism. The discourse which dominates teacher professionalism is defined by government standards, which often exclude teacher dispositions (e.g. Education Council, 2015, 2017) (Zhang, 2019). However, the *Teachers Standards* (DfE, 2011) do mention expectations in the NC in England that include inspiring, motivating, and challenging students as well as fostering and maintaining students' interest in the subject. Teacher dispositions are an important part of teacher professionalism (Martin and Mulvihill, 2017), yet Hess (2006) suggests that there is a lack of empirical evidence to prove that dispositions improve a teacher's effectiveness. However, research which focuses on specific dispositions claim otherwise: for example, research relating to inspirational teaching (Sammons *et al.*, 2014; 2016; 2018). Before discussing this further, dispositions were deemed to be associated with professionalism by Evans (2008, 2011). Here it was identified that there is a discrepancy between professionalism that is 'demanded or prescribed by externally imposed standards': for example, education policy and practice in the neoliberal era, appraisal, ITE, professional standards and learning, and QTS (Goepel, 2012, Sachs, 2003a; Sachs, 2016; Zhang, 2019); and professionalism that is demonstrated in practice by teachers. It is in practice that Evans (2011) emphasises teachers' 'efforts to mediate demanded or required professionalism with their agentic modification of it and within differing contexts' (p.862). These forms of professionalism have been highlighted to suggest that there may be necessary negotiation required by QPE teachers in managing

the discrepancies between these conflicting viewpoints. This can again be supported by Argyris and Schon's (1974) theory of action, as the aforementioned negotiation highlights the potential variance between a teacher's espoused theory and theory-in-use; both of which are relevant and influential viewpoints in discussions of QPET.

Passion and enthusiasm may be deemed important dispositions for QPE teachers as they have been consistently perceived as important by teachers themselves (see for example, Zhang (2019) who claimed this consistency). Some researchers have found that having passion or enthusiasm is the most important teacher disposition (e.g. Colker, 2008; Miller, 2012). Also, Day (2004, p.11) defined passion as 'essential to all good teaching' and Langford (2007) found passion alongside four other dispositions (happiness, inner strength, caring, and alertness) which were deemed most desirable. To highlight the importance of these dispositions, Zhang (2019, p.362) drew from a range of research to summarise the positive impact(s) for both teachers and learners:

- *teachers' work satisfaction, wellbeing, and retention;*
- *supportive student-teacher relationships;*
- *effective classroom management;*
- *enhanced professional identities and agency;*
- *reduced teacher burnout; and,*
- *students' wellbeing and achievement.*

These positive effects are noticeably wide-ranging. A passionate teacher may specifically employ approaches to teaching which take account of recent and relevant knowledge which will not only support student learning but also would be fit for purpose and relative to a teacher's 'moral imperatives' (Day, 2004, p.82).

While Day (2004, p.82) explored models of teaching such as 'teaching, intuition⁵⁰, expertise and tact⁵¹ and student learning', he also highlighted different kinds of knowledge that inform these models; the 'multiple, emotional, spiritual and ethical intelligences'. This is particularly important given that it is a wider NC expectation that these bits of intelligence are

⁵⁰ Van Manen (1995) highlighted 'moral intuitiveness' as 'instantly sensing what is the right or good thing to do on the basis of perceptive pedagogical understanding of children's nature and circumstances' (p.44-45). It could be described as instinctive and in the exercise of pedagogical tact, intuition is based upon knowledge that cannot be applied by being pre-planned.

⁵¹ Van Manen (1995) defined 'pedagogically tactful teachers' as having a 'sensitive ability to interpret inner thoughts, understanding, feelings, and desires from indirect clues such as gestures, demeanour, expression, and body language'... 'the ability to immediately see through motives'... 'The ability to interpret the psychological and social significance of the features of inner life, e.g. the deeper significance of shyness, frustration, interest... humour', 'knowing how far to press, how close to get to students' (p.44-45). 'Tact' is central to teachers' work. Yet it is not taught, cannot be easily achieved, and requires immense amounts of intellectual and emotional energy' (Day, 2004, p.87).

desired for the benefit of learners (Ofsted, 2012; 2019). Day (2004) also concluded from research conducted by Morris and Morgan (1998), that learners benefit from their teacher's ability to affect their learning. It was found that teachers need to believe in their ability to make a difference, that there was room for further eclecticism in classroom practices, and the need for greater awareness and application of 'interpersonal relationship strategies to ensure a better balance between the affective and technical aspects of their teaching' (Morris and Morgan, 1998, p.132-33). This not only highlights the importance of teachers' professional relationships with the learners but as Nuthall (2007, p.36) highlights, that amongst learners 'social relationships determine learning', which requires teachers to work with the peer culture. Passion is said to be a good basis for these relationships to develop (Day, 2004), where the teacher is likely to make an effort to 'look behind the 'front' each student presents to see things as they are' (p.91). Doing this requires some tact and intuition on the part of the teacher and their willingness to plan and teach in ways that will spark a learner's curiosity, interest, and imagination (Day, 2004). To link and re-emphasise an earlier point, facilitating such learning requires teachers to know themselves.

It is through a teacher's interaction and experience of a subject with students in particular social contexts (particularly if CPD, challenge, and support are engaged with), that they will experience growth pedagogically, intellectually, and emotionally, which in turn is likely accompanied by developing expertise and intuition. Day (2004) especially highlights that opportunities for growth in such ways are not equally available to all teachers, nor are they age-related, but are likely allies to being a successful teacher and sustaining passions. There sits no better summary of the complex and varied forms of knowledge that are required by teachers than Day's (2004, p.90) synthesis of Van Manen (1995), Eisner (1996), and others' work, which highlights a range of positive intelligences and dispositions that are important for good teachers:

Good teaching depends not only upon knowledge of teaching approaches and skills, and the part played by multiple, emotional, spiritual, and ethical intelligences in teaching and learning, but crucially, upon passion, intuition, artistry, aesthetic considerations, pedagogical tact, and purpose. It, therefore, requires imagination and technique, intellect and emotion, heart, hand, and head.

In addition to the highlighted intelligences and dispositions, further personal competencies may include kindness, humility, fairness, and perseverance (Day, 2012; Noddings, 2003; Palmer, 2004; Seligman, 2002) and care about learners' wellbeing and achievement (Fletcher-Campbell, 1995, Noddings, 1992). This could also extend to the need for hopefulness and resilience to deal with challenging and changing circumstances in context

(Bullough, 2011; Day and Gu, 2010; Gu and Day, 2007). Many of these personal qualities may become particularly hard to maintain when poorly implemented curricula, management ideas, and teacher-student progress and evaluation systems are introduced. These all cause a lack of stability, increased work for teachers, and, for many, a professional identity crisis. A crisis where they grapple with increasing expectation, and a loss of confidence in their ability to provide a good service by the public (Day, 2012).

By exploring the various knowledge bases, dispositions, and personal characteristics relevant to PE teaching, it is clear that particular relations between the students, subject matter, or curriculum may be favoured by teachers, as they are by those responsible for educational reform in the political landscape (Ward, 2015). If teachers are willing to question what they know, reflect, and adapt then this could therefore be considered QPET. Teachers may reflect on a number of aspects of their practice, including what they know about their practice, what they do in practice, and who they are as practitioners. This can be linked to QPET by drawing on Quay's (2013) conceptualisation of *existence, education, and experience* and his identification of the modes of being, doing, and knowing. Such a theory allows QPET to be conceptualised in a holistic way which is inclusive of the multifaceted range of skills, knowledge and attributes that teachers may require to be QPE teachers. With this in mind, in the next section of this chapter I position the QPET as an embodied and phenomenological endeavour. This continues to shift the argument from the structural issues related to quality towards agentic issues.

2.4 Quality in physical education teaching; an embodied and phenomenological endeavour

From my reading of Arnold's (1979) conceptualisation of the personal or individual learner as a *moving agent*, I propose that when focusing on perceptions of a QPE teacher they may instead be seen as an *agent* engaging in the *enactment* of a movement subject. The emphasis here is that, while the teacher is engaging with *moving agents*, they do not necessarily engage with the movements themselves. But, as their experience is embodied, Quay (2013) would argue, it is existential. Therefore, the sense of embodiment shifts for the teacher to their teaching, their consciousness, and as a human *being-in-the-world* (Quay, 2013) with the learners (Whitehead, 2007). I believe that Brown and Penney's (2013; 2017) acknowledgement that Arnold's (1979) concept of education in movement as a *vision lost* has not only led to an important re-articulation within the subject area, but also an identification (though implicitly) that this framework is only marginally helpful when focusing on the teacher of a movement subject. At this point, we may acknowledge that QPET would support the embodiment of the necessary skills, knowledge, and attributes as a teacher to facilitate the

above-outlined experiences. This was also helpful in justifying the place of PE in the context of education (**chapter 1**).

Teachers' perceptions (consciousness and awareness) of the possibilities in teaching seemed crucial to me. This was an important perspective which I felt may be needed for the holistic consideration regarding the teacher of a movement subject. To this end, and while still concerning learners, self-knowledge was said by Kirk (1983) to be contributed to by reflective consciousness, which relates to our abilities as human beings to understand ourselves and hopefully use this to generate new knowledge. In this sense, the body can also be a source of knowledge and for personal growth for the learners of our subject (Brown and Penney, 2013). Therefore, through embodiment, teachers are perceiving (consciously or unconsciously). However, solely relying on reflective consciousness may also be limited from the perspective of the teacher. I propose that this is because this is not the true nature of more present or *in the moment* perceiving (Kabat-Zinn, 2013). Perceiving, therefore, in the *here and now* may be equally valuable for a teacher, who often needs to adapt to changing circumstances. Not only would this also indicate QPET, but also it is beneficial for learners to become more aware *in the moment*. Philosophically, Whitehead (2010) articulated the *nature* of experiencers as 'embodied, ecological and meaning-making beings' (in Brown and Penney, 2013, p.24) which are made manifest by a form of intentionality, which is a key concept in phenomenology. This same nature of the experiencer may also be applied to the teacher.

It has been said that the more intrinsic meanings of movement experiences have not received the deserved recognition in PE discourses. Pearson and Webb (2011, p.34) argued that for:

Quality and comprehensive physical education to occur, educators need to understand and plan for meaningful education endeavours where subjective, intrinsic experiences of the child are planned for and taught in an effort for children to understand their feelings, sensory experiences, and place in the world.

I deemed this paper as significant, as its analysis presented PE teachers as having global and superficial 'understandings and knowledge of the concepts related to children's subjective movement experiences, although their ability to articulate these is clouded' by dominant scientific expressions (Pearson and Webb, 2011, p.34). This finding is significant given my exploration of teachers' constructs of QPET as a potential indicator of what teachers may or may not be aware of. Aartun *et al.* (2020) elaborated further on how such meaningful experiences may be taught. Here, pedagogies of embodiment were highlighted, which focus on the importance of reflection before, during, and after activities in PE. Not only this, but teaching is also said to facilitate 'embodied learning, empowerment and positive experiences

of *being* in movement' (Aartun *et al.* 2020, p.1). This may however be seen as the current *ideal* or *hope* regarding the teaching of PE or perceptions of QPET. The shift from structural issues regarding quality to agentic issues, marks the phenomenological turn in this chapter and, as such, the focus of the next section explicitly addresses teacher effectiveness research.

2.5 Teacher effectiveness research and quality in physical education teaching

The testing of teacher competence in both subject-matter and pedagogical skills is not a new idea, nor is it born from the era of education reform I have so far explored in the previous sections of this review. Shulman (1986) identified his exploration of annual reports in the USA which included copies of teachers' tests which showed how teacher knowledge was defined from as early as 1875. These tests were comprised of 90-95% content (the actual subject matter to be taught), or at least, the knowledge base assumed to be needed by teachers. Notably in this test, only 10 of 1000 points were afforded to the theory and practice of teaching. The assumptions underlying these early tests were clear in so much that there needed to be a demonstration of subject knowledge as a pre-requisite to teaching (Shulman, 1986), showing that the various theories, models and approaches to teaching have long played a secondary role in the qualifications of a teacher. Such tests still exist today, as teachers must demonstrate a basic ability with reading, writing, and numeracy, which is done through the completion of both GCSEs and compulsory skills tests prior to entering teacher training. For secondary school training, candidates are also expected to have studied the area they will teach to an undergraduate level. Current standards have shifted to, and highlight, categories for teacher evaluation and review, such as:

- i. *Organisation in preparing and presenting instructional plans;*
- ii. *Evaluation;*
- iii. *Recognition of individual differences;*
- iv. *Cultural awareness;*
- v. *Understanding youth;*
- vi. *Management; and,*
- vii. *Educational policies and procedures.*

(Shulman, 1986, p. 2).

The *Teachers Standards* (DfE, 2011) require teachers to keep their subject knowledge up to date. Regardless of this development, categories, such as those outlined above can therefore be defined and justified by what Shulman (1986, p.2) highlighted as the extremely powerful phrase 'research-based teacher competencies'. There is a large body of research on teaching effectiveness, which is classified under 'teaching effectiveness, process-product

studies or teacher behaviour research' (Shulman, 1986, p.3). The essence of these studies relies upon the identification of patterns of teacher behaviour which can account for improvements in students' academic performances. Such research programs have been successful in so much as they have i) helped to contrast more effective with less effective teachers, ii) conducted studies where teachers employ specific behaviours to monitor the results and iii) identify teacher behaviours which most likely result in and promote student learning. Shulman (1986) critiqued existing teacher effectiveness research however and proposed that the complexities of classroom teaching are necessarily simplified. It is also the case that much of the effectiveness research has focused on teachers' behaviours, rather than also drawing upon their own constructs, or the phronetic emphases as discussed earlier (Backman and Barker, 2020).

An extract from Shulman's (1986, p.3) work helps me to now make links to teacher effectiveness in the field of PE:

Policymakers read the research on teaching literature and find it replete with references to direct instruction, time on task, wait time, ordered turns, lower-order questions, and the like. They find little or no references to subject matter, so the resulting standards or mandates lack any reference to content dimensions of teaching.

Policies also rarely make reference to dimensions of teaching that relate to the teacher as a human being who interacts with the learners. A dualism emerges from Shulman's (1986) work, which is that of content and pedagogy. He suggests that 'one either knows content, and pedagogy is secondary and unimportant; or that one knows pedagogy and is not held accountable for content?' (Shulman, 1986, p.4). I find myself rejecting this dualism as much as that of teaching and learning, which is a dichotomy that is made which bears similarity to the sensory-motor, or mind-body dualisms that have plagued theories of behaviour (Shulman, 1986).

Shulman also made suggestions regarding the history of the university as an institution which has been partly responsible for the distinctions between content knowledge and pedagogical method. Ong (1958) presented an account of teaching in the medieval university in *The Pedagogical Juggernaut* where instead of separating content and pedagogy, no such distinction was made at all, and content and pedagogy were part of one indistinguishable body of understanding. While there is the argument that learning may be the standard by which teaching effectiveness should be measured, I argue that quality in PE teaching makes reference to a much broader domain of social, psychological, political and historical factors. As such, the teacher effectiveness literature and the process-product studies are arguably proxies for quality teaching. Process-product studies were the beginning profile of effective

teaching, but, as researchers focused more specifically on mediating-process studies, the profile became more contextually specific and complex (Siedentop, 2002).

Most teacher effectiveness research in PE has predominantly been conducted in the USA. Through this research it was argued that teachers do not directly influence student outcomes as the process-product model suggested, but rather, they are the influencers of student work, where 'the quantity and quality of student work determines subject-matter performance' (Siedentop, 2002, p.429). Essentially, this research identified a range of teaching skills that may be learned and improved through practice and, in so doing, could improve student performance (Siedentop, 1986). Early teacher effectiveness research relied on long periods of non-intrusive observations as the primary data collection strategy and secondly, the student performance outcomes, which were used as criteria for judging the effectiveness of teachers. The methodological approaches adopted in earlier teacher effectiveness research therefore reflected the traditions of the natural sciences (Siedentop, 2002); specifically, by using thoroughly developed observational protocols as the analytic lens to understand the various elements of classroom life. Teacher effectiveness research therefore has a behaviourist origin. However, such measures were problematic in the field of sport pedagogy because, as subject matter is the criteria for judging effectiveness, the outcome measures needed to have strong content validity. Siedentop (2002) explained that this is because it would have been unfair to judge teachers' effectiveness against outcome measures of content that were not aligned to the overall goals of units.

Because of this, and the absence of content-valid observational measures, researchers shifted their focus to proxy variables of student work. This is where observational measures focused on student work itself, rather than outcome measures and so the measurable variables were time-based and response-based. This resulted in the term academic-learning-time (ALT). The ALT-PE approach measured the amount of time students were engaged in activity related to overarching lesson goals, which became the most frequently used time-based variable. The ALT-PE approach, developed by key researchers in the field of PE (Metzler, 1979; Siedentop, *et al.*, 1979; Siedentop, *et al.*, 1982), was deemed more methodologically sound than classroom research protocols. It can be critiqued however for its emphasis on observation of motor learning, although there were claims made that affective outcomes were achieved as a bi-product of academic success (Siedentop, 2002). In addition, response-based protocols were also developed to observe and evaluate students' responses in a holistic way (Siedentop, 2002). For this, the concept of opportunity-to-respond (OTR) was borrowed from the field of behaviour analysis and observation systems built around it. As a result, the number of appropriate or successful responses became the criterion variable which was also then used to judge relative teacher effectiveness (Siedentop, 2002).

Much of this work was conducted leading up to and within the 1990s. What the majority of these studies confirmed was a compelling agenda for PE teachers to establish and maintain order through a focus on cooperation rather than compliance, with a positive classroom climate (Siedentop, 2002). Also identified was that many of the teachers studied were satisfied that they were teaching effectively (Kutame, 1997; Romar, 1994; Romar, *et al.*, 1995), which was based on the 'successful implementation of important teaching skills explanations, demonstrations, positive feedback, and the like and their perception that students mostly enjoy the classes' (Siedentop, 2002, p.435). Siedentop (2002) highlighted several interesting factors. Firstly, that students exert strong influences on what teachers do in lessons, and secondly, that to understand the effectiveness of a teacher we should watch the students, and not the teacher (Siedentop, 2002). On this premise, there was a shift towards research which focused on student motivation as well as teacher behaviour in PE (De Meyer, *et al.* 2014). Particularly, student motivation as informed by Self-Determination Theory (SDT) (Deci and Ryan, 2000; see also Haerens, *et al.*, 2010). At the heart of SDT are three basic psychological needs (Ryan and Deci, 2002). The first is the need for *autonomy*, whereby a sense of volitional and psychological freedom can be experienced. Second, is *competence*, where a sense of effectiveness can be experienced, and thirdly, *relatedness*, where closeness and mutuality in interpersonal relationships can be experienced. These three 'fundamental psychological nutrients' indicate optimal functioning and wellbeing (De Meyer, *et al.* 2014, p.542) at both an inter-individual (Adie, *et al.*, 2012) and intra-individual level (Ryan, *et al.*, 2010). As the alternative to these desirable nutrients is potential ill-being and pathology (Verstuyf, *et al.*, 2013), they are a key part of quality in PE teaching which teachers may endeavour to facilitate.

Research drawing on SDT is often based on the premise that promoting a healthy, active lifestyle is a central aim of (PE) and with an emphasis on students being prepared for lifelong PA (Corbin, 2002; Fairclough, 2003). The connections made between teacher behaviour and student motivation as informed by SDT are important to highlight in this discussion of quality in PE teaching. Most important is the idea of an autonomy-supportive teaching style, whereby teachers adopt practices that would facilitate students' autonomous motivations (either intrinsic or extrinsic) (Deci and Ryan, 2000). Through a teacher's interpersonal style, teachers can either support or thwart students' needs for relatedness, competence and autonomy⁵². Many studies drawing on SDT as a theoretical framework have focused on need-supportive teaching behaviour as superior to need-thwarting teaching behaviour (De Meyer, *et al.*, 2014). Teacher behaviours and attributes associated with

⁵² A style where socialisation figures identify, nurture and developed students' inner motivational resources so that students perceive themselves as the initiator of their actions.

relatedness-supportive interactions were identified as warm, friendly, responsive and involved as opposed to cold, unfriendly, indifferent and distant (Soenens *et al.*, 2007), and a competence-supportive teaching style was contrasted with a chaotic style (Jang *et al.*, 2010 and Vansteenkiste, *et al.*, 2012). Finally, autonomy-supportive teachers are said to consider the students' perspective, offer choice, encourage initiative and also facilitate the intrinsic values of activities such as fun, and by participating themselves (De Meyer, *et al.*, 2014). They also develop students' own motivational resources so that they can become the initiator of their own actions (Reeve, 2009). Autonomy-supportive teaching has been associated with high quality motivation and other beneficial educational outcomes like autonomy, need satisfaction, engagement, school performance and enjoyment (De Meyer, *et al.*, 2014), as well as more adaptive outcomes such as effort-expenditure during PE and increased intentions to be physically active outside PE and during leisure time. These findings link the necessary consideration of what is termed transfer of learning to this discussion of quality in PET, particularly as *lifelong participation* is a widely supported aspiration in many school PE programmes (Haerens, *et al.*, 2010; Kirk, 2010). This is confirmed by research which has found that students with more optimal, autonomous motivational profiles have reported more transfer, as they confirmed they were more active at secondary school (Haerens, *et al.*, 2010).

As teachers' interpersonal styles have highlighted one approach as autonomy, supportive teaching, additional approaches to teaching are now discussed which, when adopted in practice, may also be deemed to contribute to quality in PET. Many of the following examples have been chosen as they encourage elements of relatedness, competence or autonomy-supportive teaching as explored above. Firstly, Kirk (2010b) describes innovative teachers of PE as those who may teach games by using the approach of Teaching Games for Understanding (TGfU) (Bunker and Thorpe, 1982). Innovative teachers may use more reciprocal, guided-discovery, and problem-solving styles of teaching (based on *the spectrum of teaching styles* (Mosston and Ashworth, 1986, 1992, 2002, 2008). The point I found most interesting is Kirk's (2010b, p.4) assertion that skilfully operating a hidden curriculum⁵³ may also be considered an element of high QPET as this may offer the potential for greater educational value (Hoffman, 1987). Often, teachers who are:

⁵³ 'An aspect of communication and meaning making' (Kirk, 1992b, p.35). Jackson (1968, in Kirk, 1992b, p.37) identified the hidden curriculum as pupils' learning that is not expressed in the school's explicit aims. Seddon (1983, in Kirk, 1992b, p.37) suggested that the hidden curriculum involves the learning of 'knowledge, attitudes, norms, beliefs, values and assumptions'. These are likely to be communicated 'unintentionally, unconsciously, and unavoidably' (Kirk, 1992b, p.37), but 'must be mastered if students and teachers are to make their way through school satisfactorily'.

Skilful operators of a hidden curriculum who use technical practices merely as a vehicle to communicate the values and joys of physical activity or to facilitate for students the practice of responsibility for self and respect for others.

(Kirk, 2010b, p.4).

Instructional models (Metzler, 2011) and pedagogies of PE which have formed and featured in the subject area over time may also be deemed innovative. They may, therefore, be approaches that are adopted by a teacher demonstrating QPET. As highlighted by Thomson (2017, p.16), these have been summarised as:

- health-related fitness and health-related exercise (Harris, 2010);
- physical literacy (Whitehead, 2001; 2010) and Fundamental Movement Skills (FMS) (Gallahue and Donnolly, 2003) – in primary PE contexts; and,
- instructional models and models-based instruction (Metzler, 2011).

The two innovative instructional models of particular note, and perhaps the most well known in the field of PE currently, are Sport Education (Siedentop, 1994) and TGfU, (Bunker and Thorpe, 1982). These named approaches encourage a holistic⁵⁴ approach to the delivery of PE. The next section starts to explore knowledge that is required by all teachers regardless of their subject area and links are made to PE throughout.

2.6 Career phases and changes in personal constructs across a career

As the goals of teacher evaluation policies aim to create interconnectivity from preservice to later teacher career stages (Darling-Hammond, 2012), a further gap in the literature was highlighted in terms of considering the personal constructions of QPET across career phases. With natural changes in policy over time, particularly in PE, it seems obvious to point out that teachers in different career phases may personally construe and teach differently in practice. However, I make this point knowing it is multifactorial and complex and so firstly qualify it given what we know about policy slippage⁵⁵ (Ball 1990; Bowe, *et al.*, 2017).

⁵⁴ Holistic in the sense that they have the potential to enable children to develop across a range of learning domains. Potentially physically, socially, cognitively, affectively or emotionally and also in terms of their motor competence.

⁵⁵ 'Texts take on (modified) mental and corporeal forms. A formal written document (policy) is read and in that process reformed in our minds. We produce our own abbreviated and/or expanded version... interpreting and applying content in a particular way, decontextualizing and then reconceptualising content, meaning and values... These interpretations and modifications occur in and in relation to specific contexts... Texts are not only shaped by contexts (social, cultural, economic, institutional, historical); they simultaneously shape (reproduce and/or change) those contexts. 'Slippage' is therefore unlikely to follow clear patterns.... 'Slippage' will appear erratic and diverse... the boundaries to the policy process are always fluid... as the development and implementation of a policy may be influenced by seemingly unrelated policies or issues... Dominated by surrounding policies... And cannot be divorced from developments that have preceded them... in education policy, we never start with a blank page' (Green and Hardman, 2004, p.27).

Secondly, I qualify the point further by also acknowledging that teachers may be viewed as 'intergenerational living links' or 'cultural conduits', of not just the 'transmission of gender orientations and practices in the profession' (Brown and Evans, 2004, p.48), but also wider knowledge, teacher characteristics, politics, history, socialisation and more. The links therefore may act as channels of reproduction (Brown and Evans, 2004). Regardless, understanding the channels intergenerationally has been considered important, if we want to understand how we might rupture and challenge them. Therefore, literature related to career phases in teaching generally, and in PE specifically, is the focus in this final section of the chapter.

With direct relation to PE, Sikes (1988) used a life history approach to explore teachers' views and experiences of the ageing process. Sikes (1988) noted that most career-orientated research in PE predominantly focused on men; hers was therefore a valuable contribution also focusing on women. She identified 'initial career thoughts, involvement, promotion prospects, and career moves' as important themes for her study, but, as Armour (in Kirk *et al.*, 2013) pointed out, the study failed to appreciate the participants' lives in a holistic sense. One of her key observations was that age and experience present a particular problem for PE teachers because when they have reached their most experienced, they are less physically able, which often leads them to leave the profession (Sikes, 1988). This fact went without considerable evidence, however, research by Mäkelä, *et al.* (2014a) did find that PE teachers in the age group of 40 to 44 years old were the biggest group considering leaving the profession. This was not, however, connected to physical ability. In further research (Mäkelä, *et al.*, 2014b), physical load was identified as a more likely reason for women to leave teaching as compared to men. In addition, Mäkelä and Hirvensalo (2015) reported that the work ability of PE teachers can decrease over time and it was statistically confirmed that experienced teachers were more likely to indicate physical load as a reason for leaving teaching than novice teachers. These findings may indicate a generally young workforce, and as the majority of leadership positions within PE are male, their domination results in a mostly traditional curriculum (e.g. sport-orientated and competitive) (Sikes, 1988) which has already been identified as resistant to change. Mäkelä, *et al.*'s. (2014b) research did indicate that teachers at different stages of their careers are more likely to leave teaching for different reasons. Such reasons were highlighted as the routinisation of work, lack of promotion opportunities, poor working conditions, lack of facilities or equipment, student misbehaviour, low salary, lack of recognition, lack of respect and poor status of the profession (Mäkelä, *et al.*, 2014b). These factors could be seen as detrimental to QPET but also highlight the inter-generational differences identified by a career phase focus. Further research concerning age (Templin *et al.*, 1988) focused on two female, mid-career PE teachers (MCTs). They argued that most studies of teachers' careers related

to occupational mobility and commitment to the job, where their study was more favourably rooted in a 'whole life perspective' (p.58), which acknowledges subjectivity and the link between self and context. Commonalities found in Templin *et al.*'s. (1988) research were, 'working long hours, seeing PE as low-status and valuing education and their role in it' (Armour, in Kirk *et al.*, 2013, p.475). The differences found were promotion or advancement out of PE or settling down for a career as a PE teacher. While Templin *et al.* (1988) expressed the need for further research on PE teachers' careers, their biggest finding was the marginality of PE and the consequences of such on the direction of the PE teachers' careers. The narrative approach to literature on age and careers continued into Templin *et al.*'s. (1991) research on one male PE teacher, using a series of life-history interviews. This time the focus was on how this one teacher negotiated his career alongside the ageing process. The intention was to describe his story and, as a consequence, communicate the teacher's personal reality (Templin *et al.*, 1991).

Key findings from Sparkes and Templin's (1992) research, based on interviews with teachers at different stages of their careers, also reported the low status of PE teachers (also found by Schempp, 1993) and an awareness of this across generations. They also described female PE teachers as experiencing double marginality (Sparkes and Templin, 1992), confirmed in later research by Naess (2001). These findings allowed Kirk, *et al.* (2013, p.475) to summarise that teachers are not a homogenous group and that such intergenerational findings play an important part in understanding PE teachers' career opportunities and effective teaching. In 1996, Dowling-Naess problematised 'the relationality of national curricula as agents of change' (p.42) and found that regardless of the implementation of new curricula and policies through their career, the single participant of this research remained unaffected by the changes and retained his focus on sport and physical mastery which underpinned his pedagogical practice timelessly. In Dowling-Naess's later research (2001), it was acknowledged that while teachers may enjoy a sense of agency, through PE teachers' socialisation⁵⁶ into the subject, 'rarely are the conditions for this agency of the teachers' choosing' (p.45). This suggests socialisation causes the possibilities for agency to be decided upon by others and choice is limited, both socialisation and choice may therefore influence teachers' constructs of QPET. Socialisation into PE has been more recently explored by Richards and Gaudreault (2016).

⁵⁶ 'Socialisation is the process through which individuals learn the norms, cultures, and ideologies deemed important in a particular social setting by interacting with one another and social institutions' (Billingham, 2007, in Richards and Gaudreault, 2016, p.3).

Socialisation focuses on ways in which individual teachers learn the knowledge, skills and dispositions needed in order to become effective members of a profession (Bauer and Erdogan, 2011). I explore this concept in connection with career phases. Socialisation into teaching has typically been examined through the three phases of *acculturation*⁵⁷, *professional socialisation*⁵⁸ and *organisational socialisation*⁵⁹ (Lawson 1983a, 1983b), the combination of which is described as occupational socialisation (Dewar and Lawson, 1984; Stran and Curtner-Smith, 2009). Occupational socialisation theory was articulated by Richards and Gaudreault (2016) as a model of understanding socialisation into PE which is conceptualised through a series of temporally sequenced phases. It is also described as dialectical, as the theory acknowledges that teachers have the choice and capacity to resist or conform to the influences of individuals and institutions that seek to socialise them (Schempp and Graber, 1992). This is of particular relevance to preservice teachers, who may resist the influence of PETE programmes and instead teach in accordance with the practices they experienced as children, or by extension, mirror the practices of their mentors (usually mid to late career). It also accounts for teachers who ‘resist such forces of traditionalism which operate in some schools, and who instead teach in favour of more innovative pedagogies’ (Richards and Gaudreault, 2016, p.4). This theory is therefore prominent in identifying teachers as restricted by expectations, as well as psychological and sociological influences, in the settings in which they teach resulting in further points of negotiation for teachers to navigate, impacting on their perceptions of QPET. Socialisation is also relevant to teachers across all career phases, as Lawson (1986, p.107) contended:

Occupational socialisation is all kinds of socialisation that initially influences persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers.

Regardless of the above, most research in teacher career development focuses on the initial and final years of teaching (see for example: D’Aniello, 2008; Hobson, *et al.*, 2009; Perry, *et al.*, 2008; Watt and Richardson, 2008). Longitudinal studies focusing on mid-career teachers are said to be limited (Richards and Gaudreault, 2016). With that in mind, I acknowledge, like Sheehy (1996), that individual teachers’ lives involve experiences in stages, phases and

⁵⁷ ‘Anticipatory socialisation that occurs before formal teacher training’ (Richards and Gaudreault, 2016, p.4). It begins at birth and continues until the teaching recruit enters teacher education.

⁵⁸ ‘Teacher training programs, typically in the setting of post-secondary education’ (Richards and Gaudreault, 2016, p.4). It begins with entrance into a professional program and concludes with the completion of student teaching.

⁵⁹ ‘Ongoing, career-long socialisation occurring in the school setting in which one works’ (Richards and Gaudreault, 2016, p.4). This is long lasting and spans from the beginning of the educational experience to the exit from the profession. It is said to be unique to each individual. Particularly as teachers encounter different life experiences, circumstances and conditions (Schempp and Graber, 1992).

passages through which they are likely to possess distinctive orientations to life and their place in the world (Hargreaves, 2005), while holding unique attitudes, knowledge, skills, behaviours and self-efficacy at various points (Fessler and Christensen, 1992). Teachers' careers can be viewed through a lens of career development, where various models emphasise teachers' lives (Huberman, 1993; Steffy, *et al.*, 2000) and career cycles (Fessler and Christensen, 1992; Leithwood, 1992). The criteria used to determine each stage is usually contrasted across these models as some classify stages by year and others through lived experiences. One such model was posited by Huberman (1993) which used the teacher's life cycle to examine the lives of Swiss secondary school teachers. This research was widely cited as it led to the development of a non-linear empirically-based and schematic model of a career cycle for teaching which included five phases. These phases were *survival and discovery* (years 1-3), *stabilisation* (years 4-6), *experimentation/ activism and stocktaking* (years 7-18), *serenity or conservatism* (years 19-30) and *disengagement* (30+ years). Later, this led to key research on the career development process (Huberman, 1995) which was based on four experience groups of 5-10, 11-19, 20-29, and 30-39 years and has become the precedent for researchers exploring career or life phases internationally. This work does not go without critique but formed one of the largest contributions to this field. Huberman's (1995, p.193) hypothesis highlighted that:

Teachers have different aims and different dilemmas at various moments in their professional cycle, and their desires to reach out for more information, knowledge, expertise and technical competence will vary accordingly... a core assumption is that there will be commonalities among teachers in the sequencing of their professional lives.

While these are important points to consider and they acknowledge that teachers are individuals, regardless of their age, it is consistently the case that some predictions might not be made chronologically. Career phases should be considered an important lens in exploring teachers' perceptions of QPET, so as to ascertain both generational and intergenerational understandings of the concept, but while acknowledging there will be a level of uniqueness to each teacher. This was one of the main contributions of Huberman's work (1995), as he believed that it may be possible to ascertain what determines a more or less successful career so that an appropriate support structure could be developed based on modal profiles. This work heavily informed Day *et al.*'s. (2007) four-year project looking at *variations in teachers' work, lives and effectiveness* (VITAE), which is now one of the largest longitudinal, mixed-methods studies of teachers' lives, work, and effectiveness. Effectiveness (as part of the VITAE study) was defined by teachers' personal constructions and by students' progress and attainment measured over three years. The project (Day *et al.*, 2007) looked at six professional

life phases based on years of experience (0-3, 4-7, 8-15, 16-23, 24-30 & 31+ years) and found that teachers in the later professional life phases were more likely to have a decline in commitment than early and middle career teachers (Day, 2012). In full, these were labelled as:

- i. 0-3 – Commitment: support and challenge;
- ii. 4-7 – identity and efficacy in the classroom;
- iii. 8-15 – managing changes in role and identity: growing tensions and transitions;
- iv. 16-23 – work-life tension: challenges to motivation and commitment;
- v. 24-30 – challenges to sustaining motivation; and,
- vi. 31+ - sustaining/declining motivation, ability to cope which change, looking to retire.

The study also found that early career teachers (ECTs) were more likely to sustain commitment despite challenging circumstances, and that mid-career teachers were less likely to have a decline in commitment (Day, 2012). The VITAE project influenced later research into teacher effectiveness, with similar findings by Kington *et al.* (2014), who found that teachers focus on different aspects of their teaching practices at different stages of their career. However, none of the research mentioned in this chapter has sought to explore QPET. The temporally sequenced phases from Fessler and Christensen (1992) provide a framework which allows the dynamic nature of teachers work lives to be appreciated; dynamic in the sense that it considers the multiple factors inside and outside of school contexts and their effects on teachers' motivations, commitment and enthusiasm at different stages of their careers. Any such career cycle model can be drawn upon in discussions of QPET, as they indirectly necessitate that for quality to be enacted, more nurturing, supportive and reinforcing environments must be created which can assist teachers to pursue positive and rewarding career progressions. This, in turn can help to sustain their passion and motivation in their professional roles. Career progression (and also in this case QPET) can therefore be said to be affected by personal environmental conditions such as 'family, positive critical incidents and individual dispositions' (Richards and Gaudreault, 2016, p.84), as well as 'organisational environmental influences (e.g. societal expectations, public trust, and management style)' (Richards and Gaudreault, 2016, p.84). The career stages presented through Fessler and Christensen's, (1992) model were *pre-service, induction, competency building, enthusiastic and growing, career frustration, career stability, career wind-down and career exit*. Through the model it was not suggested that teachers pass through the cycle in a linear fashion but instead in a dynamic way which reflects unique cycles, with each stage also presenting a

potential career avenue, some of which teachers many never enter, or enter multiple times, with differing lengths of time in each (Fessler and Christensen, 1992).

Other relevant research had also drawn on expert-novice models of expertise and teachers' knowledge (for example, Berliner, 1986). This research explored the development of teachers' *craft knowledge* or *wisdom of practice*. Through this, Berliner (1986) suggested that by comparing and contrasting expert and novice teachers' knowledge, thinking and behaviours, an alternative way to enrich the knowledge base of teaching may ensue. While using different terminology, this work is similar to that of career phases. For example, teaching expertise in PE was defined by Dodds (1994, pp.156-157) as:

Not limited to particular teaching perspectives but rather ... grounded in a variety of dispositions, attitudes, beliefs, knowledge and behaviours that compromise a teacher's world view.

This helped to justify a need to explore teachers' knowledge and beliefs (by way of constructs), their motivations (by way of exploring their past histories, perceptions of quality and therefore what may inform their attitudes) and their behaviours (in practice). Expertise is likely to indicate QPET. This may be confirmed by early research by Siedentop and Eldar (1989) who indicated that i) expertise was specific to context, ii) that experience was essential, but not a sufficient condition for expertise and iii) that high subject matter knowledge and skilfulness were parts of expertise. Different forms of expertise are said to be more or less relevant to expert and novice teachers - for example Chen and Rovengo (2000) found that expert teachers were more able than novice teachers to facilitate students' self-responsibility and critical thinking. Such findings, whilst generalised, show the merits of focusing on levels of expertise or career phase.

From the work of Huberman (1993, 1995), Fessler and Christensen, (1992), the VITAE project (Day, *et al.*, 2007) and Kington, *et al.* (2014), I determine that career phases are a useful lens through which to explore QPET. This can be justified by acknowledging that perspectives of teachers regarding QPET in different stages of their careers may be diverse, but also that such a concept should be defined in an intergenerational way to establish a more balanced perspective. I also had to choose between the named cycles of Fessler and Christensen (1992), or phases (number of years teaching) (Day, *et al.*, 2007; Huberman, 1995; Kington, *et al.*, 2014). I chose the term *career phases* to reflect the number of years in teaching (see **chapter 3**) so that teachers could attach their own meanings to particular phases. I also decided to use career phases as the lens to ascertain teachers' constructs of QPET through use of the repertory grid technique which had been similarly used in other research (Day, *et al.*, 2007; Kington, *et al.* 2014). This therefore deliberately drew on the assumption that

teachers would perceive QPET differently in relation to themselves and others. This part of my exploration of the literature also identified the need to explore the career paths and professional histories of teachers which could provide valuable information about their socialisation experiences and growth over time, as called for by Richards and Gaudreault (2016), while acknowledging this only forms a part of teachers' constructs of QPET.

Through this research, I address the call for 'more research to be conducted to explore teachers' knowledge' (Kirk, *et al.*, 2006), specifically by:

describing what, how and under what conditions teachers, with various degrees of experiences working in different settings or in different stages of their teacher education program, know about teaching and learning

(Kirk, *et al.*, 2006, p.511).

This is wholly relevant given I defined pedagogy as part of QPET, of which teaching and learning are a part. In 1996, Calderhead (1996, p.722) recommended that more diverse methodologies were needed, 'each contributing its own evidence and perspective to an overall understanding of teaching... and because of the complexity of the area'. As a result, I lead into presenting a 'more sophisticated and inclusive research approach' (Kirk, *et al.*, 2006), which not only contributes to an understanding of QPET, but which seeks to inquire and focus on teachers' knowledge of quality. At the time of the review provided by Kirk, *et al.* (2006), no study was found that 'investigated expertise in its global form that includes sensitive, social, political, and moral dimensions of education' (p.510). As the term *expertise* may be considered one way of perceiving quality, such factors are worthy of note. This also provides further justification for use of the term quality, rather than effectiveness.

2.7 Reflections on the literature, research aim and questions

So far in this chapter, I have sought to express that structure⁶⁰ ('expected ways of thinking and doing') and agency⁶¹ ('the actions of individuals') (Giddens, 1984) are continuously interacting with each other (Richards and Gaudreault, 2016). I argue that, based on the review of literature, *duality of structure* is one dualism that we should be mindful of in discussions of QPET, like the many others I have highlighted through this chapter. I found the expression of a 'duality of structure' (Richards and Gaudreault, 2016, p.92) long after deciding to structure my review of literature in this way. At this point I am able to demonstrate how my

⁶⁰ 'Within the school setting, structure can be viewed as the expectations placed on an individual by the school or the department' (Richards and Gaudreault, 2016, p.92).

⁶¹ 'The actions of the teacher or teachers within the setting' (Richards and Gaudreault, 2016, p.92).

own understanding of quality as a concept developed through my doctoral study by linking it to relevant research. **Figure 2.1** illustrates what I describe as the *negotiated space* or *reality* in which QPET is embodied.

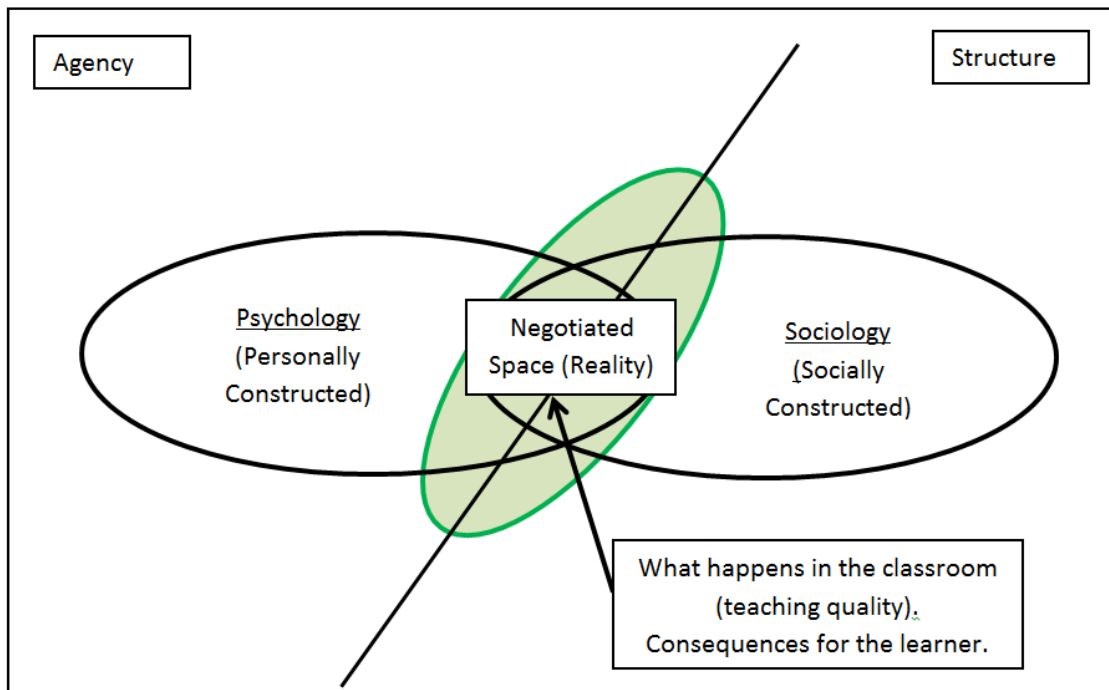


Figure 2.1: An illustration of the interaction between structure and agency and the negotiated space

Since then, and while reflecting on this chapter, I discovered Quennerstedt's (2019) work which has helped me to further justify the focus of this chapter. I agree with Quennerstedt's (2019) assertion that education involves a range of different choices and decisions in classrooms and schools, but also in politics and wider areas of society. The choices often relate to the content, form and purposes of teaching and so, by drawing on Arendt (1958) and Biesta (2013), Quennerstedt (2019) agreed that teaching should be understood as a political and moral act that could be explored in terms of judgements made and their educational consequences. I feel these structural and agentic terms therefore applied well, and their significance is amplified further when it is jointly considered that teachers have their own unique experiences and their own personal knowledge, skills and attributes, which may be their strengths or areas to develop over time.

My understanding of 'HQPE' as the catchphrase I introduced in **chapter 1** is where I feel my interest in *quality* began. I found my own professional socialisation as a teacher especially liberating in resisting the practices and knowledge of PE which I had personally experienced and developed before my entrance into a PETE programme. I can therefore recall large shifts in my own understanding of *quality*, which became increasingly more marked when

I entered my first teaching post and was encouraged to teach in a similar way to my colleagues (more traditional, warm-up, skill, game), which so heavily contradicted some of the innovative approaches I had honed as a student teacher in Wales. I was lucky to quickly progress to Head of Department, which allowed me to explore and negotiate (**Figure 2.1**) what I did in the classroom and with my new colleagues and to question the traditional delivery of games within a grammar school. My own beliefs about PE as a subject area differed considerably from the traditional perspective my head teacher at that time valued. I had professionally wondered how frequently other heads of department have had to defend themselves and educate others on the value of PE as a subject area and that this spans beyond sport and games. These experiences led me towards the writing of a more holistic approach to the PE curriculum which was enacted during my time at the school. I believe that an ideology of personal development in PE was instilled within myself at a much younger age, but in this role, and with the greater freedoms that independent schools afford, I was able to justify and implement such a perspective with the buy-in from my peers. The next biggest shift in my understanding, which led to me questioning most of what I believed about teaching and learning (and also *quality*) was moving into HE. Everything I started to read and lecture on a BA (Hons) Physical Education degree, became underpinned by critical reflections of what I had seen, experienced and believed in practice. Without this shift, I believe many of the intuitive thoughts I had in practice, may have gone without further question, as constrained by time and the routine of school life. I believe I was consistently and cognitively plagued by the inability to define *quality* in PE. I became increasingly aware of its all-encompassing nature and mostly of its complexity. This inspired me to want to research this topic in an innovative and complex way. I realised there was value in understanding what *could be* regarding QPET, so that *what is* could be more easily reflected upon for the benefit of teachers' personal and professional development.

Overall, PE is a subject area 'notorious for failing to be fully inclusive as a result of international pedagogic and policy discourses' (Penney *et al.*, 2018, p.2). Many factors are said to have caused these issues. These include:

- teachers' beliefs and values (Kulinna and Cothran, 2016);
- dominant practices and cultures within school environments (Gerdin, Philpot and Smith, 2018), particularly in PE (Kirk, 2010b); and,
- wider political structures (Evans and Bairner, 2012).

In light of these causes and the chosen structure, I began by exploring wider political structures and the ever-growing presence of neoliberalism. This section highlighted that expectations of schools, teachers, and learners have changed over time, in line with shifts in

governmental power and their underpinning ideologies. With shifts in governmental power, the foci of Ofsted and teacher training institutions have also changed to reflect this. I next explored the various and complex discourses and ideologies that permeate the field of secondary PE, along with the influence of academic PE on these discourses and ideologies. What it means to know in PE teaching was explored thoroughly having been deemed a significant potential contributor to teachers' perceptions of QPET. Next, and linking to concepts in chapter 1, QPET was then positioned as an embodied and phenomenological endeavour. The teacher effectiveness research was discussed in depth in order to position this body of research as a proxy for QPET. Finally, career phases and changes in personal constructs across a career are justified as a central piece of this research, with links made to teacher socialisation literature and career development cycles. Based on this review, the research aim and questions will now be considered, before justifying each question with further reflections on the literature and highlighting the gaps in the field.

Research aim

To explore teachers' constructs of QPET, through the perspectives of teachers teaching in different career phases and how these compare to those bodies that govern the profession.

In order to achieve this research aim, the study was guided by the following three research questions:

- 1) What are teachers' constructs of QPET in secondary PE?
- 2) Are there differences in teachers' constructs of QPET across different career phases?
- 3) Are there similarities and/or contrasts between teachers' constructs of QPET and those of head teachers, senior leadership, and those people that govern the profession?

Research question 1 (**RQ1**) will seek to draw on teachers' voices (constructs) to gain a holistic (Dyson, 2013) understanding of QPET in secondary PE. Teachers are sometimes portrayed as passive in their roles (Day, 2012), acting on the leadership of others within or outside of their school context (Penney and Evans, 2005). This often involves the transmission of policies to those who are tasked with translating it directly into practice. As a result, teachers have been afforded less autonomy and their voices are arguably 'less' heard particularly with relation to the effectiveness literature (Thomson, 2017). The importance of hearing teachers' voices was suggested earlier by Rovengo (2003) to 'understand good teaching' and study what 'good teachers thought, knew, and believed' (p.295). This logic can still be applied, as a

result of teaching having been gradually de-professionalised under a neoliberal, data-focused, and surveillance-oriented culture. Given effectiveness is so heavily researched and has continued to underpin developing policies over time, I decided that the more I learned about *effectiveness*, there was a need to look beyond that term (which focuses heavily on teacher behaviour and student outcomes), to a more holistic view of *quality* in PET which then became a key area for my inquiry. No such research looking at QPET has been conducted regarding the voices of teachers in the field of PE.

RQ2 was firstly born from my professional practice, in recognising that the colleagues I have been fortunate to work with tended to have different perceptions of the term HQPE, depending on their level of experience (career phase). These feelings were amplified when I was mentored (by MCT and late career teachers (LCTs) as a Newly Qualified Teacher (NQT) earlier in my career. I viewed differing perspectives positively, and I began to view QPET as a much broader term which may indicate its *wholeness* and overall potential. As a result of this, and having reviewed the relevant literature in section 2.6, I recognised that there is limited research regarding career phases in PE, especially, that span across early, middle and late career teachers. I also recognised the need for a diverse and balanced view of QPET, which could be ascertained by drawing on personal perspectives of teachers who are in different phases of their career, providing the opportunity to explore generational and intergenerational issues.

RQ3 seeks to explore similarities and/or contrasts between what is so clearly outlined by the government regarding QPET and what is perceived by teachers and leaders. This is now particularly relevant given the new focus of Ofsted inspections on schools' rationales for their chosen intentions in the classroom and whether these align with what is enacted (Miller, 2021). Based on this, consistency within school contexts between what senior leaders and classroom teachers perceive as QPET is therefore important, given the enduringly performative nature of the education landscape.

Having located my study in the existing literature, the next chapter describes the way in which the research was conducted.

Chapter 3

Methodology

3.0 Introduction

The sociological and psychological perspectives explored in the previous chapter support my suggestion that quality and quality teaching (adjectives) are socially constructed. Adopting an approach born from the field of social-psychology is therefore justifiable, by providing further consideration of teachers' voices to personally construct the concept of quality physical education (QPE) teaching. The key connecting factor between the two fields (sociology and psychology) 'is that the social psychologist places the focus on the individual' (Kirk *et al.*, 2013, p.141) which is a key tenet of this study. My research is, however, different from the body of *teacher effectiveness* research, but nevertheless, in physical education (PE), this is the closest body of empirical research to the issue of quality. However, this research does not seek to explain the impact of *effective teaching* concerning students' progress and attainment. It instead focuses on teachers' personal constructions and practical demonstrations which may or may not have a visible impact on pupil learning. For this reason, quality in PE teaching (QPET) has been adopted from this point onwards. Teacher effectiveness literature has mostly relied on teachers' observable behaviour, but, in addition, teachers' beliefs and values may be equally visible through the exploration of a teacher's personal constructs (Kelly, 1955). Teachers' beliefs (by way of personal constructs) are at the heart of this research and play an important part in the 'judgements, understanding, and interpretations teachers make every day' (Kirk *et al.*, 2013, p.486).

It should also be noted that it appears no singular piece of research exploring the effectiveness of teaching or career phases has adopted an approach outside of narrative, life history interviews within the PE population (see for example Thomson, 2017). Specifically, it appears there is little mixed methodological research used with PE teachers' lives, careers, and effectiveness, adopting a pragmatic epistemological and ontological position. Further, while some research examining teachers' careers has been grounded in 'a whole life perspective' (Templin *et al.*, 1988, p.58), none has looked at this whole life perspective, or career phases, from the perspective of teachers who are currently practicing. Given that personal, institutional, and societal priorities change over time, my research sought to ascertain a balanced and inclusive view of QPET, by considering this with career phases. The absence of such an approach with primary school teachers was raised by Kington, Reed and Sammons (2014, p.535) who stated that:

Few studies have attempted to achieve an in-depth account of teachers' perceptions of what they do and how effective they feel they are as classroom practitioners, especially combined with any variations that may occur due to particular phases of career.

PE 'comprises a lot of complex phenomena' (König, 2016, p.179) which have been explored throughout the review of literature. The issues found 'can be understood at a more profound level by using mixed-methods' (Greene, 2015, p.614). The factors highlighted above form key parts of the chosen methodological approach to follow.

This inquiry is based on an in-depth study of fourteen teachers' personal constructs of quality teaching in secondary PE. The mixed methodological approach adopted was an integrated, sequential, exploratory design, with equal status given to quantitative and qualitative data. The stance adopted was that of naturalistic pragmatism synthesised from the epistemological values of constructive alternativism and personal construct theory. The latter was developed by Kelly (1955; 1991) and focuses on the field of personal construct psychology. I will begin this chapter by sharing my professional life leading to doctoral study (positionality), and my interest in the chosen research area (3.1). In section 3.2, my ontological and epistemological positioning will be explored, which will justify the chosen methodological approaches and, later in the chapter, gives rise to 'issues of instrumentation and data collection' (Cohen, Manion and Morrison, 2018, p.3). A thorough explanation of my chosen mixed methodological approach is provided in section 3.3. Section 3.4 provides an overview of the purposive and snowball sampling methods, and participant characteristics. Data collection methods are outlined, which include initial exploratory professional dialogues (IPDs) (3.5.1), repertory grid interviews (RGIs) (3.5.2), lesson observations (3.5.3), and finally a rank ordering task, which will be informed by the RGI findings (3.5.4). Plans for data analysis are shared alongside each method. So too are their key implications and the ethical issues which were managed. Ethical considerations are acknowledged further and more exclusively in section 3.6 and the chapter is summarised in section 3.7. The chapter concludes with section 3.8 which shares my methodological reflections and further acknowledgement of the research limitations. The reflections at this stage of the chapter refer to organisational constraints (3.8.1) and my overall experience of becoming a mixed methods researcher (3.8.2).

3.1 Positionality and reflexivity

I am a thirty-one-year-old, white, British female, born in a rural town in the West Midlands, England, UK. My family is predominantly working class. I attended a small primary school in South Shropshire from 1996-2001. My earliest and fondest memories in PE and School Sport (PESS) began during these primary school years: for example, one of our teachers exploring gymnastics shapes with us, playing netball in rainy weather on the playground, and some

secondary school pupils delivering PE to us as part of the TOP Sports Programme⁶² (TOPS, Youth Sport Trust, 2019). My passion for PE accelerated at the end of Year 6 following a Unihoc tournament that was held at my soon-to-be secondary school. I had found a sport at which I was particularly talented and on my move to secondary school (a Specialist Sports College) I sought a local club to play hockey. From Year 7, hockey became a strong passion to which I dedicated a great deal of time for the next twelve years. Hockey was the avenue that led to plenty of other opportunities. These included thousands of volunteer hours in a range of different sports and physical activities, gaining a range of National Governing Body (NGB) qualifications, a huge boost in my confidence over time, and inevitably, very clear career goals. PESS was the area of school life with which I felt most comfortable, and this aspect of my schooling was the only one that engaged me enough to try hard in other areas. This led to my early pursuit of a career in PE, specifically teaching.

My interest in QPE began in Year 8. I distinctly remember ten posters outside the PE department highlighting the ten characteristics of a high QPE (HQPE) student (DCMS, 2004). I stood for great lengths of time reading these and comparing what I could already do with those characteristics I needed to develop further. I had passionate and inspiring PE teachers. Their unique personal qualities gave me a great deal of confidence in myself which also instilled an aspirational attitude. By the age of 14, I had set myself a 10-15 year career plan for progression towards the completion of a PhD. This began with the completion of General Certificate(s) for Secondary Education (GCSEs), which included PE; followed by Advanced Level(s) (A-Levels) in Psychology, Geography, and PE, and then a Bachelor of Science (BSc) in Sport and PE at Cardiff Metropolitan University (CMU). I gained a place on the Postgraduate Certificate in Education (PGCE) in Secondary PE at CMU for 2011-2012 and quickly secured my first post as 'Teacher of PE and Hockey Lead' at an outstanding 11-18 years academy in North Shropshire, for a September 2012 start.

This year was a particular career highlight having officially graduated as a teacher the night before I was lucky to travel down to London and watch hockey in the London 2012 Olympics. The seven-year build-up to the Olympics and the number of government policies and initiatives put in place by, for example, the Youth Sport Trust (YST), was what had inspired me so much to do all that I had and all that was yet to come. After a successful Newly Qualified Teacher (NQT) year and the year following it, and having started a Master of Arts degree (MA) in Education part-time at the University of Worcester in 2013, I quickly sought career progression and moved into the role of Head of PE and Girls Games in a 2-18 years grammar

⁶² TOP Sport are resources to help deliver outstanding extra-curricular sessions in Key Stage 2. They often include resource cards and training, which focus on ideas for adapting activities to include and develop all children at a lunchtime and extra-curricular activity and can be used by young leaders who are helping with the activity (YST, 2019).

school in Staffordshire in 2014. During this time, I completed my MA in Education. This had been my first experience as head of a department, which later turned into a promotion to head of house. Having progressed quickly meant my salary with the number of roles held in school was low. As a result, I began to have less and less time to commit to doctoral study (which I had started in 2016). At this point, perhaps unexpectedly, I applied for a role as a lecturer in PE at a university in the West Midlands to teach on a BA (Hons) in PE degree.

My positionality, in agreement with Sachs (2003b), may be deemed to be an 'activist professional' where, by persisting in my role in Higher Education (HE), I hope to make a difference to those who I teach, bring together knowledge from a broad range of literature and to conduct research which keeps me close to the ongoing work of teachers (Day, 2012). I am therefore interested and motivated by research that has a focus on practice and practitioners. My career so far has not been without obstacles. I have committed myself, since achieving qualified teacher status (QTS), to maintaining my motivation to teach the best I can throughout my career, albeit that the landscape of education and teaching is constantly changing and is sometimes challenging (Day, 2012).

As I locate myself within the research process, aiming to do so reflexively, there is much about my professional context, my history and views of the world, and how knowledge is gained, that may influence the decisions I make as a researcher. These form my positionality (Gallais, 2008). These professional experiences may have influenced the development of my research questions and the paradigm of research (with its underlying philosophies), which I have freely chosen to adopt (Cohen *et al.*, 2018). Since the beginning of my doctoral study, my positionality as a former teacher-now-lecturer has shifted from that of an insider to the teaching profession to being a relative outsider (Gallais, 2008). The transition from primary and secondary schooling to HE did not come with 'seamless transcendence' (Bywater and Mander, 2018, p.202) and there were several academic bumps (Boyd and Harris, 2010) experienced along the way. The main 'academic bump' related to struggles with my own professional identity. By analysing my positionality in terms of insider-outsider, I could enhance my reflexivity while conducting this research (Hellowell, 2006). Further understanding can be ascertained regarding the link between my positionality and the insights that may be derived as a result (Gallais, 2008). To be transparent and offer a degree of reflexivity, the following are positive factors potentially associated with my 'insider-ness':

- Previous roles as a teacher of PE, a head of department and head of house and the fact that these positions may help me to 'fit in' sooner;

- *shared* similar teaching experiences; I hold a sense of sameness with the participants (Jenkins, 2000), which means I hold awareness of PE teaching and teaching in general (Merton, 1972; Viskovic and Robson, 2001);
- my habitus may impact my responses to situations during data collection due to my familiarity with the topic and trying to understand others from the viewpoint of my own experiences (Hockey, 1993);
- a sense of empathy for the participants (Hockey, 1993) and my shared understandings (Gallais, 2008); and,
- the participants' life histories may be similar to my own.

Likewise, there are relevant factors associated with my 'outsider-ness', such as:

- no conflict regarding the 'dual role of investigator and employee' as I am not employed by the schools I will be visiting, nor are the participants employees of my own (Morse, 1998, p.61);
- limited day to day involvement and proximity to the schools involved in the study, which does not challenge the validity of the research (Gallais, 2008);
- the need to have familiarisation phases with participants so that common ground can be sought, and a research relationship be established (Gallais, 2008);
- the ability to benefit from my own teaching experiences whilst taking an outside, reflective stance towards the research;
- the ability of myself to be critical of the topic and research (Gallais, 2008);
- avoidance of 'restricted vision' or 'over-rapport' (Hong and Duff, 2002, p.194); and,
- my positional power as a 'was' teacher, 'now' lecturer may impact participants' willingness (or not) to share their opinions openly during the data collection process.

Overall, I cannot claim to be an absolute outsider to this research, having been a teacher and by continuing to be involved in the field of education, but I am still an outsider to their school contexts. I was therefore a stranger to the majority of participants, who did 'not share the (in-group's) basic assumptions... essentially the man who has to place in question nearly everything that seems unquestionable to the members of the approached group' (Schutz, 1976, p.104). To some participants, this may have felt unsettling. There was a degree of fluidity between my insider/outsider-ness during this research, as I became more familiar with participants when returning to complete 'next stages' of the data collection, and also as I was/am learning during the research process, my lens of analysis may well have changed as a result (Hastings, 2010; Kerstetter, 2012). The sampling strategy adopted may also have impacted my positionality as some initial participants were known to me before the study. In summary, to identify me as a full insider or outsider would be to accept both doctrines as

separate dualisms. In the case of this research, I cannot be exclusively one or the other, and so, adopting an approach that values pragmatism seems ever more justifiable.

3.2 Research frameworks

There is continual debate over the simplistic description of 'two types' of approaches (or paradigms) towards research (Creamer, 2018). Labels usually associated with quantitative methodologies are positivist, objectivist, or scientific (Wood and Welch, 2010). With qualitative methodologies, labels may be phenomenological, social constructionist, subjectivist, relativist, and interpretivist (Wood and Welch, 2010). The various labels for both of these paradigms have different meanings. However, the differences often tend to be 'glossed over by the implicit assumption that there are only two basic types of research' (Wood and Welch, 2010: p.56). Although we still make use of and explore the distinction between quantitative and qualitative research (see, for example, Creswell, 2009; Denscombe, 2008; Tashakkori and Teddlie, 1998), there is now an increasing consensus that 'both styles of research may have a contribution to make, which leads to the idea of mixing quantitative and qualitative methods' (Wood and Welch, 2010, p.56). To address the aims and questions which inform my research, a mixed methodological approach was deemed the most appropriate. As a mixed methodologist, I therefore adhere to the ontological and epistemological assumptions of the mixed methods paradigm. Further to this, by adopting naturalism 'which sees thinking man in nature' (Mead, 1934, p.2) and to avoid 'mind-body' dualisms (Dewey, 1938; Mead, 1934; Quay, 2013; Ward, 2015), I value the ontological position of naturalistic pragmatism, supporting, in part, that there are no unchanging realities. I also value the ontological position drawn from Quay (2013), that existence should be conceived of an aesthetic whole⁶³ made up of forms of consciousness such as being, doing, and knowing. This involves what Quay (2013) synthesises as existence being made up of both reflective and aesthetic experience.

Pragmatists argue that there may be both singular and multiple versions of truth and reality, sometimes subjective and sometimes objective, sometimes scientific and sometimes humanistic (Johnson and Onwuegbuzie, 2004). Pragmatism offers a methodologically eclectic (Day *et al.*, 2006b), pluralist approach to research, drawing on positivism and interpretive epistemologies based on the criteria of *fitness for purpose* (Bryman, 2007) and applicability, and regarding *reality* as both objective and socially constructed (Johnson and Onwuegbuzie,

⁶³ A way of understanding existence as both *interaction* (the starting point of modern science), and *individuality* (an aesthetic origin) (Quay, 2013). The aesthetic whole is an interpretation of existence as a simple unity (Quay, 2013). This whole is often overlooked by privileged, scientific ways of thinking and is born from Quay's (2013) coherent theory of experience. This theory marries phenomenology and pragmatism and connects experience to life by defining education as inclusive of knowing, doing and being.

2004). Arguably from this perspective, quality teaching may be regarded from either perspective by different stakeholders within the field of PE.

In Dewey's (1911) application of philosophical insights to education, dualisms were deemed as direct opposite terms that presented themselves in practice settings. The specific and philosophic dualisms he made an early reference to were those between 'spirit and matter, mind and body, logic and psychology' (Dewey, 1911, p.374). As dualisms create great educational confusion, conflict, and necessitate compromise, his theory of experience is described as holistic and unified (Quay, 2013). Many dualisms have presented themselves throughout the review of literature and have contributed to the methodological approach adopted for the current study. Examples of such dualisms are: drawing on the public or private sector; right-wing or left-wing politics; matters of structure and/or agency to be discussed concerning teaching quality or effectiveness; process or product emphases which underpin government policies; and, progressive versus traditional education. Without unity, making connections becomes harder and at the 'mercy of external circumstances' (Dewey, 1902b: 18). Dewey's philosophical perspective aimed to bring both sides of the many dualisms together in an 'operational relationship that achieves functional unity' (Quay, 2013, p.14). To do this, Dewey overcame dualisms by adopting the strategy of accepting key distinctions between antithetical terms as 'relative and working', yet not 'fixed and absolute' so the possibility of achieving functional unity may exist (1911, p.374). Mind-body dualisms are most prevalent in PE and are implicated by issues outside of the subject area itself (Ward, 2015). This includes theory-practice and biological versus social science. The International Council of Sport Science and PE (ICSSPE, 2001) celebrates the ability of PE to provide an integrated development of mind and body so the subject should therefore, ideologically, reject dualisms. Philosophers, such as Mead (1934), Kelly (1955), Dewey (1911) and Quay (2013) also believed in overlooking such dualisms. Their presence in PE however is enduringly problematic (Ward, 2015).

Dewey (1948) focused on how people think and solve problems with 'an experimental type of mind', referred to as 'one which forms and tests hunches, guesses, and hypotheses to search for a solution to a problem' (Butt and Warren, 2016, p.12). Epistemologically, however, I value constructive alternativism and posit George Kelly's (1955) Personal Construct Theory (PCT), which is part of the field of Personal Construct Psychology (PCP). Underlying PCT is the idea that 'every man [is] his own scientist' (Kelly, 1955) which may be said to reflect Dewey's 'experimental type of mind'. Kelly believed that as humans we try to understand the universe, ourselves, and the particular situations we encounter as 'man the scientist'. In explaining constructive alternativism, Kelly explored that, if a scientist aims to:

Predict and control courses of events [in] which he is involved, he may have to have a theory, test his hypotheses and weigh his experimental evidence... if so... might not the differences between the personal viewpoints of different men correspond to the differences between the theoretical points of view of different scientists.

(Kelly, 1963, p.5).

The problem which is presented through my research is, therefore, not there to be solved but to contribute to the field by exploring the personal constructs of teachers concerning QPET. By extension, any understanding of QPET is 'multifaceted with subjective realities' which exist, 'depending on how those involved are positioned in relation to it' (Thomson, 2017, p.38). This may include different teachers, pupils, senior leadership teams, or readers of this work, for example. While Thomson (2017) adopted a narrative, interpretivist and ethnographic exploration of teacher effectiveness in PE, I felt it important to avoid dualisms and remain pragmatic because the nature of quality (noun) itself can be looked at from several perspectives; different perspectives of which are all important as they all ultimately contribute to children's education.

Further, as 'man the scientist', 'each of us invents and re-invents an implicit theoretical framework which, be it well or badly designed, is our personal construct system' (Fransella and Bannister, 1984, pp.4-5). By valuing this as the key theoretical framework, I am striving to explore teachers' personal construct systems as if 'in their shoes' and 'to see their world as they see it, to understand their situation, their concerns' (Fransella and Bannister, 1984, p.5). As PCP originates from the field of therapeutic psychology, the idea that man can restructure his life seems worthy to pursue; albeit in a different context. If exploring teachers' personal constructs of QPET causes them to reflect on their thinking, then change and restructuring are a possible or, perhaps, this is a necessary condition given that the field of education is ever changing, and what is deemed as QPET at different points in time may also change.

3.3. The integrated, sequential and exploratory mixed methods design

Symonds and Gorard (2010: p.1) define mixed methods as the term increasingly used in social science to describe the class of research where the researcher 'mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study'. In agreement with Wood and Welch (2010), this study supports the idea of interpreting research in a more flexible way, where the approach:

takes the qualitative end of the 'human interests' pole (so these are 'the main drivers' of research), and the quantitative end of the other dichotomies..... This would be hard, objectivist research, but driven by what people need to know.

(Wood and Welch, 2010: p.58).

Mixed methodologists value any approaches for collecting and analysing data rather than subscribing to only one way (quantitative or qualitative) (Creswell, 2009: p.11). Pragmatism opens the door to 'multiple methods, different world views, and different assumptions as well as different forms of data collection and analysis' (p.10-11). It has been treated as a new orthodoxy built on the belief that not only is it allowable to mix methods from different paradigms of research but it is also desirable to do so because good social research will almost inevitably require the use of both quantitative and qualitative research to provide an adequate response to a research question (Greene, Kreider and Mayer, 2005; Rocco, *et al.*, 2003). There may be times when these two approaches do not complement one another, so by integrating the data, correlations or contrasts between data can be identified. Those aspects of the data which indicate similarities across several methods as part of this study have been highlighted and deemed as significant findings, but the contrasting data was also interesting as it brought to light aspects that present clashes of compatibility. The adopted methods, whether they are qualitative or quantitative, can manage such paradigm issues by i) being aware of the issue, ii) maintaining their separation (which has been done during data collection and analysis) and, iii) adopting a pragmatic ideological position which was described above (Bazeley, 2018). To further avoid conflict between the paradigms, Johnson and Onwuegbuzie (2004) elaborate on how integrating methods enables some recognition of the following areas of basic agreement between contrasting positions:

- What appears reasonable is relative, i.e. it can vary across persons;
- the theory-laden nature of facts – what we notice and observe is affected by our background knowledge, theories, and experiences;
- more than one theory can fit a single set of empirical data;
- a hypothesis cannot be fully tested in isolation – testing involves making various assumptions that mean alternative explanations will continue to exist;
- recognition that we only obtain probabilistic evidence, not final proof in empirical research;
- the social nature of the research enterprise – the researchers are embedded in and are affected by the attitudes, values, beliefs of their research communities; and,
- the value-laden nature of inquiry, affecting what we choose to investigate, what we see, and how we interpret what we see.

By recognising these areas, greater rigour is made possible for the chosen approach to the research. Given the calls for more complex research methodologies in physical education (Calderhead, 1996; Dyson, 2014; Greene, 2015; Kirk, *et al.*, 2006; König, 2016) and given that I have approached a complex research area (including teaching, quality and career phases), I required complex and open research questions (Creamer, 2018). As my research questions were complex, I needed to address them through different types of data and look beyond approaches that may not be flexible enough to address them. The *whole* perspective regarding quality (noun) would not necessarily have been possible had I adopted a solely quantitative or qualitative approach. Utilising a mixed methods design in this instance can help gain new insights into processes, social dynamics and outcomes (Creamer, 2018). The chosen approach to the research is also highlighted in **table 3.1** below. The left hand column indicates the research questions and the right hand column identifies the relevant data collection methods adopted. This explicitly shows how data was planned to be accrued and which data collection methods helped to address each research question.

Table 3.1: Details of the research questions and methods

Research Question	Method(s)
<i>i)</i> What are teachers' constructs of QPET in secondary PE?	IPDs Repertory grid interviews Observations Rank Ordering task
<i>ii)</i> Are there changes in teachers' constructs of QPET across teachers' career phases?	IPDs Repertory grid interviews Observations Rank Ordering task
<i>iii)</i> Are there similarities and/or contrasts between teachers' constructs of QPET and those of head teachers, senior leadership, and those people that govern the profession?	Repertory grid interviews Observations Rank Ordering task

When planning mixed methods procedures, Creswell (2009: p.206) suggests four considerations before data collection as 'timing, weighting, mixing and theorizing'. Each of these will now be addressed in turn.

3.3.1 Timing

Timing considers whether data are collected at the same time (concurrently⁶⁴), or in phases (sequentially⁶⁵). Timing is an important consideration because it addresses the ‘order in which researchers use the data’ (Creswell and Plano Clark, 2007, p.81). This also refers to when the researcher collects, analyses, and interprets the data; albeit that they can often be interrelated. In the case of the current research, they were interrelated. **Figure 3.1** shows the planned and **sequential** order of data collection, which also applies to the order of data analysis and interpretation. The numbers in the diagram represent the order in which the data were collected. The connection between all of these data collection methods is the fact that they were conducted as separate methods and integrated after analysis. The repertory grids directly informed the rank-ordering task (group grid) and so these are conceptually connected.

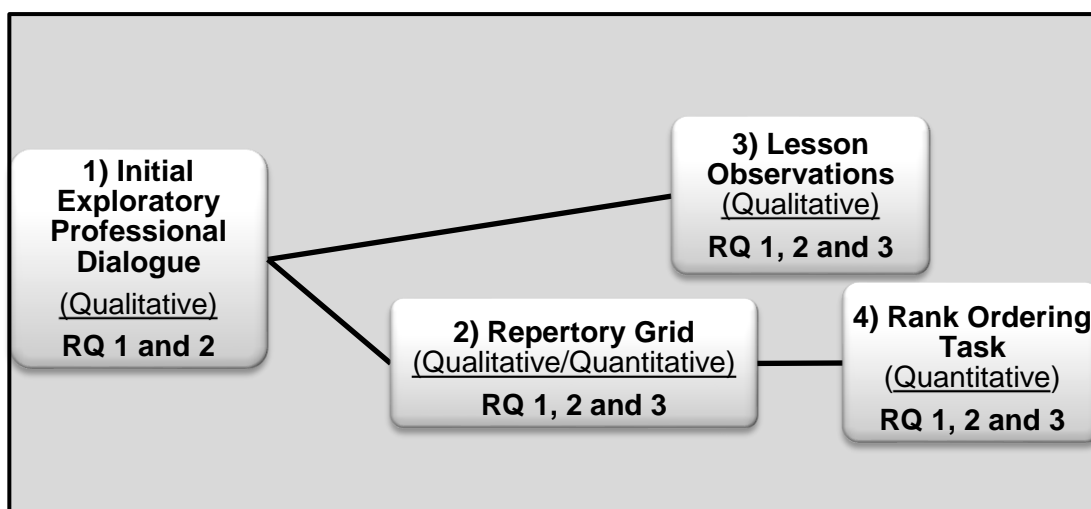


Figure 3.1: The sequential exploratory design within the mixed methodological paradigm

This diagram also indicates which research questions prompted which parts of my research design.

3.3.2 Weighting

The weighting aspect refers to the need for researchers ‘to consider the relative weighting (or emphasis) of the two approaches (qualitative or quantitative) in the study’ (Creswell and Plano Clark, 2007, p.81). A certain weighting may be prioritised to ensure the research questions are addressed. Weightings are usually considered as ‘equal’ or ‘unequal’ (Creswell and Plano Clark, 2007, p.81). The current research is considered **equal** weighting,

⁶⁴ Concurrent timing – ‘when the researcher implements both quantitative and qualitative methods during a single phase of the research study... which includes collecting the quantitative and qualitative data, analysing and interpreting it... at (approximately) the same time’ (Creswell and Plano Clark, 2007, p.81).

⁶⁵ Sequential timing – ‘occurs when the researcher implements the methods in two distinct phases, using (collecting and analysing) one type of data, before using another data type’ (Creswell and Plano Clark, 2007, p.81).

given that both the quantitative and qualitative data play an equally important role in addressing the research questions. There is more qualitative data overall, but the significance of the quantitative data collected is deemed to hold equal status. **Figure 3.1** also demonstrates which data collection methods are qualitative, quantitative, or both. The choice of equal weighting was also deemed appropriate by considering the pragmatic theoretical/philosophical drive outlined earlier in this section (Creswell and Plano Clark, 2007). When we are seeking to challenge what are regarded as sterile and unproductive dualisms, some mixed methods researchers favour a search for common ground - some compatibility - between the 'old' philosophies of research (Tashakkori and Teddlie, 1998; 2003). Weighting the design in this way therefore supports the middle ground.

3.3.3 Mixing

This decision relates simply to considering how the quantitative and qualitative data will be mixed (or in this case, integrated); which when explicitly stated distinguishes a multi-method study⁶⁶ from a mixed-method study and ensures its rigour (Creswell and Plano Clark, 2007). A multi-method study may also be purely qualitative or purely quantitative, whereas mixed methods research needs both types of data and to involve a strategy for 'mixing'. There are three potential strategies for mixing the two data types:

- They can be merged;
- one can be embedded within the other; or,
- they can be connected.

(Creswell and Clark, 2007, p.83).

After an equal weighting had been chosen, the current research **connected** the data during analysis, by adopting a fully **integrated** mixed methods design. By choosing to connect the data, each dataset could be analysed and used to compare, confirm, or contrast findings from one method to another. By doing this, the connections seen in **Figure 3.2** were achieved by **integrating**⁶⁷ the data during analysis and interpretation. This is supported by Bazeley (2018, p.12) who stated that in mixed methods research:

⁶⁶ A multi-methods study includes both quantitative and qualitative methods without explicitly mixing the data derived from each (Creswell and Plano Clark, 2007, p.83).

⁶⁷ 'Integration is defined in terms of the relationship between methods in reaching a common theoretical or research goal... purposeful interdependence between the different sources, method or approach used is the critical characteristic that distinguishes integrated mixed methods from a mono-method or even a multimethod approach to research' (Bazeley, 2018, p.7).

the different data converge to complement or extend each other, allowing the analyst to develop a richer, more analytically dense, more complete and confidently argued response to their research question(s).

It was important to acknowledge here that, while different data sources may complement each other well, there may also be ‘conflicting or unexpected’ insights (Bazeley, 2018, p.13) which may even lead the researcher down unintended paths (Caracelli and Greene, 1993; Rossman and Wilson, 1985). Overall the benefits of mixing methods lie in their contribution to stronger understandings and inferences (Bazeley, 2018, p.11). Key justifications of its adoption included:

- *Increasing confidence in results that are supported by multiple sources of evidence;*
- *designing better instruments and samples;*
- *increasing the depth or breadth of a study;*
- *providing a more complete or comprehensive understanding of the topic; and,*
- *initiating free insights through contradiction and paradox.*

(Bazeley, 2018, p.12).

3.3.4 The overall mixed methods design

A sequential, exploratory, and integrated mixed methods design was adopted for this inquiry. The exact order of the phases concerning each method of data collection can be seen more clearly in **Figure 3.2** which shows the data collection, analysis, and integration procedures. The current study formed a piece of ‘research that involves multiple sources and types of data and/ or multiple approaches to the analysis of those data’ (Bazeley, 2018, p.7). The timing of integration is addressed by Bazeley (2018, p.7) in that:

the integration of data and analyses occur prior to drawing the final conclusion about the topic of investigation. Integration asks about the relatedness or degree of mutuality of key findings occurring between the different components of a mixed-methods study.

Interdependence speaks to ‘a conversation or debate between findings’, leading to a ‘negotiated account’, (Bryman, 2007, p.21), a ‘meaningful two-way exchange of information and inference between varied types of sources gathered and/or analytic strategies employed during the design and analysis processes of a study’ (Bazeley, 2018, p.8). A hybrid mix (Bazeley, 2018) of qualitative and quantitative sources and strategies has therefore been adopted, whilst being faithful to the specific analytic strategies that are supported by the methods adopted.

Within the pragmatic world view I felt free to choose methods, techniques, and procedures of research that would best meet my needs and purposes, 'what works' and 'enhances the study' (Cohen *et al.*, 2018: p.22). Pragmatism is not however an 'anything goes, sloppy and unprincipled' approach, but has its 'own standards of rigour... and these are that the research must answer the research questions and 'deliver' useful answers to questions put by the research' (Denscombe, 2008: p.280). Having justified how this has been made possible, the research methods adopted for the current study will now be introduced and in turn, I will outline how each method will be individually analysed before integration.

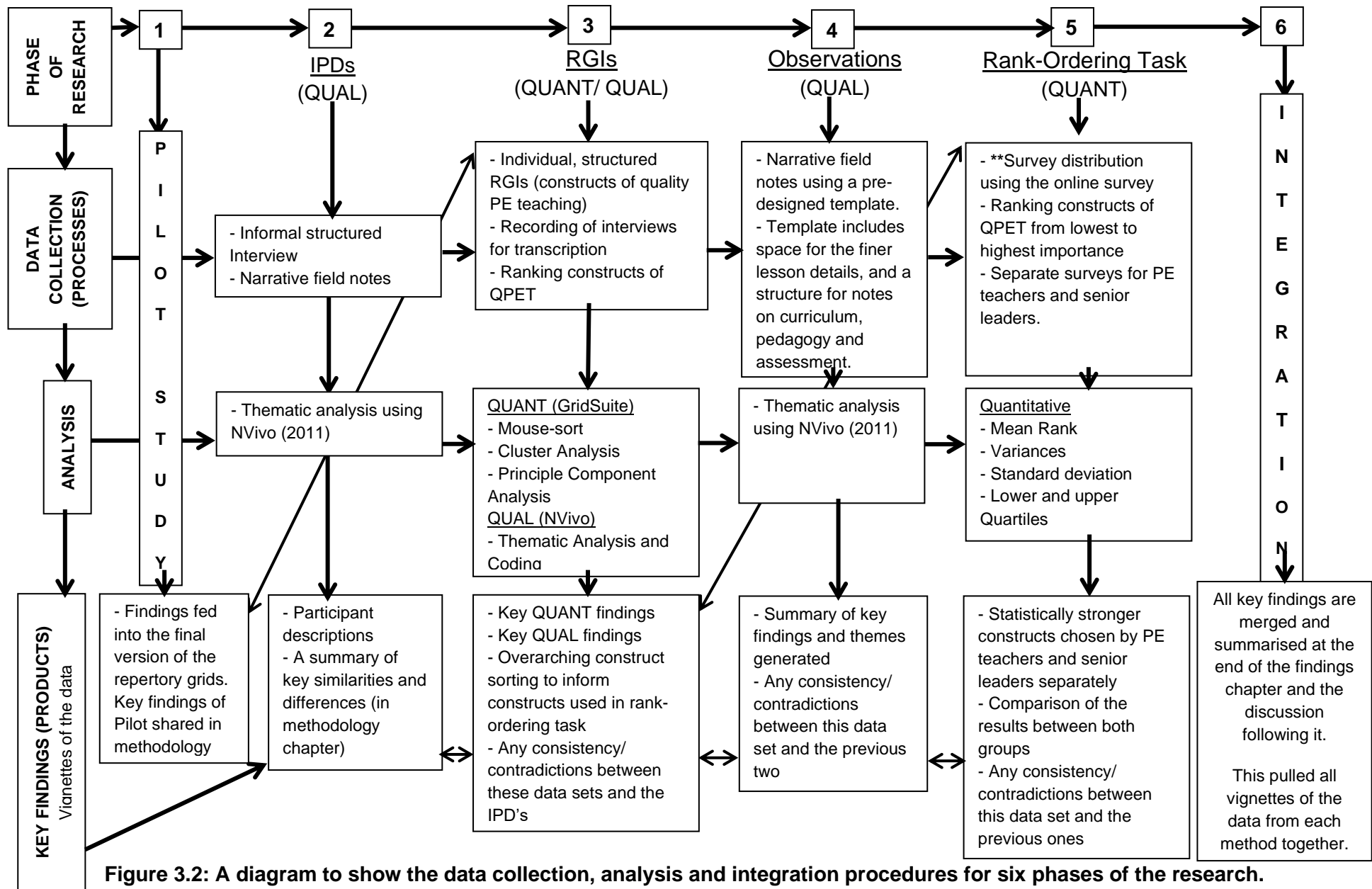


Figure 3.2: A diagram to show the data collection, analysis and integration procedures for six phases of the research.

3.4 Sampling and participants

The data set for qualitative research should not be so big that it becomes difficult to extract rich data, and not so small that it becomes difficult to achieve data saturation (Sandelowski, 1995; Flick 1998). A sample size of 10-20 participants was therefore deemed appropriate for the first three stages of this research (IPDs, RGIs, and observations). Often with qualitative research designs, numbers are deemed unimportant (Onwuegbuzie and Leech, 2007) which may challenge the validity of the study.

Fourteen participants took part in the research; an overview is available in **Table 3.2**. A purposive approach to the sampling sought different teacher characteristics including sex, career phase and school sector. The career phases and school sector of the participants were also sought for stage 4 of the research (as identified in **Table 3.2**).

Table 3.2: Details of the research instruments and participant sample

Instrument	Sample
<p>Stage 1: IPD</p> <p>Stage 2: RGI</p> <p>and</p> <p>Stage 3: Lesson observations</p>	<p>All of the teachers (14) were from 9 different schools.</p> <p>The sample was made up of:</p> <ul style="list-style-type: none"> • 5 female early career teachers (ECTs) • 4 male mid-career teachers (MCTs) • 4 male late career teachers (LCTs). • 1 female LCT. <p>All of these teachers took part in all three of these data collection methods.</p>
<p>Stage 4: ROT</p>	<p>A wider audience of 56 participants:</p> <p>20 senior leadership team and head teachers.</p> <ul style="list-style-type: none"> • The majority of participants (n=9) were MCTs. • Half of the sample worked in academies. <p>36 PE teachers.</p> <ul style="list-style-type: none"> • 20 had additional responsibilities alongside their role as a PE teacher • (n=9) were head of their PE department • All career phases were represented, but the majority (n=15) were MCTs

	<ul style="list-style-type: none"> • Most of the teachers worked in academies (n=12) and independent schools (n=10). • The teacher's individual sex was not considered with this instrument
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More details of the teacher sample used for stages 1-3 of the research are provided in **Table 3.3**, which includes the participants' names (as pseudonyms) and their school type, alongside their career phase.

Table 3.3: The teacher samples' participant names and school sectors in relation to their career phase

Pseudonym	School Type	Career Phase
Hope	Academy	ECT
Louise	State	ECT
Alma	Academy	ECT
Hollie	Academy	ECT
Imi	Independent	ECT
Michael	Grammar	MCT
Cole	Academy	MCT
Liam	Academy	MCT
Malachi	Academy	MCT
Patch	Independent	LCT
Pete	Academy	LCT
Paul	State	LCT
Thomas	State	LCT
Shula	State	LCT

Adopting a snowball sampling strategy (Cohen *et al.*, 2018) allowed me to recruit initial participants in the teacher sample who had the characteristics which were of interest. I chose the first four participants fitting these characteristics due to previous professional relationships having been established. These participants were then informants who identified and put me in touch with others who qualified for inclusion, and in some cases, these then identified others. Ten further teachers then agreed to take part in the research.

I encouraged participants to take part through my initial contact with them. Firstly, by sharing my awareness that they were believed to be an effective teacher, and that voices in relation to QPET were less heard and were important. The benefits of taking part in the research were expressed, firstly as an opportunity to gain feedback through a debrief immediately after their completion of the repertory grids. This allowed for reciprocity where, like Ryan (2005) has reported, the research may have offered 'enlightening and empowering experiences for the teachers, who would both envision and initiate necessary improvements in their educational practices' (p.179). There was therefore an opportunity for self-reflection on their perceptions of QPET. Participants were also told that their constructs of quality, along with those of others from teachers across different career phases may help to further define and influence perceptions of quality (noun) in the subject area of PE. I was therefore sharing that I was interested in their interpretations of quality (noun). Benefits were also provided through reassurance, in that I was not seeking right answers and that the research was seeking to be collaborative, not hierarchical. I finally shared that their voices were important to gain as diverse a perspective of QPET as possible, by drawing on the opinions of teachers across career phases. Reflexively, these factors showed my ability and the need, like Etherington (2007, p.602) asserted, to be 'sensitive to the rights, beliefs and cultural contexts of the participants, as well as their position within patriarchal or hierarchical power relations, in society and our research relationship'.

3.5 Methods

3.5.1 Initial professional dialogues (IPDs) (informal, structured interview)

The use of repertory grids demands some level of rapport be developed with participants before researching to ensure that their administration is rigorous (Fransella, 2005). As a previously identified outsider to this research (or an external-insider) (Kerstetter, 2012), familiarisation with participants was important to establish a professional relationship. The IPDs were therefore introduced as a way to informally engage with participants and get to know something about them. They were carried out in a quiet location within the teachers' school contexts and at a time in the day where the interviews could take as long as needed, without interruption. As I did not know the majority of participants, and to ensure rapport and comfort could be established as quickly as possible, I chose not to record the informal IPDs. This demonstrated my use of reflexive practices in advance, by ensuring the ethical comfort of my participants

before the RGIs. This ethical comfort was also offered by showing genuine interest in the teachers' biographies (Etherington, 2007). I therefore provided a level of informal, 'ethical mindfulness' which contributed to 'an ethic of trust' between the researcher and the researched (Etherington, 2007, p.600). Rapport was developed as I was able to discuss my previous career as a teacher, highlighting commonalities in cultural identity between myself and the participants, hoping to instil a level of trustworthiness and understanding (Burns *et al.*, 2012). PE kit was also worn to give a sense of relatability and to help with 'fitting in' with staff and students. This was based on the understanding that teachers may be more willing to take part in the study as a result of an 'increased level of understanding between themselves and the researcher' (Burns *et al.* 2012, p.54). By asking the teachers about themselves, it set the tone for the RGIs to get them used to the fact that I was not looking for right answers and that my primary goal through the process was to understand the teachers in their own terms (Jankowicz, 2004). Another reason for not recording these informal interviews was because taking part in a RGI can feel like hard work, intense and also repetitive (Jankowicz, 2004). Easing into that process and ensuring it was comfortable and user-friendly was therefore one of my key considerations to ensure the teachers were at ease. The benefit of this was that through the increased comfort of my participants, I was able to increase my chances of collecting authentic data. Given that the IPDs were not recorded, I needed to ensure I made an accurate record of the conversation to ensure the trustworthiness of the data and so that the teachers' voices were heard and not my own. To do this I took notes during the interview, which I then typed up immediately and verified with the participants for accuracy. Many of the participants came back to me having edited the document, I believe this was because I informed them that the exact wording within that document would potentially be quoted as raw data in the write up of the research. This process ensured the trustworthiness, credibility and authenticity of the notes, with the dual benefit of starting the research process in a more relaxed and informal atmosphere.

To adopt this approach and lead into the repertory grids, I used a loose structure (**Appendix 3.1**) for discussion which was based on the following bullet points, to gain an understanding of participants:

- i) Backgrounds (education, sporting, length of service, interest, and hobbies);
- ii) reason(s) for becoming a teacher;
- iii) length of service;

- iv) age at the onset of ITE, the route they chose to train by, and any potential emphasis they recall from their training;
- v) place in their career and how they came to it;
- vi) roles held and their current position;
- vii) types of school sector(s) worked in and age ranges;
- viii) aspect(s) of teaching most and least enjoyed; and,
- ix) the general information that is shared on exploring these key exploratory points.

These points were spread out across a semi-structured A3 template to write notes that could later be included in the analysis. Understanding the teachers' backgrounds gave me some context for the RGI concerning certain aspects of QPET that they may construct. The backgrounds were useful to refer back to during data analysis. In understanding the teachers' perspectives and experiences, we may better understand their personal constructions. These templates and the topics which focused the discussion were also intended to gain an understanding of how teachers had progressed to this point in their careers.

The IPDs were trialled once informally with a close colleague who is a teacher. This opportunity allowed a short discussion as to whether the schedule flowed and if the questions were formal enough to gain useful data but informal enough to show interest and build the intended rapport.

Implications of the initial professional dialogues

A key strength of this data collection method rested in its assurance of a more rigorous administration of the RGIs and to establish a sense of ethical mindfulness and trust between myself and the participants. That being said, their informality resulted in them not being recorded and so therefore, they may not be fully considered a verbatim account. This key limitation was minimised through participant verification of the notes.

Analysis of the initial professional dialogues

To analyse the IPDs, a qualitative approach was adopted. I typed up the notes from all fourteen participants' IPDs to provide an overview of the discussion and to portray participants' brief life stories/ histories (see **Appendix 3.2**). These formed a summary of their biographic profiles which included all the information from the original

discussions. Cohen *et al.* (2018) describe this as ‘preparing and organising the data’ (p.644) and presenting the data in a reader-friendly way.

A range of ‘computer-assisted qualitative data analysis software’ (CAQDAS) programmes have been developed to aid the analysis of data (Denscombe, 2017, p.309). In this case, NVivo 11 was used to facilitate ‘advanced coding’ techniques (Jackson and Bazeley, 2019, p. 102). After basic familiarisation and attendance on an NVivo course, it was decided that links and memos would be used while coding to keep track of developing ideas and analysis while the interpretation took place, as advised by Jackson and Bazeley (2019). Codes⁶⁸ within NVivo (termed Nodes) are often referred to as ‘issues, themes, or topics’ (Jackson and Bazeley, 2019; p.65). Using NVivo not only allowed me to code the data, but it also involved a range of additional strategies that are often considered as distinct from the coding process. Jackson and Bazeley (2019, p.65) identified these as ‘annotating, associating, discussing, exploring, linking, memo-ing, organising, reading, reflecting, suggesting, transforming, and visualising’. With this in mind, I also acknowledged that there would be continual ‘assessment and rethinking’ (Jackson and Bazeley, 2019, p.68). Two basic approaches were utilised while using NVivo for coding within this research, by adopting the roles of ‘splitter’⁶⁹ and ‘lumper’⁷⁰. General themes were identified first before starting to code in more detail (Jackson and Bazeley, 2019).

Overall, by adopting a qualitative approach, the data were analysed inductively. To do so, Braun and Clarke (2006) describe thematic analysis as a six-stage framework for conducting qualitative data analysis which was adopted due to its focus on analysis, rather than qualitative ‘assumptions, design and data collection’ generally. It was also adopted because it is not ‘tied to a particular epistemological or theoretical perspective’ (Maguire and Delahunt, 2017, p.3352). The six-stage framework adopted included the following steps:

1. Familiarisation with the data;

⁶⁸ ‘A code is an abstract representation of an object or phenomenon’ (Corbin and Strauss, 2008, p.66). Bernard, Wutich and Ryan (2010) describe them as a way of identifying themes in a text.

⁶⁹ ‘Splitters are those who maximise differences between passages, looking for fine-grained themes’ (Bernard, Wutich and Ryan, 2010, in Jackson and Bazeley, 2019, p.68).

⁷⁰ ‘Lumpers are those who minimize them, looking for overarching themes (Bernard and Ryan, 2010, in Jackson and Bazeley, 2019, p.68).

2. generation of initial codes;
3. searching for themes;
4. reviewing the themes;
5. defining the themes; and,
6. write-up.

There are also two types of themes that are distinguished by Braun and Clarke (2006); semantic and latent. Semantic themes relate to 'the explicit or surface meaning of the data' where 'the analyst is not looking for anything beyond what a participant has said or what has been written' (p.84). The latent theme relates to 'looking beyond what has been said' (Maguire and Delahunt, 2017, p.3353) to 'identify or examine the underlying ideas, assumptions, and conceptualisations and ideologies that are theorised as shaping or informing the semantic content of the data' (Braun and Clarke, 2006, p.84).

This framework was not followed linearly but provided a structure for the analysis of the IPDs. While preparing to analyse and write about the data, it was 'read, re-read' and reflected upon (Cohen *et al.*, 2018, p.645). The integrated mixed methods design adopted required me to consider how 'the data were linked or related' (within and across methods) and as a result, the 'key points which arose from the data' were established (Cohen *et al.*, 2018, p.645). Thematic analysis of the IPDs began by writing up the biographic profiles of the participants (**Appendix 3.2**). Initial codes were then generated using advanced coding (Jackson and Bazeley, 2019) in NVivo 11 and general codes were produced that did not necessarily relate to the overarching informal interview questions, thus forming an inductive analysis. The codes were examined thoroughly to identify emerging themes by writing all of the codes out onto separate pieces of paper and grouping similar codes together. I re-assert here that prior to these processes of analysis, the original notes were verified by the participants.

3.5.2 Repertory grid interviews (individual, structured interviews)

A person's processes are psychologically channellised by the ways in which he or she anticipates events.

(Kelly, 1955, in Cohen *et al.*, 2018, p.593).

A grid is a form of structured interview (Fransella and Bannister, 1984). George Kelly saw his creation of the repertory grid as a way of going beyond words (1955) which

enabled him to see how one idea may link with others, or one person to another (Fransella and Bannister, 1984). Grids are good at picking up idiosyncratic turns of phrase used by teachers. This is confirmed by Jankowicz (2004) who specifically describes repertory grid use as 'a very good way of understanding professional and occupational private languages: e.g. the technical jargon of teachers' (p.12). Repertory grids were used as a means of collecting both quantitative (numeric) and qualitative (non-numeric) data. The repertory grid provided 'a deeper understanding over traditional interviews, but could only supply a partial picture of individual teacher's thinking and understanding of effective practice' (in this case quality teaching) (Kington *et al.*, 2014, p.538). This is why other methods were used in combination with these repertory grids.

According to Jankowicz (2004), every repertory grid consists of four key components; namely a topic, elements, constructs, and ratings. A grid is always completed with a particular topic in mind, to focus on a person's experience concerning that topic, and ultimately to identify their constructs, how they think, and the meanings they distinguish about it. Jankowicz's (2004) unit of both description and analysis is a 'construct'; that is, we *construe* to make sense or to personally understand something, which ultimately helps us to find meaning (Jankowicz, 2004). This may also be expressed as ways of seeing or viewing the world. By understanding another in their terms, we reduce the risk of inputting our own thinking (as the researcher) on the participant. A construct itself presents a contrast. For example:

'Eagerness to be organised – being organised is already habitual'

Jankowicz (2004, p.11) recommended that on reading this contrast, we can insert the words 'as opposed to' in place of the dash. It is impossible to know the meaning of either/ or, without the alternative that is presented, so meanings are represented as a contrast rather than a negative (e.g. 'good' – 'not good'). This approach reduces the risk of knowing little about either construct expressed (Jankowicz, 2004).

There are different types of repertory grids. The one chosen for this study involves each participant being presented with five predetermined elements, against which 10 bipolar constructs are elicited from each participant (Kington *et al.*, 2014). The five elements for this piece of research were based on different career phases of teachers emerging from the review of literature:

- ITE (early career teachers, ECTs);
- 0-7 years (ECTs);
- 8-15 years (mid career teachers, MCTs);
- 16-23 years (late career teachers, LCTs); and,
- 24+ years (LCTs).

These can be seen in situ in **Figure 3.3** (see blue box).

REPERTORY GRID SHEET		Participant Number: _____					
Teachers' Constructs of Quality in Secondary Physical Education							
Emergent Pole		Elements: Teachers Professional Career Phases (Training, Early, Middle and Late)					Implicit Pole
	Thinking about 'quality PE teaching', what is a central thing that this pair of identities have in common?	ITE	0-7 years	8-15 years	16-23 years	24+ years	Which identity is different in this respect? How would you describe the difference in terms of 'quality PE teaching'?
1							
2							

Figure 3.3: The repertory grid sheet template (adapted from Kington *et al.*, 2014).

At the beginning of the RGIs, an interview guidance sheet was used to:

- Recap the researcher's background;
- re-share the aim of the research;
- highlight the benefits of participating;
- assure confidentiality and anonymity;
- reassure participants that their contributions were not being sought to elicit 'right' answers; and,
- emphasise the importance of their voice and contribution to this research.

The RGIs lasted anywhere between 45 and 90 minutes, depending on the length of time the teacher was available, and the amount of depth teachers decided to go into. They took place in the same location and immediately following the IPDs. I realised on my reading of Fransella (2005, p.42) that when fulfilling the role of the interviewer in eliciting personal constructs, my values needed to be 'suspended' (Fransella, 2005,

p.42). Although my philosophical orientation influenced interest in the topic, for the purpose of this research Fransella (2005, p.42) emphasises that 'the only way to see the world as someone else sees it, is to have no values through which it is filtered'. This is not an easy skill to acquire, and so pilot interviews were essential for me to build experience and confidence in using this method. This was supported by Fransella's (2005) recommendation that newcomers to the techniques could struggle with such a different approach to interviewing. It was therefore the data collection method most extensively piloted. Pilot study participants were recruited from my doctoral cohort, workplace (a HE institution), family members (2), and a fellow PE teaching friend. These people were chosen knowing they would feel willing and able to offer critical feedback in their use of the RGIs before I used them in schools with teachers. This further prevented participants from harm, due to the efforts put in place to ensure they were comfortable with me at all times and that positive rapport could be developed.

The rudimentary analysis allowed me to provide indicative findings from the pilot study. I then grouped the individual bipolar constructs elicited through repertory grids into eleven over-arching constructs (see **Appendix 3.6**). Just over half of the overarching constructs were the same or similar to the overarching constructs created as a result of the participants of the main studies (which can be seen in **section 3.5.2** and **Appendix 3.3**). Those not highlighted in bold may be considered unique overall findings of the pilot study (see below). This may be because the participants of the pilot study were made up of non-teachers, lecturers, and only one PE teacher. The unique overarching constructs highlighted that QPE teachers are (according to pilot participants) likely to be:

- Engaging, innovative, and creative for learners;
- aware of the bigger picture (education); and,
- effective assessors.

and:

- value learning beyond the 'physical'; and,
- negotiate and question (curriculum, pedagogy, and assessment).

These findings showed that wider audiences outside of teachers may be able to construct QPET similarly to those who do teach PE or contributed additional understandings, which is an important consideration for future research. Definitions of all

overarching constructs produced as a result of the pilot study are provided in **Appendix 3.6**.

Before starting the RGIs, teachers were first offered the choice to fill in the grid themselves, so that the views and comfort of my participants were paramount. The interviews were also recorded so that information regarding the substance of each construct could be checked in terms of the description. The interview transcripts were then also verified with the teachers. This method of data collection can be considered as holistic and participatory. Participatory in the sense that it was deemed useful to involve the research participants fully in the knowledge-production process (Bergold, 2007; Bergold and Thomas, 2012). RGIs are holistic in the sense that they are useful to help fulfil the aim of my inquiry and my research questions, which have been developed out of the convergence of two perspectives: those of science and practice (Bergold and Thomas, 2012). Given quality (adjective) can be known about and enacted (noun) in practice, this method was deemed extremely valuable. This is because teachers are likely to elicit constructs in relation to both of these aspects of their experience (knowledge and practice). I had also not found another study in the field of PE which had adopted repertory grids in the last 30 years. Through the interviews it was necessary for me to demonstrate characteristics of caring, listening, and empathy (Leslie and McAllister, 2002), as well as a reflexive understanding of 'methodological self-consciousness' (Finlay and Gough, 2003, p.4). These were seen as positive considerations for deeper insight into the relationship between myself and the participants. When conducting the IPDs and RGIs, there were occasions where some 'self-silencing' was required and further reflexivity, so that my perceptions of QPET did not influence other teachers. This allowed for authentic results and for teachers to grow more comfortable and reassured to share their own beliefs, values, and perceptions.

Once I was familiar with how to facilitate the administration of the RGI, the process I would follow was finalised. For this I adapted the ten-step procedure outlined by Jancowicz (2004) to include eight steps which were used as a structure for the RGIs to be followed with each participant. Firstly, I introduced and explained the five chosen elements to the teachers for clarity, explaining that the purpose was to find out how they perceived each one, and that these elements would be systematically compared as

dyads⁷¹ (Jancowicz, 2004). The participants were presented with 10 pre-chosen dyadic combinations of the elements. It was from these elements that personal constructs of QPET were elicited.

Each step will now be explained with diagrams to support:

- 1) Teachers completed each line on the repertory grid with the dyadic elicitation technique.

To do this, participants were presented with two elements and asked: “thinking about QPET, what is a central thing that this pair of identities have in common?”. The participant was then asked to write their response in the box on the left-hand side (green box) of the grid, known as the emergent pole (see **Figure 3.3** and **Appendix 3.5**). After the response was recorded, from the remaining three elements, the participant was asked: “which identity is different in this respect?”. The participant was asked to write the reason for this difference on the right-hand side (yellow box) of the grid, known as the implicit pole (see **Figure 3.3**).

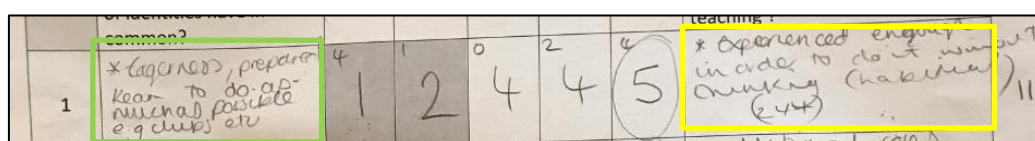


Figure 3.4: A screenshot to show a single complete line of the RGI sheet

- 2) They look at the two shaded boxes which should represent a close match as they were used to elicit the emergent pole. Therefore, at least one (or both) has to be given a rating of 1 (see the blue box in **Figure 3.5**).

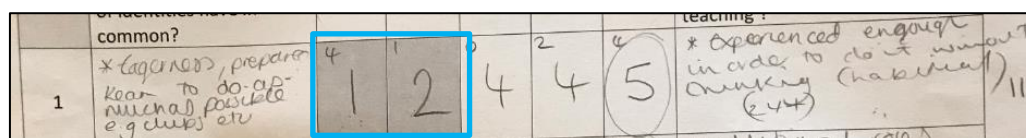


Figure 3.5: A screenshot to show the two shaded boxes identified as a close match to the emergent pole on the RGI sheet

⁷¹ Dyadic elicitation: presenting the interviewee with two elements and asking them to identify a way in which they are the same (Jancowicz, 2004, p.53). The two elements presented are different each time and are identified by the shaded boxes in **Figure 3.3** and **Appendix 3.5**.

- 3) The element named as the most different (which is circled) has to be given a rating of 5 (see the orange box in **Figure 3.6**).

	common?	4	1	0	2	4	5	teaching:
1	* eager to prepare keen to do as much as possible e.g. clubs etc	4	1	0	2	4	5	* experienced enough in order to do it without struggling (habitual) (24+)

Figure 3.6: A screenshot to show the element name as most different on a single line of the RGI sheet

- 4) The teacher then uses 1-5 for the other elements on that row (using each number as many times as they want) (see the pink box in **Figure 3.7**).

	common?	4	1	0	2	4	5	teaching:
1	* eager to prepare keen to do as much as possible e.g. clubs etc	4	1	0	2	4	5	* experienced enough in order to do it without struggling (habitual) (24+)

Figure 3.7: A screenshot to show elements ranked 1-5 on the rest of a single line of the RGI sheet

- 5) They do this for each row (see pink boxes in the additional rows in **Figure 3.8**).

	common?	4	1	0	2	4	5	teaching:
1	* eager to prepare keen to do as much as possible e.g. clubs etc	4	1	0	2	4	5	* experienced enough in order to do it without struggling (habitual) (24+)
2	* passion → sport * Teacher identity ↳ similar	4	1	0	3	5	5	* additional roles ↳ SLT, M4Y, M4D progressive (24+)
3	* Teacher identity formed but different expecta- tions from a teacher	0	5	0	2	1	1	ITE → emerging teacher identity building what you think/ believe teaching should look like

Figure 3.8: A screenshot to show the rest of the elements ranked 1-5 on multiple lines of the RGI sheet

This procedure was repeated until all ten dyadic pairs had been presented to teachers, and all constructs were elicited.

- 6) Then they are presented with the final pre-determined construct and have to rank each of the elements according to whether they think they are more aligned to the left or right-hand construct (i.e. if they are of higher quality, they get a 1, if they are lower quality, they get a 5). Each number can only be used once (see **Figure 3.9**).

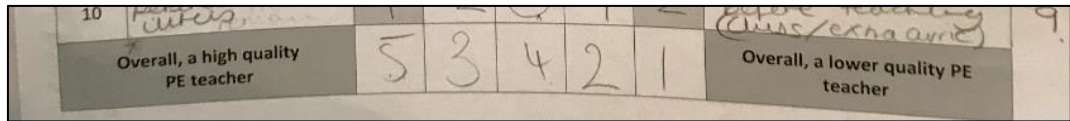


Figure 3.9: A screenshot of the final pre-determined construct on the RGI, to be ranked 1-5.

- These numbers (see the blue box in **Figure 3.10**) are then used to calculate the numeric differences (see yellow circles) for each of the participant constructs (see blue circles) (i.e. the difference between the participant rating for a construct (blue circles) and their ranking of the pre-determined construct in the blue box), which are then totalled on the right-hand side of the grid (yellow box).

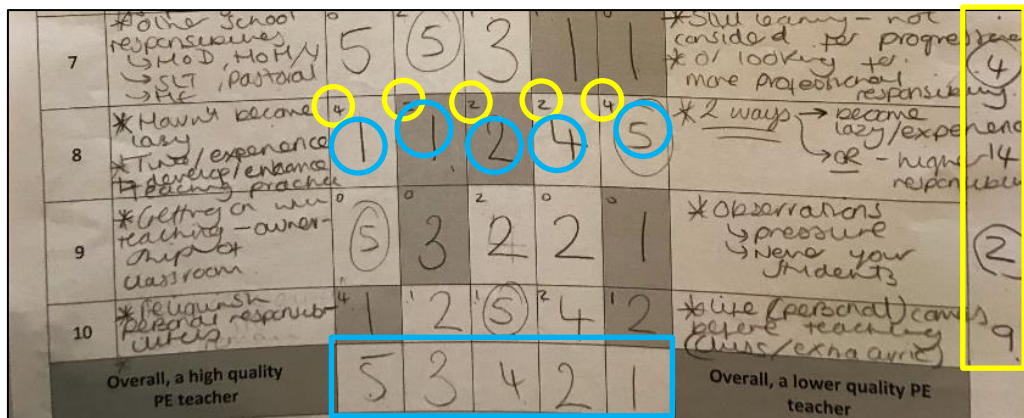


Figure 3.10: A screenshot of the final pre-determined construct at the bottom of the RGI sheet and the numeric differences for each of the participant's constructs and their summed totals

Because I worked out the differences between the ranking of overall constructs at the base of the grid and the rankings given on each line, this allowed me to give the participants immediate feedback based on:

- Whether the overall score for a line was **3 or less**; indicating a **strong association** with the participant's practice.
- Whether the overall score for a line was **10 or above**; indicating a **weaker association** with the participant's practice.

After this basic analysis was complete, I checked if any of the constructs scoring 10 or above (and therefore had a weak association with the participant's perception of

QPET) was as a result of the poles being reversed. Positive points are generally entered as the emergent pole, but where the similarity between two elements is negative; this can require the scores to be reversed as follows:

- 5 becomes 1, or 1 becomes 5;
- 4 becomes 2, or 2 becomes 4; and,
- 3 remains the same

Once reversed, the difference between the overall construct at the bottom of the grid and the reversed line were then worked out again and the new score given.

Analysis of the repertory grid interviews

The data obtained via the repertory grids was both qualitative and quantitative and so the RGIs are considered a mixed method in and of themselves. This presents many opportunities for their analysis quantitatively and qualitatively. Qualitative data were reflected in the recorded and transcribed interviews which were then coded into potential themes using thematic analysis (Braun and Clarke, 2006). Quantitative data were reflected in the combination of elements and constructs which were given numerical values by the teacher during the interview, which enabled immediate feedback for participants. These data were also statistically analysed after the completion of the interviews. The analysis of the grids was threefold:

- 1) By conducting a data reduction exercise which resulted in 15 overarching constructs, identified by conducting a grouping exercise all of the individual bipolar constructs elicited through the repertory grids (140 in total).**

The 15 overarching constructs formed were then defined based on the explanations provided by participants from the transcribed verbatim of their RGIs (**Appendix 3.3**). The 15 overarching constructs can also be seen in **section 3.5.4**.

2) Quantitative analysis of the grids using GridSuite4/4+⁷² (Fromm, 2017), following guidelines developed by Fromm and Paschelke (2011) to perform:

- i) Eyeballing;
- ii) mouse sort;
- iii) cluster analysis; and,
- iv) principle component analysis (PCA).

Eyeballing

Eyeballing refers to the 'content analytical inspection of the data' (Fromm and Paschelke, 2011) and involves reading the 'grid as a whole, and familiarizing yourself with what is there' (Jancowicz, 2004, p.80). Inputting the data in an electronic format enabled familiarisation with the repertory grids as well as reading their content carefully. The process of eyeballing was adopted first to analyse the numerical scores on the grid, firstly by elements and then by constructs. To increase the validity of these findings, all fourteen grids were entered into the GridSuite software to conduct mouse sorts, cluster analyses, and PCA. The findings from the eyeballing process could then potentially be supported after completion of the mouse sort.

Mouse sort

The mouse sorts were completed using the procedural steps highlighted by Fromm and Paschelke (2011, p.79) for:

- Construct pole reversing;
- re-ordering the elements to place similar elements closer together and dissimilar elements further apart;

⁷² 'GridSuite is software for eliciting, editing and analysing RGIs' (Fromm, 2017).

- re-ordering the constructs by ‘beginning with the extreme values⁷³’ or ‘sequential accumulation⁷⁴’; and,
- comparing the mouse sorts with the cluster analyses.

The RGIs were analysed by hand through the use of the mouse sort (MS) facility within GridSuite. To analyse by hand, within the MS matrix window, the display was set to *constructs* and *similarities* (Fromm and Paschelke, 2011). This enabled me to click on each construct in turn and when the highlighted boxes in the top right were mostly negative, they were reversed. After clicking through all constructs, sequential accumulation was used to identify the two constructs with the highest similarity value and place them next to each other in the top right corner. The construct with the next highest value was then placed next to it (this is how the computer proceeds with cluster analysis (CA) (Fromm and Paschelke, 2011, p.76). This enabled me to reverse constructs which displayed mostly negative values in the top right of the matrix window. By completing the MS the CA and PCAs displayed their results as a result of the analyses that were completed by hand. This in turn allowed for a more accurate interpretation.

Cluster analysis

Cluster analyses were adopted as they allowed the grouping together of constructs and elements according to their degree of similarity. The purpose of this was to identify, in the total body of data, groups or clusters that stood out as very similar to each other, and that could at the same time be relatively clearly distinguished from other groups of data (Fromm and Paschelke, 2011, p.81). The results of each cluster analysis were displayed and interpreted as dendograms (**Appendix 4.2**).

Principle component analysis

⁷³ Sequential accumulation is ‘used when constructs may fall into sub-groups.... Begin by placing the two constructs that show the greatest difference at ends of the matrix Seek out the constructs that are most similar to these extreme constructs and re-order them close by... steadily working towards the middle of the matrix’ (Fromm and Paschelke, 2011, p.76).

⁷⁴ To begin with the extreme values ‘the two most similar constructs (the first cluster) are placed next to each other; then the construct with the next highest difference is placed next to it. This is how the computer proceeds in cluster analysis’ (Fromm and Paschelke, 2011, p.76).

PCAs were adopted to calculate similarities and differences among the elements and the constructs. These were useful to reduce the volume of information 'as to the correlative relations of the elements and constructs' and expressed them 'by means of their principle components' (Fromm and Paschelke, 2011, p.103). As part of PCA, the extent that correlations could be traced back to a common underlying variable was established, as well as replacing correlations with a smaller matrix (Fromm and Paschelke, 2011, p.103). Elements and constructs were entered in on a system of coordinates which represented the subjective psychological space in which an individual lives. These were represented in the form of a biplot (scatter graph), where the purpose of the PCA was to express more economically the relations of the variables to each other (their correlative reactions).

Analysis of the biplots of the principle component analyses

I constructed a simple checklist by drawing on the texts of Fromm and Paschelke (2011) and Jankowicz (2004) to quantitatively analyse the biplots. The biplots that are produced for a PCA are a graphical representation, where the lengths of lines and the positions of points reflect the original ratings presented on the RGI sheet. The 'whole graph is therefore a picture of patterns of similarity, distances matter and can be meaningfully interpreted' (Jankowicz, 2004, p.130). Overall the biplot of the PCA analysis informs us visually about the relationship of the elements and constructs to one another and the biplots in all cases have been arranged around two principle components (Fromm and Paschelke, 2011). A comprehensive explanation for how to read the biplots can be found in **Appendix 3.7**. This explanation has been appended for brevity in this section.

The focus for analysis of the biplots in this research was on the teachers' constructs which were associated with career phases (ECTs, MCTs and LCTs). This approach therefore enabled the researcher to highlight generational and intergenerational constructs of QPET. Through these processes it could be seen through the constructs *how* a person thinks and, through the rating of elements on constructs, *what* a person thinks (Jankowicz, 2004).

3) Qualitative analysis of the repertory grid interviews using NVivo 11 to analyse the interview transcripts by adopting thematic analysis (Braun and Clarke, 2006).

While thematic analysis allowed me to fully analyse the data, by also solely thematically analysing the bipolar constructs (and their direct wording from the RGIs), 15 overarching constructs emerged. This also formed a data reduction exercise. The 15 overarching constructs are mentioned in **section 3.5.4** and these were directly used in the quantitative rank ordering task (ROT).

Implications of the repertory grid interviews

While the RGI technique was deemed beneficial for participants, as one of the most wholly integrative of both quantitative and qualitative paradigms, it is important to recognise the wide range of alternative options that are available in terms of grid design. Jankowicz (2004) provides a comprehensive overview of the many different ways RGIs can be enacted. For example, as the researcher was interested in constructs of QPET with career phases, specific career phases were selected by the researcher which formed the elements. Participants then compared these elements systematically to their constructs of PE (Jankowicz, 2004). An alternative option would have been to allow participants to create their own elements rather than the researcher deciding these before the data collection and without the equal focus on career phases. This was however also a strength, having based this decision on the career phases literature. Like McGettigan, *et al's.* (2013) use of RGIs, it is also possible to provide the same elements and constructs to each participant, however, this places a greater priority on rating pre-decided elements and constructs and would require a larger sample size. This would be beneficial if consensus regarding QPET was being sought from a larger audience and leans more towards a positivist paradigmatic approach.

Another key issue concerning validity, but which was a strength in my research was the construction of the grid itself, which I needed to create from the start. How successful the grid is depends largely on its design (Fransella and Bannister, 1977; Fransella, Bell and Bannister, 2004). Successful construction took time and practice individually and with the research team to offer the highest level of reliability. Given a pilot study was conducted, I was confident that my chosen grid form would be an effective and reliable tool.

3.5.3 Lesson observations

Penney *et al.* (2009) argue that to achieve quality in PE, the concept of quality should be 'sought and demonstrated within and across curriculum, pedagogy and assessment' which are suggested as 'three fundamental dimensions of quality PE' (p.429). While this speaks to QPE generally, I felt this was directly relational and relevant to my exploration of QPET. This, alongside a developing review of literature, informed the final considerations regarding the structure and focus of the observations. Penney *et al.* (2009) also further express that meanings of quality should always be 'contextualized in cultural, social and institutional terms', emphasising the importance of collecting general contextual information around the observations (see section 1a, observation schedule, **Appendix 3.4**). Before each observation, key demographic information was collected, including the career phase of the teacher, year group and key stage (KS), the gender of the class, and the intentions for learning (**Appendix 3.4**). The time of year the lesson observations took place may have impacted what activities were observed. These were conducted between September and December and so, for example, there are no striking and fielding lessons.

The purpose of the observations within this study was confirmatory, as well as to identify further constructs of QPET not mentioned or elicited from the IPDs or RGIs with teachers. Observations were considered semi-structured, non-participant, and also naturalistic (Cohen *et al.*, 2018) in nature, and the schedule included the four key areas:

- 1) Attributes of the teacher and a description of the classroom context;
- 2) the curriculum;
- 3) pedagogy; and,
- 4) assessment.

The observation schedule was developed once the RGIs had taken place, taking into account a preliminary analysis of emerging themes. As the constructs from the RGIs were mostly related to the three message systems of schooling (curriculum, pedagogy, and assessment), these were used to provide the semi-structured nature of the observation template (**Appendix 3.4**). Once the semi-structured nature of the observations had been decided they became more qualitatively weighted by taking the field notes narratively (O'Leary, 2020) under the aforementioned structured headings (Cohen *et al.*, 2018). While the structured headings of curriculum, pedagogy, and assessment provided prompts for the researcher, there was also enough space for the

observations to be recorded in a natural, open-ended way as events within the lessons naturally unfolded (Punch, 2009). This then allowed the collection of field notes which formed rich and contextual data and descriptions of the classroom contexts observed (Phillippi and Lauderdale, 2018). The qualitatively weighted approach allowed more subtle nuances in teaching and learning to be drawn out. The trustworthiness of these data were ensured by limiting my bias as the researcher. I appreciated that my own discursive history as the researcher may have caused some subjectivity and bias in my interpretations of the observations. I had to be aware of this and simply record what was happening using my observation schedule. This data collection method was arguably less about the teachers' voices and more about my own subjectivity. I therefore accept it wasn't a perfect solution, but it did give another lens through which to view the quality aspects. Also, as a mixed methodologist with a pragmatic stance, I am very aware that the sole use of participant voice is in itself, and to a degree, subjective. I argue therefore that the observations did bring some rigour.

With all observations, the Hawthorn effect (Chant, 1993) is also worthy of mention as teachers' behaviours may have changed to conform to their perceptions of my expectations as the researcher. This may have been particularly poignant due to the topic of my inquiry relating to quality (noun). However, having conducted the observations as non-participant and naturalistic, allowed me to be more of a passive observer so that the flow of behaviour was possible in its own setting. While this data collection method could well be scrutinised, its benefit shone through in terms of offering a different perspective to that of other methods. Also, given that quality (noun) and knowledge of it, are embodied and enacted in practice. This method enabled wider findings which stood out as different to those collected through the other methods.

Analysis of the observations

The observation field notes were kept as raw data and then typed up and imported as a Word document into NVivo 11 which was also adopted for analysis of this instrument. Coding and thematic analysis were employed, and so this data set was analysed qualitatively. Emergent themes were formed as a result of thematic analysis before similarities or differences became noticeable with other methods. While this data collection method was conducted independently, as a result of integration, the overall themes presented in the findings of this thesis built up as more data were collected.

Implications of the observations

Although there was the option of feedback after the IPDs and RGIs, providing feedback after the observations was not deemed necessary as overall judgements were not being made of the teaching. While this was decided out of an ethic of care for the participants, it may also have felt disconcerting for teachers. Looking back, I feel it may have been illuminating and nuanced to have had an open discussion, to have involved the teacher in specifying what constructs of QPET they had been able to demonstrate. This may then have been confirmatory or contrasting to what the researcher had observed as QPET and may have been more collaborative, particularly in terms of adding another layer of teachers' voices into the findings of the research. This data collection method may then have also fed into the rank-ordering task. As it stood, it was the RGIs that informed the fifteen overarching constructs that were included in the rank-ordering task. This list may have been extended had the data also been reduced and included from the observations.

As observations of teachers were a key part of my study, I considered how best to occupy 'the middle ground between insider and outsider' (Gallais, 2008, p.52). In this middle ground, I felt that aspects of 'self' were important in order to develop respectful relationships with the participants, whilst also needing to maintain a degree of distancing for appropriate analysis as a researcher. This is where my recent positionality as an outsider may have added more validity to the study (Gallais, 2008). I felt, through the observations, that there were occasions when the teachers may have felt they could 'display' quality, or that they may have feared 'falling short' even in their own opinion. I realised how often I felt the need to reassure teachers that I was not there to place judgement on their teaching, but instead solely focusing, positively, on more constructs of quality (noun) that may be demonstrated in practice, that they had not already expressed in the first two stages of the research. This issue was minimised by allowing teachers to choose which lesson I observed, which arguably allowed them to select a lesson or subject matter where they felt there would be aspects of QPET.

While observations were deemed worthwhile for the study to ascertain how quality (noun) may be demonstrated in practice, only one lesson observation took place per teacher. In addition to this, aspects of QPET observed may have been specific to the subject matter (e.g. badminton). This speaks to the heterogeneity or homogeneity of the lessons. Critically, badminton might now have been a holistic vehicle to see broader

aspects of QPET. The lessons and subject matter I therefore observed may have had different constraints regarding what could be seen about QPET. For example, had I observed dance instead, more instances of creativity and/or student-centred work may have been observed. However, having observed a wide range of subject matter overall, it is possible that this holistic overview has still been ascertained. A diverse range of subject matter was seen across school contexts.

3.5.4 The rank ordering task (survey)

The final stage of the data collection was quantitative and involved a wider audience of participants to complete a group grid administered via online surveys. To form the rank-ordering task, myself and my Director of Studies thematically analysed all 140 of the bipolar constructs elicited by participants in the RGIs, which then formed fifteen overarching constructs (see list below); thus having performed a data reduction exercise. Participants were asked to rank these constructs from 1 to 15 in order of importance (from most important to least important) for a QPE teacher. Participants could only allocate a number to one construct and there were no equal rankings. The rank-ordering task was piloted with my Director of Studies and supervisor so that errors in its construction could be identified early and the structure could be simplified for school staff to complete without direct support from myself.

The data was collected anonymously from participants and voluntary and informed consent was requested online, before completing the group grid. Two group grids were published and left open for nine weeks. Emails were sent to all teachers who participated in the first three parts of the research and also to their head teachers for consideration. A further 97 schools were emailed after performing a Google search for schools in the West Midlands. I also sent reminder emails one week after the schools had been contacted and ensured that all inquiries were followed up. In addition, I also shared links to the survey on my Twitter account for wider distribution. It was acknowledged within the literature review that teachers' personal constructs of QPET may differ from other stakeholders within the same school contexts. I therefore decided to compare the rankings of PE teachers with those of senior leaders and head teachers. Two group grids were published:

- 1) *Teachers' Constructs of Quality Teaching in Secondary PE* – **For senior leadership and headteacher completion**

2) *Teachers' Constructs of Quality Teaching in Secondary PE* – **For teacher completion**

Both groups were presented with the overarching constructs listed below. Senior leaders and head teachers were chosen as the focus for comparison because they are likely to influence teachers' constructs of QPET, and also have the most influence within individual schools in terms of what is expected and deemed as quality teaching. The overarching constructs were based on an analysis of all of the individual bipolar constructs elicited as a result of the RGIs described in **section 3.5.2**. The 15 constructs were:

- Stable identity;
- passion for teaching PE;
- understanding through experience;
- good adaptability;
- strong student-teacher relationships;
- secure subject knowledge;
- collaborative learning;
- varied teaching strategies;
- confidence;
- understanding of expectations, policy, and initiatives;
- classroom organisation;
- additional responsibilities;
- creativity and new ideas;
- motivation to progress students; and,
- CPD.

Implications of the rank-ordering task

The participants were asked to engage in a ranking task online. Although the overarching constructs they were ranking may seem self-explanatory, researchers should ensure that the participants understand the question (and in this case, constructs) in the same way intended by the researcher (Kenett, 2006). It would have helped therefore if I had provided short descriptions based on what was known about the constructs as part of the task, which may have reduced the risk of confusion. The constructs had been defined and therefore could have been provided (see for example,

Appendix 3.3). Another issue may have been that the participants of this task did not personally construct the fifteen options that were presented to them as part of the rank ordering task. An option therefore to add constructs of QPET that they felt may have been missing from this list may have been beneficial and provided further discussion. Once teachers start a questionnaire or survey, however, they are likely to do their best to work with the terms which are included (Hesse-Biber, 2010). Many participants of stages 1-3 of the research were also able to see this initial level of analysis as a result of their participation. For them, this was a good incentive to participate in my research further.

Implications regarding researcher access for the rank-ordering task

The rank-ordering task provided the greatest challenge in recruiting participants. In total, 97 schools were contacted via email. Many of these school websites provided a generic email address. In total, 36 PE teachers and 20 senior leaders took part in the survey. Compared to the number of schools contacted, this was a low response rate. The higher number of PE teachers may be a result of their closer interest in the topic of the survey (Fowler, 2013; Kenett, 2006). Follow-up emails were sent to all of these schools. However, that was the only method of communication adopted. I may have done several things differently in order to secure a higher response rate. Mixed modes of contact and options to respond may have been beneficial (such as telephoning the schools), to be able to personalise emails to relevant staff. Also, pre-notifying potential participants before sending the survey or mailing the survey instead with pre-paid return envelopes to ease the process of uptake and returning the responses (Cohen, *et al.*, 2018). Initially, email contact and an online survey were deemed the most cost-effective and time-saving methods, and, in a positive sense, with the sample obtained, the statistical difference between the constructs ranked most and least important were still deemed significant.

3.6 Ethical considerations

Before this research project commenced, approval was provided following scrutiny by the University of Worcester's Research Ethics Committee and their institutional Code of Practice. The decisions of this committee are informed by the use of the BERA (2018) *Ethical Guidelines for Educational Research* as part of a thorough application process. On completion of this process, entry to appropriate field sites was negotiated. This was however deemed the starting point of an enduring commitment to

the participants of this research, which relied specifically upon my positionality and reflexivity (Etherington, 2007) as the foundations for making decisions about what was ethically acceptable at each stage of the research sequence (Brooks *et al.*, 2014; Cohen *et al.*, 2018; Hesse-Biber, 2010). In addition to gaining ethical approval, my wish was to adhere to one of the central tenets of ethical research, namely to take personal responsibility for the decisions taken on matters of ethical implications and the actions connected (Brooks *et al.*, 2014; Denscombe, 2017). Ethical principles (e.g. BERA, 2018) are said to provide a moral compass, while in reality, researchers need to make decisions and judgements to interpret the principles as they do not provide guidelines for operating in specific situations (Hammersley, 2015). This required a continued consciousness of moral integrity in my work (Hesse-Biber, 2010) particularly as this inquiry generated a piece of social research and so involved interaction with people to collect data. Such research presents dilemmas between desires to generate new knowledge and an obligation towards, care for, and connection with participants (Etherington, 2007). This required balance ensuring 'reflexive relational ethics' (Etherington, 2007, p.614).

Three core principles were adopted to manage the ethical aspects of the study and these will now be addressed.

- **Social researchers should 'protect the interest of participants' (Denscombe, 2017, p.341)**

Overall it was deemed that the potential for harm was very low. Regardless, protective measures were put in place. For example, to ensure anonymity and confidentiality during data collection, interpretation, and analysis, firstly the interviews and conversations took place in quiet locations where the participants could not be overheard by a colleague or student. Secondly, coding was undertaken before assigning pseudonyms to maintain the anonymity of the individuals, their roles, the schools, and any incidents that the project may have highlighted (Creswell, 2009). To avoid the risk of idiosyncratic turns of phrase becoming evident, I scanned through the detailed notes from the IPDs and the verbatim transcriptions from the RGIs and sent them to participants for verification. The only place where participants' names may be identifiable was on the consent forms, which once gathered were stored securely at the University of Worcester.

The participants of this research were not classed as vulnerable in the context of ethical considerations (BERA, 2018). They were however reassured that the research was not about scrutinising individual practice, but rather focused on capturing a broad

overall impression of QPET (Burns, Fenwick and Schmeid, 2012). However, there were multiple times when the researcher needed to provide reassurance, particularly during the RGIs, which was expected (Jankowicz, 2004) and also before, and following the lesson observations.

Overall, in line with the BERA (2018) and following approval from the University of Worcester's Ethics Committee, the researcher endeavoured to recognise any concerns related to the 'bureaucratic burden' of research to the teachers by minimizing as much impact as possible to their normal working days and workloads. Necessary time commitments were communicated and organisation, therefore, ensured this potential burden was reduced as much as possible.

- **Social researchers should ensure 'that participation is voluntary and based on informed consent' and 'operate openly and honestly with respect to the investigation' (Denscombe, 2017, p.341)**

As an ethic of care for the participants, accurate communication about the purpose(s) of the study was needed (Caruth, 2013; Creswell, 2002) which was achieved by carefully constructing a participant information sheet and informed consent form. Key information, provided through the consent process, was essential contact details, the expected involvement of the participant, benefits and potential risks, the guarantee of confidentiality, and withdrawal rights. How some of these were managed will now be highlighted. The consent process differed for the observations, where blanket consent for teaching staff was gained from each school. A copy of the blanket consent was sought to evidence this. Where this was not the case, the researcher provided a parental consent form and information sheet ahead of time to ensure consent had been gained from all parents whose children were in the classes where the research was undertaken. Parents and children were afforded the right to withdraw at any time, according to BERA guidance, and appropriate measures were put in place to ensure this was possible (2018). Finally, in sharing and disseminating the findings which stem from the study, I needed to ensure continued honesty and integrity in the conduct of the research, and in providing fair and unbiased interpretations of the data (Denscombe, 2017).

- **Social researchers should ensure reflexivity in their practices (Etherington, 2007)**

The formal, ongoing reflexivity can be partially evidenced by gaining ethical clearance in three stages before, and while, collecting the data. Firstly, for the overall research aim, questions, design, the IPDs, and the RGI; secondly, for the observations; and finally, for the online rank-ordering task. This process allowed me to inform and update the participants at relevant points. An example of ongoing reflexivity included ethical clearance being sought and approved later in the data collection process, as the researcher had not decided on a survey until the other methods had been conducted (sections **3.4.1**, **3.4.2**, and **3.4.3**).

An example of reflexivity or caring presented itself during the pilot study (see a synthesis of the key findings in **section 3.5.2** and **Appendix 3.6**), where I ended one of the first interviews early due to the participant's visible discomfort and vulnerability. This participant expressed that they felt worried about sharing their personal opinion. This experience emphasised my need to provide comfort and reassurance and also that this data collection method may not suit all participants. Those who are unfamiliar with this method may have been particularly uncertain. It was reassuring that my instincts kicked in to stop the interview, and at a natural point which caused no harm to this participant. As a result of this experience, I revised how I introduced the grid and accepted that some participants may question the process more than others and that some may find it more or less beneficial. It also reinforced the need for the informal IPDs to precede the RGIs.

3.7 Summary

By ontologically valuing naturalistic pragmatism, I endeavoured to explore how teachers personally construct QPET within the field of secondary PE. This pragmatic world view supports that there may be multiple realities and subjectivities concerning the chosen topic. I also supported the rejection of dualisms which are so prevalent in the field of education generally and PE in particular. Therefore, it was accepted that a range of theories may help interpret the findings. Previous research on *effectiveness* in PE has endeavoured to focus on qualitative methodologies and, in particular, life histories, life stories, or by way of narrative ethnographies. By epistemologically adopting the idea of constructive alternativism (Kelly, 1955), I chose four key data collection methods based on previous literature, those being:

- IPDs;
- RGIs;

- lesson observations; and,
- the rank-ordering task.

Overall, I adopted an equal status, sequential and exploratory mixed methodological approach, which covered all aspects of the study and allowed for the integration of findings. Three questions will be considered to understand the findings:

- 1) What are teachers' constructs of QPET in secondary PE?
- 2) Are there differences in teachers' constructs of QPET across teachers' career phases?
- 3) Are there similarities and/or contrasts between teachers' constructs of QPET and those of head teachers, senior leadership, and those people that govern the profession?

In summary, the research has explored how teachers construct QPET for themselves and others, whether there are differences in how teachers construct QPET across career phases and how these constructs compare to those people who govern the profession. In the next chapter, it has been possible to share this, alongside similarities and differences between career phases (early, middle, and late-career). To bring the chapter to a close, I provide reflection on the methodological approach adopted and the benefits and limitations theoretically and methodologically.

3.8 Methodological reflections and acknowledgement of research limitations

Through the adoption of a mixed methodological, pragmatic approach to the research, the data were the starting point, and ideas were developed from those data (Creamer, 2018). Some researchers have criticised this approach for sustaining more of a binary logic deriving from positivism (Giddings and Grant, 2007; Sandelowski, 2014). The suggested binary logic specifically ties the positivistic ontology that reality is *singular* and that *right answers* are sought (Creamer, 2018) to the pragmatic approach of designing research questions in the search for 'truth' or a 'focus on the problem to be solved' (Feilzer, 2010, p.8). As mixed methods research can be defined as the 'combination of qualitative and quantitative data' (Creamer, 2018, p.218), instead of being considered a paradigm in its own right, some critique it for further reinforcing this (quantitative/qualitative) binary (Sandelowski, 2014). The mixing of methods and quantitative and qualitative data could cause juxtaposition. This is where mixed methods

could fail to go beyond the forced dichotomy of quantitative and qualitative methods by presenting the data 'totally or largely independent of each other' (Bryman, 2007, p.8). In defence, the sequential nature of this study favourably allowed the data to be initially collected and analysed per their paradigmatic traditions. The integrated approach to interpreting the data analyses avoided the problematic nature of allowing one binary paradigm to take more conventional priority (Creamer, 2018) over the other. This potential flaw was also minimised as a result of the equal footing afforded to the combination of qualitative and quantitative techniques. These approaches allowed more nuanced and robust findings to be presented through themes in **chapter 4** that have added value (Bazeley, 2018; Creamer, 2018; Hesse-Biber, 2010; Clark and Ivankova, 2016) to the understanding of QPET as experience. As a result, a conceptual model of QPET teaching was created (**Figure 5.2**). The findings could therefore be considered as a contribution to a 'complementary argument' (Creamer, 2018, p.5). The combination and integration of methods can 'offset the weaknesses inherent in any method' (Creamer, 2018, p.5) and 'avoid the biases intrinsic to the use of monomethod design' (Denscombe, 2008, p.272).

Although complementary arguments were found via the process of integration, different methods also provided different constructs of QPET. This resulted in some 'heterogeneous results that had to be interpreted carefully' (Feilzer, 2010, p.13). In a positive sense, the quantitative or qualitative data did not undermine each other but represented 'useful dimensions of the interrogated phenomenon' (Feilzer, 2010, p.13) and research questions. These dimensions were best interpreted through the use of Quay's (2013) synthesis of education, experience, and existence which necessarily married pragmatism and phenomenology. Having needed to draw upon Quay's (2013) theoretical framework may provide evidence that a pragmatic approach alone may not have been enough to uncover QPET as *experience*. By viewing QPET as experience we are therefore tasked with embracing the dimension of experience understood as our perception of existence as both an interaction between things (pragmatically) and a simple (aesthetic) whole (phenomenologically) (Quay, 2013).

3.8.1 Reflection on the organisational constraints as a mixed methods researcher

If the quality of mixed methods research rests partly on the quality of the quantitative and qualitative strands (Creamer, 2018), some expertise and knowledge of

both paradigms are deemed necessary. This formed one of the most challenging parts of completing this study as it demanded that I as the researcher fulfil several different roles: for example, 'statistician, interviewer, non-participant observer, pollster, and pragmatist' (Feilzer, 2010, p.13). It took, not only the inclination to 'number crunch', but also to work with 'soft data' (Feilzer, 2010, p.13). Quantitatively I needed to re-familiarise myself with relevant methods, data, and analyses which took longer than anticipated. The benefits were, however, worth the investment in this case (Hesse-Biber, 2010). That being said, high levels of organisation were needed to collect, manage, and order such a large amount of data. This challenge was elevated while balancing full time work, particularly as the research required a huge amount of personal communication with participants. Usually mixed methods studies involve a team of researchers, so to do this alone was quite an undertaking. The design took time and so too then did the administration of the methods and full analysis of individual methods. In addition, planning and implementing one method by drawing on the findings of another method proved to be difficult. Across methods, this also required me to work hard to keep participants interested.

The size of the study was carefully planned so that undertaking a mixed methodology would fit within the timeframe of doctoral study. However, it is possible it could have continued for longer, which is common in mixed methods research (Creamer, 2018). For example, it may have been beneficial to return to the original participants after the super-constructs had been established quantitatively. This may have enabled participants to define passion, strong student-teacher relationships, and strong subject knowledge in more depth.

3.8.2 General reflections on becoming a mixed methods researcher

Conducting this research caused me as the researcher to make a range of choices and face a range of new challenges. Firstly, a key challenge was needing to design all of the research instruments myself. The decisions regarding their design were all influenced by the literature prior to all stages of the data collection. This was a key strength of my research alongside, professionally, gaining a much deeper and ongoing understanding of the complexity of QPET. My development as a researcher was very gradual, which I partly believe was due to adopting mixed methods and due to the complex and open research questions I had developed. This necessitated me making

decisions as the research unfolded, and my understanding of the topic came later as I decided which theories would help me to interpret the data.

Another key strength of my research has been my ability to triangulate in several ways. This has increased the credibility and reliability of my findings. By combining theories, methods or data points, I have been able to ensure that fundamental biases arising from the use of a single method could be overcome. While methodological purists may believe that a researcher should pick either the quantitative or qualitative paradigm, I learned that this can be easily overcome. This is by accepting that both can be used to add meaning to data and ultimately, when they are strategically combined, their strengths can be maximised and a design can be produced with non-overlapping weaknesses. This is known as methodological triangulation (Creamer, 2018). Data triangulation has also been achieved as I used different populations across methods (i.e. teachers for stages 1-3 and a wider audience for stage 4). Theory triangulation was also achieved as, due to the complex research area, I was able, like Creamer (2018) recommends, to combine different theoretical influences in the interpretation of the topic. The relevant theories have been woven into my discussion in **chapter 5**. Methodologically, I didn't begin the study thinking I would combine two specific theories, and so some decisions in line with a mixed methods approach were made retrospectively. Triangulation also became a key strength of the findings to follow in **chapter 4**. The chapter was originally celebrated by relating the findings by the individual methods adopted which were later integrated. However, now it instead begins by sharing this integration and presents findings through the themes which emerged consistently through the analysis of all four stages of the data collection.

Chapter 4

Findings

4.0 An introduction to the findings

Methodological integration was adopted as an analytical technique and has been illustrated in **Appendix 4.8**. Once tabulated, this showed how the findings linked together, which resulted in the production of a concept map (**Appendix 4.9**) which both summarised the findings and demonstrated how different data sources had been integrated. The findings were written up and, as a result, four key emergent themes were identified.

The first key theme related to teachers' career phases and quality in physical education teaching (**4.1**). The next two themes illustrated aspects of teacher cognition: one focused on teachers' individuality and affective dimensions of QPET (**4.2**) and the other on teachers' knowledge for QPET (**4.3**). Both aspects of cognition (thinking and feeling) are therefore emphasised through the findings. However, while they are presented as individual themes, they are arguably interwoven and connected. My points here also applied to the fourth theme, 'teachers' practices for QPET' (**4.4**), as both of the previously mentioned features of cognition unfold through social interactions in the classroom context. These three themes have therefore related to the phenomenological thread throughout my thesis. With this in mind, I have found that the intellectual activities of teaching are not divorced from affective feeling. The *wholeness* and *embodiment* of experience which began to unfold through **chapters 1-3** were therefore significant throughout my findings. Illustrative data has been clearly identified throughout this chapter⁷⁵.

4.1 Teachers' career phases and quality (noun) in physical education teaching

This theme is presented through the three career phases included in this study, which were early-career teachers (ECTs, made up of teachers in their initial teacher education (ITE) year and those between 0-7 years), mid-career teachers (MCTs, from 8-15 years), and late-career teachers (LCTs, from 16-23 years and 24+ years). Each sub-theme shares:

⁷⁵ Illustrative data from the repertory grid interviews and lesson observations throughout this chapter will be identifiable *by text in italics* and 'quote marks', this will be followed in brackets by 'repertory grid interview (RGI)' or 'observations' and the date they took place. Illustrative data from the initial professional dialogues (IPDs) can be identified throughout this chapter by *text in italics*, without quote marks, and with only the date in brackets. The name and career phase of the relevant participant will be identified using their pseudonym the first time they are mentioned within each section.

- i. The unique individual career trajectories of the participants, as they are likely to impact their personal constructs of QPET;
- ii. Teachers' individuality which emerged regarding QPET, specifically, sharing which constructs were deemed to have stronger associations with participants' own practices;
- iii. Similarities in construing by teachers in each career phase; and,
- iv. The number of participants who construed each of the 15 overarching constructs⁷⁶. This demonstrates which overarching constructs were mentioned most by teachers in each career phase.

This overall theme then concludes by sharing cross career phase comparisons. The significance of this theme rested in its ability to address all three research questions.

4.1.1 Early-career teachers and their constructs of quality in physical education teaching

There was no difference in the career trajectories of the ECTs involved in this study. They all studied a degree, followed by a Postgraduate Certificate in Secondary Education (PGCE) as their route for teacher training. This may mean they were more likely to construe QPET similarly, as four of the five ECTs all also attended the same university. There was evidence of the priorities and foci during the participants' undergraduate degrees and teacher training, as well as the influence of mentors during this time. Hollie explained that her degree had a *strong underpinning of pedagogy* which is useful for teaching now (16.11.18). She felt this allowed her to *facilitate learning that comes away from skills/ drills/ techniques*. Even from this example, it is clear that teachers' individual values, degree choices and earlier experiences are likely to influence their perceptions of QPET and how this is enacted in their practices. It appeared, however, that aspects of QPET related to the self were not explicitly related to what the teachers learned through their degree specialisms. It was Alma and Louise (ECTs) who

⁷⁶ There were 140 bipolar constructs which were construed through 14 teachers' participation in the RGI. The data reduction exercise detailed in **Chapter 3** was conducted and resulted in the creation of 15 *overarching* constructs which were then deemed significant. These were: '*passion for teaching PE*', '*understanding through experience*', '*understanding of expectations, policy and initiatives*', '*motivation to progress student*', '*creativity and new ideas*', '*strong student-teacher relationships*', '*stable identity*', '*secure subject knowledge*', '*additional responsibilities*', '*good adaptability*', '*CPD*', '*varied teaching strategies*', '*collaborative learning*', '*confidence*' and '*classroom organisation*'. Due to the frequency of their mention across all 14 participants, these were deemed as the most important aspects of QPET.

provided specific examples of earlier mentors who influenced their desire to pursue a career in PE and to behave similarly to their role models. Louise (ITE) became a teacher *as a result of seeing the impact teachers have on a child's life. She learned a lot from her teachers at school educationally, socially and emotionally* (08.01.19) in relation to life skills. In addition, Louise felt that PE helped her *to improve her confidence within social settings*. Alma's role model was her Head of PE in secondary school, who, after losing her mum around the time of her GCSEs *took her under her wing* (12.11.18) and became a nurturing influence. Alma therefore appears to value children's personal development through her teaching of the subject as well as student-teacher relationships.

In the same vein of the ECTs' unique experiences as teachers, their individuality further emerged regarding QPET: specifically, having analysed the RGI constructs which were statistically deemed to have stronger associations with their own practices. **Table 4.1** shows aspects of QPET construed by the ECTs, which they had most strongly associated with themselves.

Table 4.1: ECTs' individual constructs which were most strongly related (statistically to the self).

Overall Career Phase (CP)	CP (in years)	Name	Construct
ECTS	ITE	Louise	Trying to establish yourself in the field of work and please others.
			Seeking development re. the needs of learners.
			The pressure to deliver new ideas and content and have plans checked.
			More passionate and try new things because it might work for the kids.
	ITE	Hope	More likely to listen, take in information, and engage in CPD.
			Time to know pupils and contextualise learning for them.
			Have current and creative best practice for content delivery.
			A relatable understanding of pupils needs and abilities.
	0-7	Alma	Ownership of your classroom and getting on with teaching.
			Organisation is difficult and requires thought.
			Emerging teacher identity/teacher identity is solid.
			Still learning and not considered for progression.

	0-7	Imi	Having to learn how schools use rewards and sanctions.
			There are other priorities like knowing the kids and how the school works.
	0-7	Hollie	Willingness to change what already exists.

The majority of these constructs speak to classroom organisation and, more generally, learning through early and developing practices as an ECT. They emphasise the unique experiences and pressures faced by ECTs in learning to teach. Further key aspects are highlighted such as relationships with their learners, and qualities such as passion and creativity. Also identifiable was the emerging nature of teacher identities, challenging what already exists, and learning about school expectations.

While these findings demonstrated the uniqueness and individuality of the ECTs' constructs of QPET in relation to themselves, by qualitatively analysing data from the individual RGIs, there were also similarities in construing themselves and others, either positively or negatively, which could be gauged after statistical analysis of the data at career phase level. The first level of analysis therefore built on this theme to identify ECTs' individualities, where the second level of analysis helped to identify similarities in construing across all of the ECTs. The quantitative data was explored through the PCA analysis for ECTs (see **Appendix 4.3**), the first similarity related to the timeline nature of elements (in order of career phase – i.e. ITE, 0-7, 8-15, 16-23 and 24+). An example of this can be seen in **Figure 4.1**⁷⁷ and has been highlighted by the blue line which connects the elements (career phases identified by the red dots). This trend could be seen in the majority of ECT participants.

⁷⁷ The fill biplot does not need to be clearly read here in order to understand the findings which are being shared (the timeline nature). However, a larger version of the biplot can be seen in **Appendices 3.7 and 4.3**.

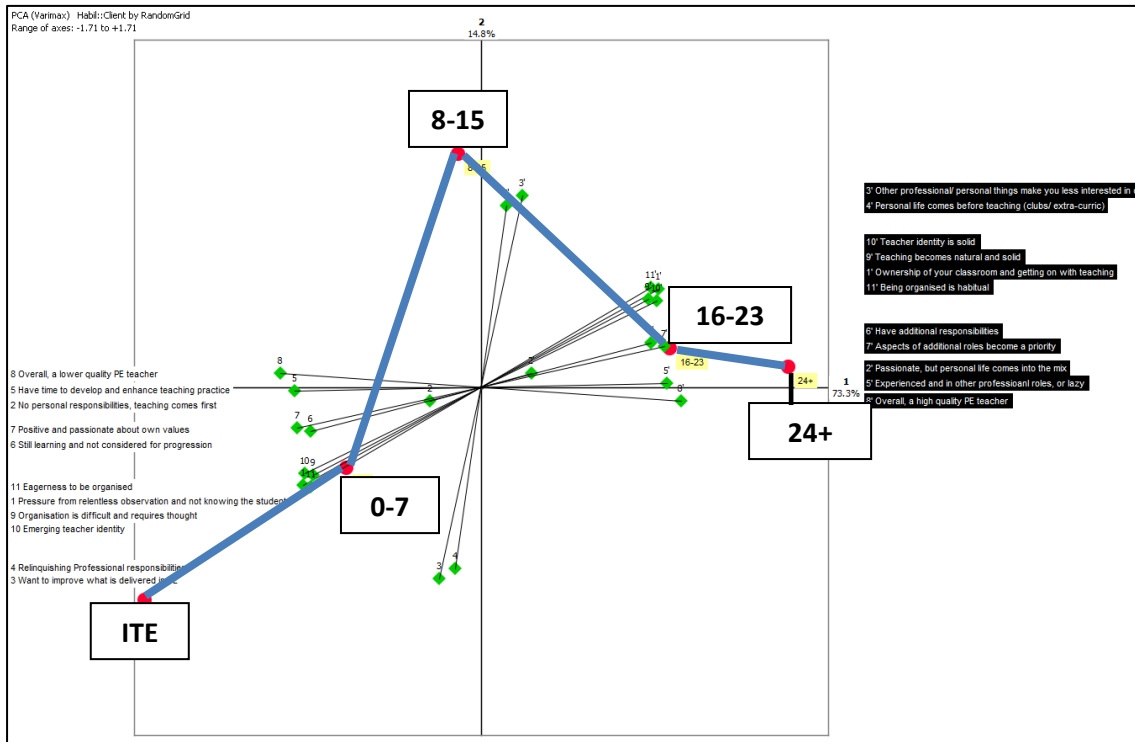


Figure 4.1: A biplot showing results from the principle component analysis (PCA) conducted for Alma, and the timeline nature of the elements (from ITE to 24+)

In this biplot, the constructs of QPET most positively construed can be seen on the left, and the least positive constructs of QPET on the right (in black boxes). This is identifiable by the proximity of the elements (career phases as red dots) and the constructs (green diamonds). Full analysis of Alma's individual biplot was provided as an example in **Appendix 3.7**⁷⁸. However, by analysing all of the biplots for the ECTs (Hope, Louise, Hollie, Imi, and Alma), two out of five rated LCTs as having higher QPET than teachers in other career phases, whereas the remaining three rated ECTs as demonstrating higher QPET than MCTs and LCTs. All of the ECTs ranked ITE and 24+ career phases most distinctly (at extreme points of the biplot), meaning they were furthest away from the constructs and the origin (centre of the biplot). This also means they were more likely to be ranked using the extremes of the scale (1 or 5) on the RGI tool as compared to other career phases, and were highly correlated in relation to the constructs (green diamonds). Overall, across all ECTs, the ITE career phase was construed statistically more positively than the 24+ career phase (as can also be seen in Alma's biplot).

⁷⁸ For brevity, a full description of how the biplots were analysed can be found in **Appendix 4.3**.

Further emphases by all ECTs concerning QPET could be ascertained from quantitative analysis of the 15 overarching constructs⁷⁹ prior to the rank ordering task (ROT) being completed⁸⁰ with a wider range of participants across all career phases. Therefore, it was possible to highlight how many times ECTs mentioned the 15 overarching constructs and to identify the key priorities of ECT teachers regarding QPET. '*Creativity and new ideas*' was identified as a key indicator of QPET for ECTs as all ECT participants mentioned constructs which related to it through the RGIs. Four out of five participants construed '*understanding through experience*' as a key aspect of QPET. This reinforces that ECTs are engaged in learning about many aspects of teaching and acknowledges that more experience is a key indicator of QPET. Three out of five participants also mentioned '*passion for teaching PE*', '*strong-student teacher relationships*', '*additional responsibilities*' and '*CPD*'. These overarching constructs were therefore considered as key priorities regarding QPET for ECTs.

4.1.2 Mid-career teachers and their constructs of quality in physical education teaching

The career trajectories of the MCTs highlighted some key differences. Firstly, Cole and Liam had work experience during gap years prior to their decision to start teacher training. Cole and Michael held significant levels of responsibility alongside their roles as PE teachers. The additional responsibilities critically may detract from QPET and require more careful balancing of roles. Interestingly, the responsibilities held are either pastoral (head of year, or house, or related to wider school nurturing) or subject related (i.e. head of department). In linking to degree specialisms, Liam reported that there are changes in what is expected for teachers to know over time and felt that his university provided a broad range of topics covered throughout the degree, e.g. *sociology, practical coaching and wider impacts* (16.11.18). This highlighted the changing nature of what may contribute to and inform individual teachers' perceptions of QPET. With individuality in mind, **Table 4.2** below shows aspects of QPET construed by the MCTs, which they had most strongly associated with themselves.

Table 4.2: MCTs' individual constructs which were most strongly related (statistically to the self).

⁷⁹ See footnote no.76

⁸⁰ The 15 overarching constructs of QPET which made up the ROT (survey) were created as a result of data reduction of the 140 bipolar constructs elicited through the RGIs (by teachers across all career phases) – as outlined in **chapter 3.5.4**.

Overall Career Phase (CP)	CP (in years)	Name	Construct
MCTs	8-15	Cole	Want to have good lessons with a positive climate, enjoyment, and progress.
			High subject knowledge of a range of practical activities.
			Knowledge of how to use data effectively to get more out of students.
	8-15	Liam	Have a presence and a persona as the 'quiet alphas' and have seen most scenarios.
	8-15	Malachi	Passion for your favoured sports or aspects of the curriculum.
	8-15	Michael	Pupil-teacher interaction is high.
			Life and teaching experience to share with staff/students.
			Wanting to help students achieve.
			Questioning profession and duration of it; seeking other routes or means of work.

The majority of these constructs illustrate issues such as knowledge, student-teacher relationships, experience and attributes (such as passion). Michael uniquely shared that he was questioning whether to stay in teaching, and while this related strongly to his own circumstances, he felt that the MCT stage could be a 'fork in the road' (RGI 09.11.18) for others. He had long been waiting for career progression within his school and had grown frustrated with this. This indicated, in linking with the MCTs' likelihood of having additional responsibilities, that they can be an important motivating factor for teachers who are progressing through the career phases. Without this motivation, QPET could arguably decline.

By looking at how many times MCTs mentioned the 15 overarching constructs⁸¹, the key priorities of MCT teachers regarding QPET could be ascertained. '*Passion for teaching PE*' and '*strong student-teacher relationships*' were identified as key indicators of QPET for MCTs as all MCT participants mentioned constructs which related to them through the RGIs. Three out of four MCTs construed '*understanding of expectations, policy and initiatives*' and '*secure subject knowledge*' as key aspects of QPET. In relation to expectations, the MCT teachers may prioritise this aspect of QPET due to their higher levels of responsibility than ECTs within their departments. In terms of subject knowledge, the teachers were likely to have built up their subject knowledge through

⁸¹ see footnote no.76

experience, thus determining it as a key strength and aspect of QPET for MCTs. Two MCTs also highlighted *'motivation to progress students'*, *'stable identity'*, *'additional responsibilities'* and *'good adaptability'*. These were also deemed significant as they were mentioned by half of the MCTs who took part in the study. These may also be considered as key strengths or priorities for the participants specifically, but also perhaps more generally to other MCTs. They are arguably aspects of QPET which are key responsibilities of those holding additional roles within PE departments, which shows that the role teachers have within a school context also informs their perception of QPET. To support this point, I evidence Cole's biplot (**Figure 4.2**, larger version in **Appendix 4.3**), which shows the results of Cole's PCA. The five constructs listed below are drawn from Cole's PCA and demonstrate a view of QPET which may have been influenced by the level of responsibility he had as head of a large PE department in an Academy (highlighted by the orange circles in **Figure 4.2**):

- 'Knowledge of how to use data effectively to get the most out of students';
- 'knowledge of an 'outstanding lesson' and can tick boxes';
- 'knowledge and application of current education initiatives (The Office of Standards for Education (Ofsted), National Curriculum for Physical Education (NCPE));
- 'creating lessons which students make progress in'; and,

- 'want to have good lessons with a positive climate, enjoyment, and progress'.

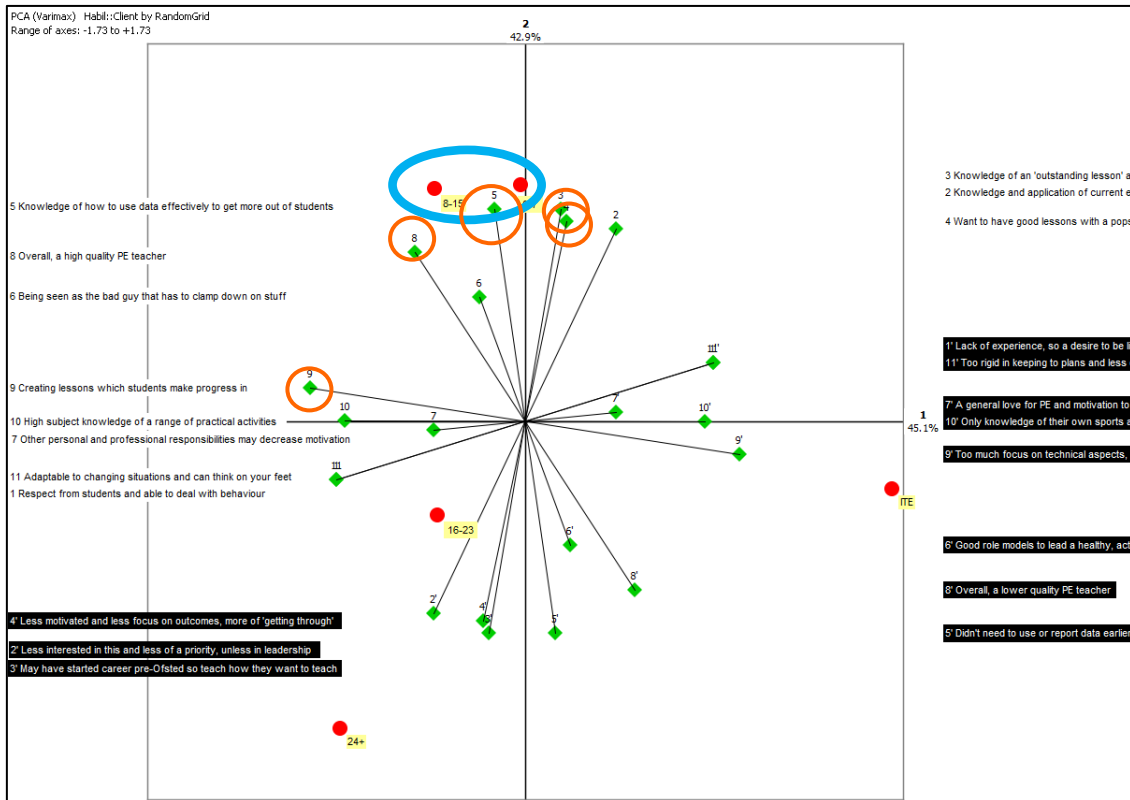


Figure 4.2: Cole's biplot, highlighting a high number of constructs relating to 'understanding of policy, expectations and initiatives'

A similarity across all of the MCTs' results was the positive nature of construing QPET and close relationship between the 8-15 and 0-7yrs career phases (red dots) (highlighted by the blue circle, in **Figure 4.2**). Through the PCA analysis across all MCTs, the timeline nature of elements was also evident in the biplots as mentioned in relation to ECTs. MCTs were more likely to elicit constructs of a more positive nature when discussing themselves, which could be seen by the proximity of constructs to the 8-15 years element in all MCTs' biplots. Like ECTs, the QPET of ITE and 24+ career phases were construed by MCTs more negatively⁸² and distinctly⁸³. The 24+ phase was construed more negatively by these teachers and many aspects of quality were suggested to decline by the late-career stage.

⁸² I say negatively, as the constructs in the black boxes on all biplots indicate negative aspects of QPET identified through analysis of the RGIs.

⁸³ Peripheral entries (constructs or elements) in the biplot (far from the origin), which express high correlations (therefore also indicating decisive judgments with reference to QPET and career phases (elements)). More distinctly here means that the elements (career phases) were located far away from the origin (centre) of the biplot.

4.1.3 Late-career teachers and their constructs of quality in physical education teaching

Patch’s career trajectory was a strong example of career trajectory impacting on personal constructs of QPET. His experience with independent schools and his elite sport background has made him an avid supporter of children participating in sports and a true believer of the value of extra-curricular PE, which is also reflected in the nature of his additional responsibilities. In addition to this, Patch shared that *faith alongside education is important for him as a person* (01.03.19). This was also indicative in his choice to study for a Sports Science with Theology degree. He felt that a religious background *influences sportsmanship and encouragement of morals alongside sport*. The responsibility he felt as Director of Sport was therefore to reinforce and *instil strong values in the kids, such as honesty, integrity, problem solving and holistic aspects of school life*.

It appeared that aspects of QPET related to the self were more explicitly related to what the LCTs learned through their degree specialisms. **Table (4.3)** below shows aspects of QPET construed by the LCTs, which they had most strongly associated with themselves.

Table 4.3: LCT teachers’ individual constructs which were most strongly related (statistically to the self).

Overall Career Phase (CP)	CP (in years)	Name	Construct
LCTs	16-23	Paul	Accurate making judgments and predicting grades.
			Linking objectives and planning outcomes.
			Quicker at the planning process, which flows better.
	16-23	Pete	Confidence and a calmer manner when teaching.
			Less worry and happy in your role.
			Personal/professional self becomes stable.
			Likely to bring on the next generation (mentor and role model).
			Can use past experiences to be more adaptable.
	16-23	Patch	Established knowledge and methods and therefore able to differentiate.
24+	Thomas	Experienced delivering PE to children with a wide range of needs.	
			Commitment to delivering QPE.

			Have taught in at least 2 schools and alongside different people intimately.
			Confidence to teach a range of activities.
			More willing to challenge new ideas and practices.
	24+	Shula	Loves the subject of PE.
			Ability to be flexible and think on their feet.
			Have a genuine interest in PE, progress, and dealing with reluctant participants.

Many of these constructs identify attributes such as confidence, calmness and the more habitual features of QPET which are relevant for LCTs. There are also clear feelings of a love or passion for PE expressed and associated with the LCT teachers' sense of self. Also unique for the LCTs were more explicit examples of how experience can enhance QPET. These were that experience can i) speed up the planning process, ii) enhance teachers' ability to adapt, think on their feet and be flexible, iii) be more accurate in judgments for assessments, and iv) have more established knowledge and teaching methods.

Through the PCA analysis for LCTs, while the timeline nature of elements⁸⁴ was present again, there were some noticeable differences. Patch and Paul construed elements similar to MCT and ECTs as they perceived ITE and 24+ more distinctly⁸⁵ and more negatively (closer to the negative aspects of QPET found in the black boxes on the biplot). Shula, Thomas, and Pete construed LCTs more positively, which forms an important finding illustrated in **Figure 4.3** (larger version in **appendix 4.3**). This was also visible in Thomas' biplot, (**appendix 4.3**).

⁸⁴ In order of: ITE, 0-7, 8-15, 16-23 and 24+ (in this case, in the reverse order).

⁸⁵ Peripheral entries (constructs or elements) in the biplot (far from the origin), which express high correlations (therefore also indicating decisive judgments with reference to QPET and career phases (elements). More distinctly here means that the elements (career phases) were located far away from the origin (centre) of the biplot.

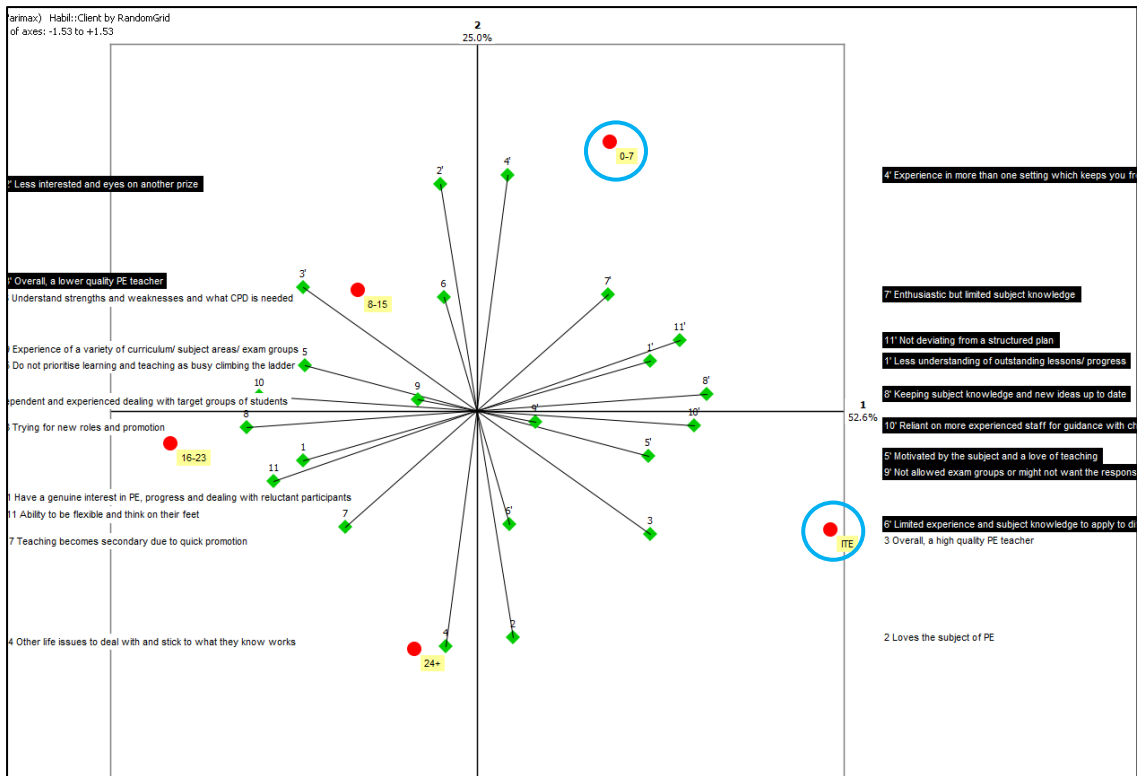


Figure 4.3: Shula's biplot highlighting the LCTs (16-23 and 24+ yrs) as positively construed

It is also evident from the analysis of Shula and Thomas's data that the ITE and 0-7 yrs phases (blue circles) were seen more negatively and distinctly from the other career phases.

By also statistically examining how many times LCTs mentioned the 15 overarching constructs⁸⁶ the key priorities of LCT teachers regarding QPET could be ascertained. 'Understanding through experience' and 'secure subject knowledge' were identified as key indicators of QPET for LCTs, as four out of five participants mentioned constructs which related to them through the RGIs. Three out of five participants construed 'passion for teaching PE', 'understanding of expectations, policy and initiatives', 'motivation to progress students', 'good adaptability' and 'CPD' as key aspects of QPET. These overarching constructs identify a range of skills, knowledge and attributes deemed important aspects of QPET. This indicates a wholeness of experience (in terms of aspects of being, doing and knowing) in relation to QPET that LCTs associated with themselves.

⁸⁶ see footnote no.76.

4.1.4 Cross career phase comparisons of quality in physical education teaching

This theme provides comparisons regarding constructs of QPET across career phases, therefore seeking to emphasise which aspects of QPET may be deemed the most significant or important across all career phases. Findings in this sub-theme outline:

- i) career phases identified as statistically having the highest QPET overall;
- ii) what was deemed as *new school (ECTs)* and *old school (LCTs) teaching*;
- iii) *the more negative aspects of QPET* suggested to become more prominent over time; and,
- iv) the three most significant overarching constructs, or 'super-constructs'.

The previous three sub-themes identified that ECTs, MCTs and LCTs can be deemed as embodying different aspects of QPET. However, all fourteen participants (across career phases) were asked to rank career phases in terms of QPET from the highest (ranked as 1) to the lowest (ranked as 5). Quantitative analysis of this construct identified the 0-7 (ECT) and 8-15 (MCT) career phases as having the highest QPET, followed by 16-23yrs. The ITE (ECT) and 24+ (LCT) career phases were construed more extremely than the other career phases, with 24+ viewed as having the highest QPET of the two.

Of the two career phases construed more extremely (ECTs and LCTs), qualitative analysis of the RGIs allowed me to identify the terms *old school* and *new school* which were expressed by four participants: Hollie (ECT), Alma (ECT), Cole (MCT) and Liam (MCT). However, this was also implied by all other participants who made stark contrasts when asked which group was most different in respect of what they had construed regarding QPET. This highlighted ageist stereotypes that were held, particularly towards LCTs, along with identifying particular foci or values that teachers may have if associated with these labels. Perceptions as a whole appeared to be binary in that participants articulated a distinct difference between old and new even if they could not give specific examples.

Any references made by all 14 participants to '*new school*' teaching referred to younger teachers, as comments were made in direct relation to teachers in the ITE and 0-7 years career phases. *New school* PE teachers were suggested to be '*more knowledgeable about pedagogy, facilitating discussions, instructional models*' (Alma), '*technology*' (Hope, ECT, RGI 23.11.18), '*Ofsted*' (Patch, LCT, RGI 01.07.19), '*characteristics of outstanding lessons, monitoring pupil progress, differentiation*' (Cole, MCT, RGI

31.02.19), and *'outcomes'* (Alma). They were also said to ensure *'good lessons with a positive climate and enjoyment'* (Cole). In addition, *new school* teachers are *'keen and mouldable'* (Liam, MCT, RGI 16.11.18), *'creative'* (Hope and Patch), *'innovative'* (Shula, LCT, RGI 13.03.19), *'enthusiastic'* (Shula), and *'motivated'* and they are *'more willing to give learners responsibility for their learning'* (Hope).

Associations made with references to LCTs and *'old school'* teaching suggested that old school PE teachers *'adopt more traditional pedagogical approaches'* (Hollie RGI 16.11.18), *'(e.g. warm-up, skill, game)'* with a *'physical emphasis'* (Alma, RGI 12.11.18). In addition, Cole expressed that *'the older ones... are the real sort of sport mad people'* (RGI 31.02.19), which was also implied by Hope, who added that they have a *'regimented, teacher-centred approach'* (RGI 23.11.18). She extended this point with an example expressing that they might just *'let the kids get on with it... teach everybody exactly the same thing and move everyone on at exactly the same time'*. It is suggestive that they are *'less willing to adapt or change'* (Liam, RGI 16.11.18) and may be *'set in their ways'* (Malachi, RGI 11.01.19). This was more strikingly suggested by Hope that LCTs might choose *'the dinosaur way'*. Malachi further expressed that they might want to *'shake things up but generally'* he suggested that they will think *'if it's worked well for me, why do I need to change things'*. He explained that this might be because *'they are nervous* and that it might *detract from being able to exercise effective classroom management strategies'*. Liam made an important point regarding QPET by explaining that *'just because teachers have taught long, it doesn't mean that you have taught it well'*, they might think *'I don't need training; because you're insulting me* and so he suggested they may think *'I'll just recycle what I have done for years... I'm not going to change now'*. The reasons for this may also relate to motivation as Cole expressed that *'maybe motivation decreases when you get to the top'* (RGI 31.02.19). This could therefore be another reason for less willingness to change, alongside the obvious points, which appear to suggest resistance to change. Their motivation may also result in *'teaching tedium'* as highlighted by Patch where he said: *'they are going through the motions... just doing the bog standard'* (RGI 01.07.19).

Not all stereotyping was negative. LCTs were also deemed as very knowledgeable about *'practically teaching...you're not going to have forgotten it... tactics and strategies in Netball'* for example (Alma). Alma also expressed that LCTs are *'experienced enough in order to teach without thinking (habitual)... they become solid in their teaching'*. In addition, Imi (ECT, RGI 07.03.19) felt that *'they have different strategies with different*

kinds of kids and the ability to differentiate in lessons, as well as knowing different *'ways of assessing'*. She was positive that *'they will know the children and their needs better'* than ECTs. By extension, she also added in contrast to the earlier perceptions I have shared, that they will be *'willing to try new ideas, especially if they are fads... because they know a good thing when they see it'*. In a more holistic sense, Michael (MCT, RGI 09.11.18) shared that *'as a life mentor... you have this vast wealth of experience'* to share.

Most ECTs and some MCTs found it difficult to highlight similarities between ECTs and LCTs:

'This is going to be tough to think of a similarity' (Alma, ECT, RGI 12.11.18).

'It is tough because there is such a gap' (Malachi, MCT, RGI 11.01.19).

The difficulty for participants to find similarities between ECTs and LCTs illuminated the fact that teachers in different career phases may embody different aspects of QPET. It is important to consider that using the career phases (expressed as the number of years teaching) as elements within the RGIs may have caused some stereotyping to occur. Had I expressed career phases in a different way, perhaps in relation to competency levels instead (novice-expert) (Kirk *et al.*, 2006), the stereotyping by age may not have taken place. The participants were also restricted by basing their opinions on people they had met, and so their constructs of QPET in relation to career phases were clearly very personal. Liam's interview highlighted this point when he stated, *'it is personal isn't it teaching, so what you were good at five years ago is not seen as the in thing and you are no longer now relevant'* (RGI 16.11.18).

While the above compares the ECT and LCT career phases directly, constructs of the RGIs can be seen in **Table 4.4**, which shows summaries of the perceptions of QPET by teachers in all career phases, concerning aspects of QPET which were felt to become more prominent over time.

Table 4.4: Aspects of QPET which teachers in each career phase felt become more prominent or important over time.

ECTS	MCT	LCT
<ul style="list-style-type: none"> • Confidence; 	<ul style="list-style-type: none"> • classroom management; and, 	<ul style="list-style-type: none"> • Valuing opportunities to

<ul style="list-style-type: none"> • student-teacher relationships; • passion for teaching PE can continue, but passions may change; • experience of a range of practical activities and the curriculum; • managing students' behaviour; • differentiation and progression; and, • teaching and organisation, which become natural. 	<ul style="list-style-type: none"> • strong knowledge of all sports and the curriculum. 	<p>enhance subject knowledge beyond lessons;</p> <ul style="list-style-type: none"> • becoming more aware of changes in curriculum, student behaviour, and attitude; • the ability to differentiate to meet individual needs; • a feeling of security in the content you are teaching and your place in the system; • independence and experience dealing with target groups of students; • loving the subject of PE; • the confidence to deliver a range of activities; and, • a willingness to challenge new ideas and practices.
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Here, consistencies can be seen regarding aspects of QPET which are said to improve with experience, over time. Firstly, it appeared that knowledge of practical activities and sports improve, which was mentioned by all career phases. Secondly and in terms of the

teachers' affect or attributes, it was evident that confidence, passion and stability improve. And finally, in terms of interactions between the teacher and learner, relationships, management of behaviour and classroom management were considered to improve over time, again as highlighted in different ways by all career phases. In contrast, **Table 4.5** emphasises the more negative aspects of QPET which were suggested to either set in or become more prominent over time.

Table 4.5: More negative aspects of QPET which were suggested to set in or become more prominent over time

ECTS	MCT	LCT
<ul style="list-style-type: none"> • Willingness to change; • likelihood of engaging with continued professional development (CPD); • detailed planning, • creativity and new ideas; and, • complacency. 	<ul style="list-style-type: none"> • Motivation to change; • faith and motivation; • questioning if they still enjoy the job; • set in their ways with teaching strategies; • reluctance to try new things; • less interested or teaching how they want to teach; and, • the novelty has worn off and that passion may change. 	<ul style="list-style-type: none"> • Being less interested, with their eyes on another prize; • not likely to prioritise learning and teaching as they are busy <i>climbing the ladder</i>; • motivations change and you want all children to do something, rather than just the elite; • may not be open to trying a range of teaching or assessment for learning strategies; • teaching becomes secondary due to quick promotion; • have more responsibilities; and,

		<ul style="list-style-type: none"> • other life issues to deal with and stick to what they know works.
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By analysing these data across career phases, several aspects of QPET have been mentioned consistently. Firstly, there is a willingness to change and the fact that motivations change are acknowledged. Secondly, it is very clear that priorities shift over time, which may detract from QPET and move towards a focus on teachers' personal lives or the desire for additional responsibilities. Finally, across career phases, there is a feel of monotony setting in, being set in their ways and complacency, all of which could impact QPET negatively and are arguably avoidable.

While cross career phases comparisons have been offered through this sub-theme, it was important to highlight that there were also individual differences regarding perceptions of QPET that did not necessarily relate to career phases. To evidence this argument, the findings presented below relate to the original 14 participants of the RGIs. The 15 overarching constructs were deemed key aspects of QPET by all of the teachers. More specifically, **Table 4.6** identifies the number of individual participants who contributed to each overarching construct, and the number of times each was referred to. The boxes in yellow (**Table 4.6**) highlight the participants who referred to an overarching construct more than once during their RGIs. Those constructs that appeared more than once revealed priorities within individuals' systems of values and beliefs. For example, Louise (see **Table 4.6**) prioritised the overarching constructs of '*a passion for teaching PE*', '*creativity and new ideas*' and '*CPD*', while Liam prioritised, '*passion for teaching PE*', '*strong student-teacher relationships*', '*stable identity*' and '*good adaptability*'.

Table 4.6: The number of participants who construed each of the 15 overarching constructs from the RGIs

	ECTs					MCTs				LCTs					Total constructs
	Louise	Hope	Alma	Imi	Hollie	Cole	Liam	Malachi	Michael	Patch	Paul	Pete	Shula	Thomas	
Passion for teaching PE (n=10)	2		2		3	1	2	2	2	2			3	2	21
Understanding through experience (n=8)		1	1	2	1					1	2		3	2	13
Understanding of expectations, policy, and initiatives (n=8)		1		1		3		1	2	2	1	1			12
Motivation to progress students (n=6)		3				2			1	2	3		1		12
Creativity and new ideas (n=7)	2	2	1	2	1			3						1	12
Strong student-teacher relationships (n=9)	1	1		1		1	2	1	1		1			1	10
Stable identity (n=5)	1		1				2		3			3			10
Secure subject knowledge (n=9)	1			1		1	1	1		1	1	1	1		9
Additional responsibilities (n=6)			2	2	2		1		1					1	9
Good adaptability (n=6)		1				1	2				2	1	1		8
CPD (n=6)	2		1		1							1	1	2	8
Varied teaching strategies (n=5)		1			1			1		2		1			6
Collaborative learning (n=4)					1	1			1			1			4
Confidence (n=4)	1			1								1		1	4
Classroom organisation (n=3)			2					1							3

Many further key findings can be seen by analysing this table which begin to emphasise similarities found across career phases:

- The overarching construct mentioned most often was ‘passion for teaching PE’ (highlighted in green);
- this was followed by ‘secure student-teacher relationships’ and ‘secure subject knowledge’ (highlighted in green);
- the overarching constructs ‘understanding through experience’ (n=13) and ‘understanding of expectations, policy and initiatives’ (n=12) had the next highest number of mentions by individual participants (highlighted in orange);
- the overarching constructs ‘understanding through experience’ and ‘CPD’ were predominantly mentioned by ECT and LCTs; and,
- all participants mentioned something related to at least half of the fourteen overarching constructs.

Therefore, while these findings indicated that there were individual differences regarding QPET that did not necessarily relate to career phases, it can still be seen in the three columns highlighted in green in **Table 4.6** that three overarching constructs were contributed to by more participants than the other 12 overarching constructs. At this point, they were therefore deemed significant overarching constructs.

While the above findings were from statistical comparisons of the RGI constructs of the 14 original participants, the analysis of the ROT was crucial in highlighting further quantitative similarities in perceptions of QPET across career phases, which both supports the findings from the original 14 participants highlighted above and builds on the sub-theme with another level of analysis. As explained in **Chapter 3**, 56 participants took part in the ROT, of which 35 were PE teachers and 21 were senior leaders or head teachers. Some of the 14 PE teachers who completed the ROT were also part of the other three data collection methods, but how many, due to the anonymity of the survey, cannot be known. Participants were asked to rank the 15 overarching constructs from the most important (1) to the least important (15). When analysing the data drawn from the rank-ordering task, the mean ranks allocated to the overarching constructs were highlighted to allow for comparison between the two participant groups. **Table 4.5** and **Figure 4.4** show that the three overarching constructs deemed most important (which were therefore ranked the lowest) by the PE teachers were ‘passion for teaching PE’, ‘strong-student teacher relationships’, and ‘secure subject knowledge’. While the three constructs deemed least important (with the highest mean ranks) were ‘collaborative learning’, ‘engagement in CPD’, and ‘additional responsibilities’.

Table 4.5: A table to show the mean rankings PE teachers and Senior Leaders/Head Teachers provided for the overarching constructs as part of the rank ordering task

Overarching Construct	Mean Rank (PE Teachers)	Mean Rank (Senior Leaders and Head Teachers)
Passion for teaching PE	2.4	2.9
Strong student-teacher relationships	3.63	2.81
Secure subject knowledge	3.97	3.19
Good adaptability	5.86	7.71
Motivation to progress students	5.94	4.43
Creativity and new ideas	7.23	9.19
Confidence	7.51	6.67
Varied teaching strategies	8.14	7.86
Classroom organisation	8.83	8.67

Understanding through experience	9.97	10.14
Understanding of expectations, policy, and initiatives	10.37	10.19
Stable identity	10.63	11.43
Collaborative learning	10.77	10.71
Engagement in CPD	11.03	9.76
Additional responsibilities	13.71	14.33

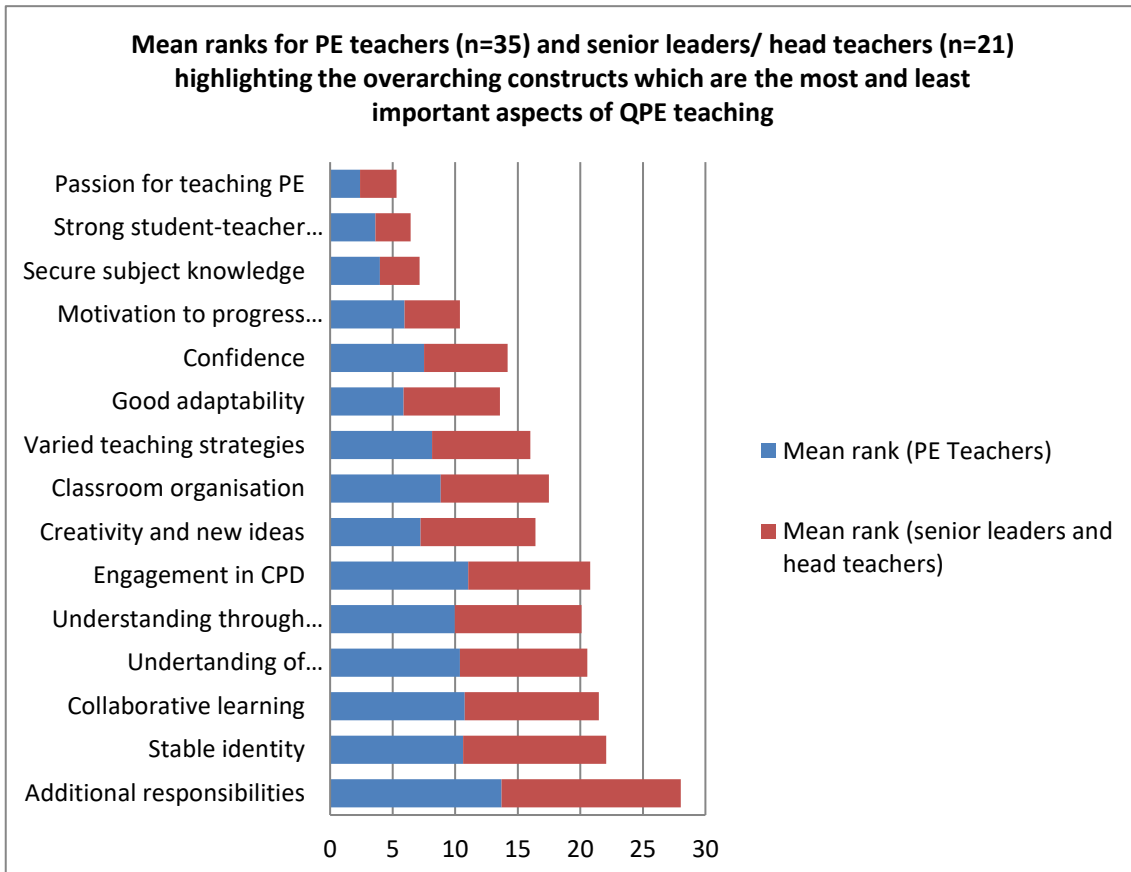


Figure 4.4: Mean ranks for PE teachers (n=35) and senior leaders/head teachers (n=21) highlighting the overarching constructs which are the most and least important aspects of QPET

The top three most important overarching constructs were interestingly the same for both the PE teachers and senior leaders (although in a different order). There was however one difference in the least important group, which was that the senior leaders chose 'stable identity' as one of the least important, whereas the PE teachers placed 'engagement in CPD' as one of the least important constructs.

To explore any differences between career phases in terms of most and least important overarching constructs, results from individual group grids were analysed. **Table 4.5** shows that the most (green) and least (red) overarching constructs were consistently identified by participants in each career phase, indicating a consensus

between the PE teachers who participated in an RGI, a wider audience of PE teachers and senior leaders (through the ROT) about the most important aspects of QPET. Those *overarching* constructs highlighted in green, were therefore deemed as *super-constructs* and are the result of integration.

When delving further into these results, it was found that more mentions of ‘passion for teaching PE’ were made by participants in the 0-7 and 8-15 career phases, and fewer by the ITE and LCTs. Also, those in the 8-15 career phase were more likely to select ‘student-teacher relationships’ as an important construct than other career phases. Finally, participants in the 0-7 and 8-15 career phases were more likely to select ‘additional responsibilities’ as the least important overarching construct than other phases.

Although the two groups could be said to have differing priorities, findings were similar between the PE teachers and the senior leaders/head teachers who participated in the survey. This suggests that both samples perceive similar aspects of QPET to be important. The findings from the analysis of the group ROT have been used as a tool to link directly to the themes which are discussed in **Chapter 5**, by highlighting the *super-constructs*. The findings shared here were also key in addressing research question 3.

4.1.5 Summary of theme: ‘teachers’ career phases and quality in physical education teaching’

The findings from this theme highlighted that teachers in different career phases were deemed as having high QPET for different reasons, although there are similarities across the career phases which were highlighted in **section 4.1**. All teachers perceived their own career phase as having the highest QPET and this theme has enabled me to shed light on teachers’ associations between constructs of QPET, themselves and others. By comparing and contrasting data from individual participants, it is evident that LCTs are more likely to positively construe teachers in all career phases. This shows that they perceive that all teachers embody different aspects of QPET. In contrast, ECT and MCTs were more likely to be negative about the career phases more extremely distanced from their own. For example, ECTs were more negative when they mentioned LCTs, and MCTs were more negative towards teachers in the ITE and 24+yrs phases. Aspects of QPET are therefore construed differently and either positively or negatively in relation to different career phases. Most surprising, was that there were similarities in relation to the most important overarching constructs between the PE teachers and

senior leaders/head teachers: these became *super-constructs*. This made me realise the assumption I had made as a researcher that perceptions of QPET may be different between the two groups. This theme also caused me to reflect on the fact that if I hadn't included career phases as a central part of my research, such a whole perspective of QPET may not have been realised.

4.2 Teachers' intrinsic and cognitive (affective) dimensions of quality (noun) in physical education teaching

This theme explores key findings related to teachers' individuality and affective dimensions of quality (noun) in physical education teaching. Specifically:

- i. Teachers' individuality and their experiences of affect,
- ii. values which indicate quality in physical education teaching; and,
- iii. passion as a desirable disposition for quality in physical education teaching.

Illustrative excerpts included within this theme are drawn from the IPDs, RGIs and lesson observations, and feed into responses to research questions 1 and 2.

4.2.1 Teachers' individuality and their experiences of affect

This sub-theme firstly covers the affective benefits stated to have been gained by teachers through their own experiences with sport, physical education (PE), and physical activity. Affective gains such as *confidence* (Louise, ECT), *feeling cared for* (Michael, MCT), and *student-teacher relationships* (Alma, ECT) were the result of key role models in the teachers' schooling. Shula (LCT) also reflected on this when sharing that she *had a great PE teacher and loved sport* (13.03.19). Not only does this show that the care afforded to these participants influenced their love of the subject and desire to pursue it, but this may also suggest they were inspired by their teachers. Inspiring teaching therefore comes to the fore as a key aspect of QPET. An explicit example of this was provided by Hollie (ECT) who stated that she *most enjoys inspiring children to do what they want* (16.11.18). Alma's early affective influences have led her to value student-teacher relationships, and this was observed in her teaching where she demonstrated a level of relatability with the pupils. Specifically, it was noted that she *had very strong relationships with pupils and seemed to have an unspoken closeness or relatability with them* (observation, 14.02.19). She demonstrated this in short, informal conversations with the pupils, for example: *the teacher had informal conversations about birthdays in small snippets, this demonstrated strong relationships* (observation,

14.02.19). Alma was showing a genuine interest in the pupils, which was also observed in other teachers:

'The teacher appears very relaxed. Having small friendly chats with some of the pupils while others entered the changing rooms' (Hope, ECT, 12.12.18).

'The relationship between the teacher and the pupils is nice, e.g. "smile it's Friday". The pupils responded well to these interactions' (Liam, MCT, 30.11.18).

'Very knowledgeable about the students and also the theory that is being taught' (Patch, LCT, 27.11.19).

Through these excerpts of data, further indicators of QPET emerged, such as showing an interest, student-teacher relationships and arguably caring teaching. The affective benefits experienced by the teachers therefore appeared to embed the desire to ensure similar benefits were gained by their learners. Another explicit example of this is provided through Louise's IPD, as she was inspired by the impact teachers can have on a child's life in a holistic sense, which shaped her values regarding what children should gain from school life, for example:

She learned a lot from her teachers at school in terms of education, social and emotional life skills and believes that although pupils have exams to pass, it is more important to equip students with knowledge and skills that will help them to cope with the real world and life in employment (08.01.19).

As a result of these personal experiences, Louise said that *PE helped to improve her confidence within social settings* (08.01.19) and, consequently, was the subject she wanted to pursue a career in. Michael (MCT) described *a male PE teacher at high school who nurtured and provided lots of positive experiences. Gave advice, looked after him, and gave up his time to ensure we had extra opportunities... when we overachieved at a hockey tournament, you could see how much he cared* (09.11.18). Influential others extended to family for Hollie (ECT), as her *parents played sport and encouraged her to participate* (16.11.18).

Enjoyment played a big factor in the teachers' earlier lives and was influential in their career goals. For example, Shula (13.03.19) and Cole (31.02.19) shared that they had a *love for sport*. Whereas, Hope (ECT) said that *PE was always something I wanted to do as I felt this was the only thing I really excelled at growing up* (23.11.18). She went on to say:

I also like the idea of being able to inspire the next generation and help them develop a love for PE, but also develop as a person through a variety of means.

This indicates that the teachers may also desire more meaningful outcomes for their learners, beyond the learning of the subject matter itself.

The teachers also shared parts of their roles which they felt resulted in increased enjoyment of teaching. These aspects included either *theory* or practice preferences. This highlighted an implicit ideology of *knowledge and understanding* (e.g. Cole, 31.02.19) versus *practical* experience (e.g. Malachi, 11.01.19) and knowledge. They expressed their desire for variety (e.g. Alma) and autonomy in their teaching. There were differences in the teachers' enjoyment, with some feeling challenged by the behaviour of children. Some teachers highlighted preferences related to school sectors (for example, state or independent) and others had clear wishes to be creative with their teaching practice. A vignette of Alma's IPD expresses some of these points when asked what she most and least enjoyed about teaching:

Alma most enjoys the relationships and seeing the kids improve and learning something new. She likes the split of what you do in a lesson compared to clubs; the two are separate. Alma also likes teaching theory (ECT, 12.11.18).

In addition, this excerpt from Alma's IPD also shared her enjoyment of the *relationships* with the learners, which have improved over time *once they know you are sticking around, children respect that and you and it gets better*. Similarly, Liam enjoys *working with and impacting on children, having a positive impact* (16.11.18). In contrast, some teachers expressed that *they have not enjoyed the confrontation of pupils* (e.g. Hope, 21.12.18). This could be seen as a potentially negative impacting factor on QPET. In different senses, Cole also shared that he enjoys *engaged children who are making progress*, which was similarly highlighted by Imi, who shared *she enjoys seeing someone progress* (07.03.19). Whereas Thomas most enjoys *having to adapt to different groups of children*. What many of the teachers expressed as aspects of teaching they most enjoy are equally as indicative of QPET as other data where they had been asked to directly share their perceptions of QPET.

By drawing on the observations, there were a number of decisions the teachers made that resulted in the learners' enjoyment of different aspects of the lessons taught. Pupils often took lessons more seriously, particularly when there were additional roles provided. For example in Alma's (ECT) lesson, *'pupils took performing their routines seriously while being videoed... The rotations of spotting, performing and analysis worked well* (observation 14.02.19). In Paul (LCT) and Louise's (ITE) lessons, the pupils visibly enjoyed aspects of competition, where it was noted: *'The girls all encouraged each other*

throughout' (Louise) (observation 28.02.19) and *'the pupils enjoyed competition'* (Paul, observation 27.02.19). Alma provided opportunities that enabled pupils to self-pace their learning which improved pupils' engagement, it was noted that *'pupils did not become disengaged because they had a lot to do based on their own abilities'*. Other teachers provided a motivational climate. In Cole's (MCT) lesson there was *'Christmas music in the background'* (observation 22.03.19) and Louise's, a fun ball handling activity caused pupils to *'have a go at this activity with lots of motivation. Sometimes they dropped the ball, but they all seemed motivated throughout'*.

Teachers did many things to ensure pupil engagement. Patch (LCT) used *'his speech which made it interesting and engaging to listen to'* (observation 27.11.19). This included a change of volume and the tone in his voice. In Hope's (ITE) lesson it was also recorded that *'the teacher's voice changes and tone were motivational and kept the group's attention'* (observation 12.12.18). Pupils often enjoyed lessons where they were actively able to participate. For example:

'All pupils were actively participating and are engaged straight away and appeared to recall these movements' (Pete, LCT, observation 08.02.19).

'Pupils were actively engaged from start to finish' (Thomas, LCT, observation 29.01.19).

Louise ensured that there was *'good intensity to the lesson and offered further motivation to those that needed it'*. While Patch *'offered lots of energy and kept pupils progressing'*. Thomas acknowledged his pupil's ability as a motivational tool at the start of the lesson by saying *'there was potential in the room and it is whatever they chose it to be based on their effort'*.

Time was also managed well by several teachers. For Hollie (ECT) this included rotation of groups who *'were rotated court to court regularly'* (observation 16.11.18). Hope ensured there was *'good flow to the lesson, with not too long spent on anything'* and Pete (LCT) demonstrated *'great balance in terms of timing between set tasks or activities'*. Managing tasks in these ways encouraged the pupils to remain engaged implicitly. Implicit in the sense that these things were not directly planned for but appeared as a result of these pedagogical approaches. Teachers also set specific times for tasks to be completed, such as Cole (MCT): *'The teacher then gave them 10 timed minutes to write an answer with this structure'* and in Liam's lesson, where *'the teacher divided the pupils up quickly and evenly onto courts. There was a countdown in preparation'*.

Some situations decreased pupils' engagement. The first was experiencing boredom when they had to wait to complete tasks. This was evident where *'after a while, some pupils became bored of waiting and ran around the outside of the trampoline'* (Malachi, MCT, observation 01.02.19) and *'sometimes they spent time waiting to have their turn on a particular station'* (Michael, MCT, observation 27.11.18). It was also observed that the less able pupils (in terms of their technical ability to defend in hockey) in Paul's (LCT) lesson seemed less engaged. It was noted that *'the options for pupils were 1 v 1, 2 v 2, 3 v 3, 4 v 4. The ones who were less able were less engaged'*. There was also occasionally a lack of engagement during demonstrations. In Louise's (ITE) lesson *'not all pupils were listening and pupils were talking while the teacher was'*. Finally, in Imi's (ECT) lesson, when pupils finished a task, they became disengaged. It was observed that *'while pupils wait for others to finish they splash about in the pool'* (observation 07.03.19). As enjoyment can be motivational, it has emerged as a key feature of QPET.

Finally, several opportunities were provided by the teachers for the pupils to be autonomous in their learning. This was also observed to have increased students' enjoyment or engagement. The first common feature of pupil autonomy was teachers allowing pupils to come up with ideas or ways of warming up. This was seen in Alma's (ECT) lesson where *'the teacher started to ask the girls (by using direct names) to think of one and then all do it'*. In Louise's (ITE) lesson, pupils were given *'responsibility for their warm-ups and asked to make sure they used all three parts. The girls enjoyed this and were active straight away'*.

Paul (LCT) offered an opportunity for pupils to take ownership of adapting an activity to make it easier or harder for themselves:

'There was choice for some students in terms of content (one pupil), and one activity which encouraged pupils to make some adaptations to a practice, but this was for a short time' (observation 27.02.19).

In Pete's (LCT) lesson, *'there were lots of ideas for pupils to think about their own plans' and the teacher then set the next task which was to explore different 1, 2, 3 and 4 point balances and 3 partner balances'*. This allowed pupils to be creative and eventually to put sequences of their movements together. In Alma's lesson, she allowed pupils to provide each other with feedback. This often allowed pupils to work at their own pace, which was also seen in Hope's (ITE) lesson where *'resource cards were hung over the net which highlighted the correct technique and different pathways pupils could take later'*

in the lesson' and in Michael's (MCT) where *'pupils could choose their level of challenge within the gymnastics activities'*. Many opportunities for student choice were provided. For example, Alma *'let pupils decide what they tried to do on the trampoline'*, Hope allowed pupils to choose *'content, assessment and report their own achievements'*, and Michael decided *'pupils could choose what they did and also decide on their jumps, balances, and movements in their routines'*. Where pupils were able to take more responsibility for their learning, their engagement appeared to be good. This was more challenging at times in other lessons, due to student behaviour. Paul (LCT) had *'attempts at pupil autonomy but behaviour made this difficult'*. Behaviour could therefore be seen as a key factor which can hinder the positive impacts of QPET.

4.2.2 Values held which indicate quality in physical education teaching

The teachers' individuality emerged as they shared values which may be associated with QPET. To highlight this sub-theme, different values identified by individual teachers are shared as examples. The first value was identified by Cole (MCT) as *'being a healthy role model for learners'* (RGI 31.02.19). Cole stated that ECTs *should be fit and athletic*, which was deemed important so that young people *look up to them*. This expected physical appearance as an indicator of QPET was also expected for LCTs, but in a different way; different in that Cole argued *older people who are in good shape can also be good role models to lead a healthy lifestyle*. This is embedded in the value of a healthy, active lifestyle and perhaps also the implicit ideology of lifelong participation in physical activity.

Another value identified in relation to LCTs was the need to maintain our *'individual identity and philosophy as a teacher'* (Patch, LCT, RGI 01.03.19). Patch expressed his own philosophy in a way that shows he values the provision of a *'broad range of experiences* in the hope that *everyone will find something that they connect with'* (RGI 01.03.19). He argued the importance of this value in relation to trying to *'keep [the learners] involved and active in the lesson, otherwise they would make a decision to remove themselves from that situation'*.

Thomas (LCT) highlighted the need to question the *'government's competitive* emphasis and instead value the need to *build good habits for a lifetime'* (RGI 24.01.19). He argued that being asked to *'prepare children for competitive life'* doesn't fit with what they are *'trying to do'* or *'be about'* (RGI 24.01.19). Thomas extended this by explaining that the:

'Competitive environment can be aggressive... there usually tends to be some boys and some girls, they are young... developing... they can't control their emotions, but the environment has to be shaped and positive for all' (RGI 24.01.19).

Not only does competition emerge as a potential value which is embodied in discussions of QPET, but also the need to value the building of good habits and be aware that some practices in PE can be both exclusionary and also detrimental to an adolescent's wider development. This also highlighted a difference between government expectation and teachers' individual values which relates in part to research question 3.

Many teachers mentioned that they wanted to impact children holistically. Michael (MCT) expressed for example that mid and late-career teachers *'can share life experience... be life-skill driven... you can nurture'* (RGI 09.11.18). These values arguably directly linked to an experience Michael shared through this IPD (see previous sub-theme). Through Michael's example it is clear to see that this value may have been born from his earlier affective experience which he now embodies by himself as an aspect of QPET.

This sub-theme also highlighted findings that demonstrated a commitment to improving PE. For example, Alma, who wanted to *'improve PE and what is delivered'* (Alma, ECT, RGI 12.11.18). She commented that by the time teachers reach the later career phase, they will *'have often seen lots of versions of what PE looks like and... should want to improve it'*. Alma appeared to value *'making waves'* whilst an ECT, as she thought there would be fewer opportunities to do so once an MCT with more responsibility. Her passion was therefore related to *what should be delivered in schools and how it should be delivered* (12.11.18). Hollie, who was *'willing to change what already exists'* (Hollie, ECT, RGI 16.11.18), also held this view and felt that MCTs might feel quite *'threatened'* by an ECT wanting to make changes and that MCTs will instead be *'more focused on themselves'* if they haven't progressed their personal role. This suggests that the willingness to change things in order to improve QPET can be impacted upon if individual teachers do not progress their personal roles. It may also suggest that this is a motivational factor for teachers' willingness to continue making changes as part of their role. Liam, Michael and Cole (all MCTs) were good examples of this as they had expressed concerns over desires for promotion in the form of additional responsibilities. These frequent expressions regarding the desire for additional responsibilities were clearly valued by all of the teachers, but especially ECTs. The desire to progress their personal role was deemed necessary to *'maintain enthusiasm and motivation'* across

career phases 'enthusiasm about your subject' (Pete, LCT, RGI 08.02.19). Other MCTs described themselves as at a point of questioning in terms of their role or school context. This appeared to be a crucial part of the career phases where changes are required to maintain motivation. This was implied by Michael, Malachi (LCT), Paul (LCT), Thomas, Hollie and Cole. Pete particularly described the potential need for a 'change of environment [schools], change of role... or looking for new challenges' to maintain a passion and enthusiasm for the job.

4.2.3 Passion as a desirable disposition for quality in physical education teaching

The main feature of this sub-theme related to the need for passion as a necessary disposition for quality in physical education teaching (QPET). Passion has become the most frequently mentioned value regarding QPET. While the term was not specifically defined by the teachers, five sub-categories will be discussed. These are i) causes for a decline in passion, ii) factors which help to maintain passion, iii) the effect of being passionate, iv) ways in which PE teachers show their passion, and v) what teachers are passionate about. Findings within this sub-theme are mostly drawn from qualitative analysis of the RGIs and relate to the need to maintain a passion for teaching and professional identity.

i) Decline in passion

Five causes for declines in passion are dealt with in turn here, along with the participants who illustrated each one. The causes to be shared are: a) when the passion shifts or declines, b) a plateau in career and emergence of other priorities, c) considering dropping out of teaching, d) additional responsibilities detracting from passion, and e) the repetitive nature of PE.

a) When the passion shifts or declines

Four codes within this sub-theme related to points associated with 'education or school leadership' and their 'influence on potential declines in passion'. Thomas shared that this may cause teachers to leave a school, whilst Liam stated that these may cause teachers to 'lose faith in the system':

'That is only the head... because he has got a slightly different way of teaching. And with the previous head, quite a few staff left, which is why the structure changed and quite a number went as a result' (Thomas, LCT).

'(16-23)...they have had enough because they are not in a place they want to be and they have lost faith in the system a little bit' (Liam, MCT).

This suggests that change or a lack of change can cause declines in passion. This could be seen as detrimental to QPET as passion has been identified as a key aspect. Interestingly, while change may be received more negatively when it is demanded at a national education or local school level, it is also seen as necessary in different respects when considering teacher's desires for their role and to maintain a sense of motivation, as shared by Liam and Michael (MCT):

'They want to have a career change but they can't and I think that's when they are least motivated' (Liam).

'Life... I'm just seeing my years out, I'm just making sure I've got a pension... I think that might happen to me... I don't want to stay in something for too long and then lose completely why I got into it in the first place' (Michael).

Liam and Louise highlighted specific shifts in motivation which may be felt by LCTs and potential feelings of monotony:

'They have done it... earned their crust... looking forward to their pension or have fallen out of love with teaching and are just waiting to get their last paycheck' (Liam).

'Perhaps the further you get in, you just think it's your job, it's what you get up and do every day' (Louise, ECT).

b) A plateau in career and emergence of other priorities

Malachi (MCT) shared a feeling of a plateau which he felt is expected in a teacher's mid-career phase:

'There must be a plateau at some point in everybody's careers, not everybody is always driven and it might be that things settle... 15 years... you are going to be thinking "do I really want to be doing this", because it is a long time...'

While this quote and the ones below did not necessarily suggest a decline in passion, there are feelings of complacency described as well as a questioning of place in your career:

'16-23 is probably where, the passion maybe starts going, you are not so worried about the future... We get complacent in life. There is a fall of passion and quality' (Michael).

Passions are also said to shift to other priorities in the middle and late-career phases:

'...different future plans, or future priorities' (Michael).

'passion to do other things instead such as pastoral roles' (Hollie, ECT).

'...having kids and families and personal changes in their life' (Liam, MCT).

These shifts in passion point to a range of other priorities that could present themselves across a teacher's career. These spanned across issues such as roles and progression, hopes for the future, or increased personal responsibilities.

c) Considering leaving the profession

Other teachers shared that there is likelihood across all career phases that teachers may drop out of the profession. Alma (ECT), Liam (MCT), and Louise (ECT) believe this is likely to be related to ECTs:

'So many people drop out, is it the first three years?' (Alma).

'You might have someone in training who realises they don't want to train' (Liam).

'... the amount of people who have dropped out already... I think sometimes when you have spent so long doing something and it's always what you have wanted to do, you have a fear of, "Oh, I'm not enjoying this"... "but I have spent so long doing it, what else am I supposed to do"... they might carry on a little more and think "well, it could get better next year", or, "you know what, it's not for me"' (Louise).

While Louise shares that doubt and pressure in the trainee (ITE) and ECTs' career phases may put some people off teaching, she also expresses how this may be avoided:

'How you are supported in relation to developing confidence in your teacher training can be influential... If they narrow the curriculum down and give you stuff you feel comfortable with you are more likely to feel successful, whereas if you are constantly being knocked back and not feeling like you're good at the job, it can knock your confidence'.

This was a positive outlook which also confirmed that she has experienced this support as part of her training. Allowing teachers to feel competent is therefore a key part of ECTs' developing confidence and may even facilitate QPET to develop. LCTs have perceived ECTs as having a lack of subject knowledge or that they focus on their specialist sport. This may however be an important factor that is necessary for early-career retention. Liam, Louise, and Michael (MCT) shared that considering dropping out of teaching may also happen in the mid-career phase or that once you get into late-

career phases you may just seek changes because of feeling you cannot get out:

'Then you've got someone in the profession who can't get out of it now because they have been in the profession too long. 16-23, they've done it, they've been there. They are changing in life, they are looking at other options... They might feel like they want to change their school' (Liam).

'By the time you get here and you are 'nearly 30s'. You might just think "OK if I'm going to change, I'm going to do it now"' (Louise).

'15 years, is that a honeymoon period? And after that maybe you are starting to think "is this for me", maybe it happens earlier' (Michael, MCT).

Perhaps this MCT phase is the point at which a certain amount of mastery is achieved regarding QPET and so additional challenges begin to be desired. While the teachers may start to feel the need for change, this may also be the time when teachers feel they are able to demonstrate the highest QPET. This sub-category emphasised the factors which may cause teachers to drop out of teaching. If teachers do not feel supported, this may be detrimental to QPET if they seek and are not afforded progression, or change and if there is too much pressure.

d) Additional responsibilities detracting from passion

Alma (ECT), Hollie (ECT), and Paul (LCT) shared that additional responsibilities may detract from passion; Alma and Hollie did not mention passion explicitly but do acknowledge the presence and constraints of additional responsibilities:

'Still very passionate, but I think other responsibilities start to creep in... bigger responsibilities than improving their rugby lesson on a Tuesday morning with their year 7s' (Alma).

'There are more constraints on top of you and more pressure to do well' (Hollie).

Paul states that additional roles may decrease enthusiasm and shared an example of what this may look like in the PE context:

'I think you find your enthusiasm is less... you just get bogged down with other commitments... "I have done my time" ... for example, you run a trip to Italy or Spain, which I have run for the last 8 years, and then "I don't want to be sat on a couch in my half term"' (Paul).

In contrast, a lack of additional responsibilities, along with young people coming into the profession, may cause some mid and LCTs to feel less valued, as confirmed by Liam (MCT):

'In terms of your buy-in to the school... I think you become frustrated with your peers, younger people coming through... I think your passion dies out because you might not feel as valued'.

There is a clear shift here in indicators for QPET across career phases, in terms of the need for balance between work and wider life, and the need to feel valued. These are important to acknowledge as without them QPET may decline. Perhaps what MCTs and LCTs perceive as QPET becomes less valued over time, or what they have to offer is not as appreciated as it once was.

e) The repetitive nature of physical education

Hollie (ECT), Liam (MCT), and Louise (ECT) shared that there may be feelings of delivering the same things over long periods:

'I'll just recycle what I have done for years... I'm not going to change now' (Liam).

'A washout of ideas... it becomes less about being passionate and wanting to try new things but...more of a routine, you get up every day' (Louise).

Michael further adds that this can foster feelings of frustration and declines in passion:

'My frustration will overrule my passion... 'this is the same thing again, here we go again' (Michael, MCT).

These points appear to highlight inclinations or willingness to try new things, which may indicate QPET. This is particularly heightened by the requirement for teachers to keep up to date with current knowledge and practice according to the *Teachers Standards*. Critically however, it may be the case that teachers have experienced a wide range of professional events by the time they reach the MCT and LCT phases and so perhaps feelings of monotony cannot be avoided.

ii) Factors which help to maintain passion

Paul (LCT) shared that he has felt a decline in passion, but that changing his school environment helped to maintain his enthusiasm:

'I have managed that phase, between my 7th and 8th year...I went away and re-found my enthusiasm and came to a school where I could teach content ... I was dealing with behaviour in certain environments... I have to make sure I keep my enthusiasm at that stage by looking for other challenges, and if that is at a different school, in a different role, then I think I need to evaluate that'.

This shows that teachers may take ownership of themselves when these feelings may emerge. In that sense, they are motivated by self-determined behaviour. Paul and Liam also added that mentoring ECTs helped to maintain enthusiasm because they still have that passion, which may be infectious:

'24+... probably in a higher role... might not be in the classroom as much, but because they are still helping them [ITE], they have still got the goal of interest and passion in teaching to shape them [ITE]' (Paul).

'I think 24+ their passion is shown in a different way. Either through mentoring them [ITE] or teaching them a few little things' (Liam, MCT).

Thomas (LCT) supports the need for new challenges or roles to maintain that enthusiasm and extends this by explaining why this is positive:

'When you start something new you give it a lot of attention and want things to work... you've got that enthusiasm... how do you keep and develop that enthusiasm... it is bringing the energy that you need for that, it's new'.

This sub-theme highlighted the importance of teachers taking ownership of the maintenance of their passion. It was suggested that new challenges or roles are needed to maintain passion. This is where the mentoring of ECTs was shared, which is likely to influence MCT and LCTs' QPET positively and may also allow them to influence ECTs' QPET.

With the teacher, Thomas highlights that 'if you are passionate, you are likely to be more open to learning':

'I think they [0-7] will want to deliver QPE, but they won't necessarily, they are just open to learning'.

This sub-theme demonstrated that embodying passion is a key part of QPET, which is infectious for learners but also benefits teachers' openness to learning.

iii) Ways in which physical education teachers show their passion

Three MCTs suggested that if you are still teaching PE as a LCT, then your passion for teaching and the subject must still be there. This is supported by Thomas (LCT) and other teachers:

'If you didn't still want to be here you wouldn't be in the job... if you have been doing it for 24+ years, you must love it' (Malachi, MCT).

'...in it for the long run... These guys here (24+), have clearly stuck with it and could just be as passionate' (Michael, MCT).

'If you are 24 years plus and still teaching I think you are going to have to be pretty passionate about doing your job... I am still passionate about it' (Thomas).

Other teachers believed that passion is shown by trying new ideas in teaching, but that experience and knowledge were needed in combination with this:

'[ITE] have seen something they have read something in a book... I'm going to do this word search... I'm going to get a clothesline out in a lesson and then we're going to pin loads of stuff on the board... that's passion and that's good quality pedagogy and theory, but they can't execute it because they haven't got the years of experience to get kids under control' (Liam, MCT).

While the ideas were deemed as strengths of ECTs by Liam, other aspects of QPET may not be as strong, such as managing behaviour. Liam extended this by adding that ECTs show passion by putting time into the resources they use in lessons:

'They would make a resource and spend hours on it [ITE], and they look smart'.

Louise (ECT) added that trying new things makes you stand out as an ECT and not blend in, which can have a positive influence on the learners:

'Wanting to try new things in order to establish yourself... you don't want to be like every other member of staff and you want to stand out. If the kids are being delivered the same stuff, they might be like "Oh, it's the same stuff", whereas if you go in and deliver something new... maybe that gives the pupils more ownership... we didn't get told to "stand in a line and do this"'.

Louise also reflected on her observation that other teachers do not commit as much time to their planning and that she stands out in this respect:

*'The school I was in... they would come to work and you would expect them to know what they were teaching that day, but they come in the office, look at the timetable and... "Oh, I've got Year 8 and I've got Rugby" and then they went away and just did it. And it's like, "Well, you clearly haven't planned for that lesson" *laughs*, and then you think, here is me, sitting here, planning all of these lessons *laughs*'*.

There are three key aspects of passion that teachers highlighted as part of QPET. The first being, how much teachers commit their time and what to. Also, showing a willingness to try new things and finally, particularly concerning LCTs, having stayed teaching PE for a long time.

iv) What teachers are passionate about

Teachers shared what they were passionate about which was inclusive of some different aspects of their role. Firstly, was a general passion for teaching and the wider roles this includes:

'The role of tutor... wider responsibilities as well... just a general passion and... [8-15] is when you are really in your prime' (Liam, MCT).

Malachi (MCT) shared that passion may be directed towards particular sports:

'We've got an NQT this year, who is mad into gymnastics and so he is driving gymnastics forward and the kids are picking up on it quickly... Practical is my thing and I want the kids to enjoy sports as much as I do'.

Paul (LCT), Shula (LCT), Michael (MCT), and Thomas (LCT) expressed a passion for wanting to work with children and the desire to achieve and develop relationships with them along the way:

'Wanting to work with children and help them achieve... I do struggle when I meet professionals who tell me that they hate children, I don't understand why they do it' (Paul).

*'You have got to enjoy being with the students and seeing them progress and listening to their silly twitter that they tweet about *both laugh*... seeing them improve and developing relationships with them over time'* (Shula).

'They are passionate and want to work with children, have an influence in any way' (Thomas).

'Wanting to help students achieve... you have an effect on students... you can say "I did my best for that person"... The passion comes from knowing that you did what you could. Maybe sometimes not even in education, just as a role model, just like be a good person... work hard' (Michael).

Michael's point extends to wanting to be a good person and role model so that you can do all you can for the learners. Other teachers believe that you show passion as a PE teacher by showing a willingness to contribute to extra-curricular clubs:

'0-7 want to do every after school club going...' (Liam).

'you go in with the best intentions... "right I'm going to do two or three practice nights per week"' (Patch, LCT).

'0-7 have the enthusiasm to be working the silly hours outside, inspiring the kids' (Paul).

Although this has been mentioned in teachers' discussion of QPET, it was a central tenet of the data. This indicates that extra-curricular PE is something that some of the teachers valued as part of their role and that this is a key part of how teachers establish relationships, demonstrate their commitment and also inspire their learners. As a Director of Sport, Patch (LCT) shared a desire for his team to be passionate about the subject and extra-curricular PE.

'For me moving into leadership, that is what I want, for my team to be as passionate about it as I am and that they are delivering it in what I feel is the right way'.

4.2.4 Summary of theme: 'teachers' intrinsic and cognitive (affective) dimensions of quality in physical education teaching'

This theme explored key findings related to teachers' individuality and affective dimensions of quality (noun) in physical education teaching. This highlighted the feeling or affective aspects of cognition, such as enjoyment, interest, motivation or care. When embodied in practice, teachers felt the learners were likely to have similar experiences, or they wished for such experiences to be nurtured through QPET. Having been inspired by role models, the participants had experienced a sense of relatability with teachers who instilled a desire to behave similarly, by establishing strong student-teacher relationships as part of QPET. This theme also identified key teacher dispositions for QPET, such as passion and confidence, as well as being nurturing and caring. Many teachers stated that such conditions for QPET could be established by providing choice, autonomy and by allowing learners some freedom or creativity through lessons. Specific values identified related to lifelong participation, a healthy active lifestyle, maintaining individual identities and philosophies, and providing a broad range of experiences for learners. There was emphasis on active lessons, challenging the place and purpose of competition for QPET, a desire to impact children holistically, and the desire to change what is understood as QPET. The most significant finding through this theme related to passion as the most desirable disposition for QPET.

4.3 Teachers' practices for quality in physical education teaching

This theme shares the teachers' practices which indicate QPET, with a central feature being student-teacher relationships. Two sub-themes were identified as a result of analysis:

- i) The role of student-teacher relationships for QPET; and,
- ii) A 'teacher's toolbox' for QPET.

The illustrative excerpts included within this theme are drawn from the RGIs and lesson observations, and address research questions 1 and 2.

4.3.1 The role of student-teacher relationships for QPET

Some participants had highlighted that the reason they became teachers was because of their own inspiring PE teachers. This mostly related to Michael (MCT), Louise (ECT), Alma (ECT), Malachi (MCT) and Shula (LCT).

With this in mind and by drawing on the qualitative analysis of the RGI transcripts, this theme gave insight into what the teachers believe to be important considerations for strong student-teacher relationships. Two main sub-categories emerged: 'relatability' and 'behaviour'.

i) Relatability

Relatability was deemed an important theme to help teachers establish and maintain professional relationships with their students. This theme was mentioned by teachers in all career phases, but the following have been chosen to synthesise the meaning of relatability as conveyed by the participants of this research.

Hope (ECT) expressed that having 'a relatable understanding of children's needs' was important and suggested this was more applicable to early and MCTs:

'It's not that long if you have come straight from school and into teaching, that you were in school so I think you would be more understanding...of the needs of pupils... Especially from ITE to the middle of 8-15' (RGI 23.11.18).

This excerpt suggests that, because ECTs are closer in age to the learners, they understand their issues and abilities. She did however acknowledge that this does not mean someone in the MCT or LCT phases cannot be empathetic towards the learners:

'I don't think that questions why someone at 15 years couldn't be empathetic towards the children and what they need. And so, they understand their ability and how they can change and present differently' (RGI 23.11.18).

Hope also suggested that trainee teachers were more *down with the kids*. And directly referred to LCTs by suggesting they might:

'Want to go more down a more regimented view, teacher-centred... rather than letting the kids have the responsibility and allowing them to learn for themselves'.

This shows Hope's potential preference to allow learners autonomy. Thomas (LCT) provided a point of defence for LCTs by suggesting they are also relatable to the learners but differently, particularly if they have their own children. But Thomas also supported Hope's argument by sharing his perception that closeness in age contributes to the relatability of the teacher to the learners:

'So in one sense [ITE students] are going to be quite close to the age of the children they are teaching and [teachers in the 24+ phase] are possibly going to have children... when I was younger I could relate to young people... I am certainly more aware now I have got children' (RGI 24.01.19).

Thomas also offered a deeper level of appreciation regarding what issues children faced:

'I am so aware of those pressures now, like social media, or the pressure to be like someone which seems to be at a peak doesn't it?'

Thomas also explained that sharing positive relationships with children makes the children pick up on the teacher's enthusiasm about what they are doing:

'If we look like we are enjoying ourselves then the students are likely to enjoy themselves... I think secondary school kids... they will pick up on it and work out if someone is generally enthusiastic for what is happening'.

There is an explicit link expressed here between student-teacher relationships and enthusiasm (or passion). Part of that enthusiasm can be shared as Thomas describes by *'giving positive praise to the learners'*. This positivity can also be extended to Patch's (LCT) reflection on sharing emotional experiences with his learners through sport. He highlighted the unique opportunities PE could present for teachers to relate to their learners:

'When I reflect on what I said to you before about going to that tournament and crying with the kids... That length of time to have developed such a passion and an emotional connection and to feel the same way the children feel about getting so close but not necessarily getting over the line' (RGI on 07.03.19).

This section on relatability highlights that there were differences in how teachers from each career phase perceived their relatability with learners. For ECTs this involved closeness in age and it was suggested that ECTs may be more facilitative of learner autonomy. For LCTs, this is related to having children a similar age to their learners or

knowing or having taught older siblings. So, in relation to QPET, again, career phases can be seen as embodying different strengths, rather than one career phase being necessarily better than another. Overall, the importance of empathising with the varied needs of learners was deemed important when concerned with relatability, to ensure student-teacher relationships can be established and maintained. Another interesting contribution was made by Patch here, in that PE provides opportunities outside of the classroom, mainly through sport, for teachers to share experiences and therefore relate to learners. This is a good reason to advocate extra-curricular opportunities as they can enhance the emotional connection between teacher and learner and therefore contribute to QPET by the establishment of relationships through wider opportunities.

ii) Behaviour

A key aspect of teaching related to student-teacher relationships was how they talked about dealing with the behaviour of pupils. The first part of this was how behaviour is reinforced when the teacher is respected by the learners as a mid-late career teacher:

'They should be the ones that are better at dealing with a lot of situations... have more respect from students... you have got... greater respect for students and you will work harder in these groups [16-23 and 24+] because they have got greater authority and presence' (Cole, MCT, RGI 31.02.19).

In agreement with Cole, Liam (MCT) expressed that a sense of authority and presence is also often felt, without having to say anything:

'There's that... hierarchy and respect there when you don't have to say anything because... they have built up that rapport with them... I think we are quite fortunate in PE that we have that carrot of after school clubs... They [ITE] are still building it because they are still really trying to impress them... whereas they [8-15 and 24+] don't need to... they have got the respect already done (RGI 16.11.18).

This again highlighted that a good rapport in relationships between students and teachers can be built during extra-curricular opportunities (as mentioned above by Liam and previously by Patch). Liam also expressed that ECTs may have to work harder to gain respect from the learners by being relatable, which is further emphasised by Cole who, when talking about the ITE phase, shared that this is often done in too friendly a manner:

'ITE due to a lack of experience... they gain what they think is respect through friendships or being too pally with students. There is a desire to be liked, more than respected'.

This suggests ECTs have to learn the balance between being too friendly with learners and gaining respect by developing a deeper professional relationship with clear boundaries. Through the observations, I noted that two MCTs commanded clear respect from the pupils, which must have been developed over time. This was noticeable given how focused the pupils were in their lessons.

'The teacher had respect. He uses pauses and voice projection to command attention and listening' (Liam, observation 30.11.18).

'The teacher had the respect of the young children and only had to change the tone of voice to re-attract attention' (Michael, MCT, observation 27.11.18).

This links well to how teachers reinforce and challenge behaviour depending on the career phase and also that how to do this is an individual teacher's choice. Malachi (MCT) gave some examples of the boundaries that he reinforces:

'People come in the wrong kit... these [ITE] don't look at it because they are getting people into a classroom and they are delivering a lesson... Or, talking over a member of staff when they are giving instructions and ignoring it because they still want to get the instructions because they have got a plan to stick by... they are less likely to challenge students to meet their expectations' (RGI 11.01.19).

Malachi then personally reflected that he is fairly strict in his approach to basic expectations:

'That's where my relationships with the students break down because I am so, I'm not strict, but if something has to be done it has to be done, so the people that line up for my detentions because they don't have the right socks... I am a stickler'.

In some senses this was positive. The teacher has clear boundaries. However, this may impact the relationship between the teacher and the learner. In a positive sense to conclude this sub-theme, Shula (LCT) believes that *'if you are still teaching PE after that long... you can deal with reluctant participants'* (RGI 13.03.19).

These points seem to emphasise that experience is valuable in terms of reinforcing and dealing with challenging student behaviour. While this may not be

surprising to teachers or teacher educators, it highlights the importance of managing behaviour for learning as it can enhance QPET.

Further data relating to teachers demonstrating strong relationships with pupils were noted from the lesson observations which indicated a sense of caring teaching. This included the teachers being relatable, showing an interest in the pupils, having the respect of the pupils, offering praise, their use of humour, and a relaxed approach. Several teachers were observed to show a genuine interest in the pupils, which was also demonstrated by other teachers:

'The teacher appears very relaxed. Having small friendly chats with some of the pupils while others entered the changing rooms' (Hope, ECT, observation 12.12.18).

'Very knowledgeable about the students and also the theory that is being taught' (Patch, LCT, observation 27.11.19).

Many of the teachers also used humour while engaging with the learners, which created an enjoyable learning environment for all. Pupils often responded well when teachers shared their persona. Examples were:

'The teacher laughed with the pupils "All that Valentine love has gone to your head"' (Alma, observation 14.02.19).

"It's not Narnia... you don't need to get lost", this showed that the teacher enjoyed humour with them... The teacher is entertaining and the pupils respond well to this' (Liam, observation 30.11.18).

'Learning a donkey kick which will help you to do a front drop - "some people find this funny [demonstrating on the trampoline], I don't know why"' (all laugh) (Malachi, observation 01.02.19).

'Laughed with the girls and asked them to get their giggles about Fartlek training out of the way' (Shula, observation 14.03.19).

A further demonstration of caring teaching was by the teachers simply knowing the pupils' names. This was noted in Alma, Cole, Michael, and Paul's (LCT) lessons, for example:

'The teacher knows and uses all names regularly' (Alma, observation 14.02.19).

'Teacher directs questions to certain pupils and uses names frequently' (Cole, observation 22.03.19).

I deemed this important because of the visible effect it had on the pupil engagement.

4.3.2 A 'teacher's toolbox' for quality in physical education teaching

Many aspects of QPET identified from the data may be deemed useful 'tools' for teachers to use in practice. Three of these related specifically to teaching practices involving social interaction between teacher and learner and were 'aspects of inclusion', 'styles of teaching adopted' and 'use and types of questioning'.

i) Aspects of Inclusion

The most commonly coded aspect of inclusion from the observations was additional support that the teacher provided for pupils who found it difficult to perform set tasks. Some examples of this were seen during Alma, Hollie, and Louise's (all ECTs) observations. In Alma's lesson it was observed:

'all pupils are able to perform the seat drop, apart from one... the teacher gave extra support to the pupil that could not do it as she was scared' (observation 14.02.19).

This was similar to Louise where it was noted:

'the teacher helped some groups to be able to make sure they could do the task' (observation 28.02.2019).

Additional support from the teacher was common, but other members of staff were also observed giving this support. In Hollie's lesson:

'a learning support teacher was present and was there to support children with additional learning needs... They were all able to achieve in this lesson which has been pitched well' (observation 16.11.18).

One example where the child may have been held back by the support of an additional teacher, presented itself in Liam's (MCT) lesson where it was observed:

'One child was working with a teaching assistant. This child was able to perform the overhead clearly better than many of the other children, so it made no sense (as an outsider) as to why they needed to work with the teacher' (observation 30.11.18).

In other cases, for example, in Hollie's lesson, support was provided by *observing practices and intervening to provide feedback*. The teacher ensured:

'frequent movement around groups and regular interventions (3 groups playing, one analysing video)' (observation 16.11.18).

A common issue for PE teachers is ensuring that non-participants are included in the lesson when they are not able to perform physically. An example of this was seen in Imi's (ECT) lesson where *'the non-participants were coaching and timing the treading water group to see if they could do this for the 5 minutes set'* (observation 07.03.19). This was also the case in Hope's (ECT) lesson where *'non-participants were fully included in the practices'* (observation 12.12.18). Although the non-participants were included, the learning intentions for both of these lessons meant that non-participants were not able to achieve them from an assessment perspective.

There was a range of differentiation evident in some of the lessons. Where this was the case, the aspects of the lesson which were differentiated appeared to be learning outcomes, resources, and the level of teacher support. However, in some lessons there was a lack of differentiation, where it was not planned for, or where resources were not differentiated. Examples of this could be found in Imi, Paul (LCT), Patch (LCT), Michael (MCT), Malachi (MCT), and Cole's (MCT) lesson observations.

ii) Styles of teaching adopted

The most frequently coded data within this sub-theme linked to a combination of teaching styles used and either direct instruction or the command style of teaching. This was the case for Alma (ECT), Liam (MCT), and Shula (LCT):

'A combination of command/practice reciprocal and self-check... used interchangeably throughout' (Alma, observation 14.02.19).

'The lesson could be described as both command and guided discovery. As the build-up of questions lead to the overall development and understanding of the skill' (Liam, observation 30.11.18)

'Direct instruction approach to what they are doing, but guided discovery elements in terms of deciding how this related to heart rate, and through the scaffolding of the teacher's questions/use of further probing questions' (Shula, observation 14.03.19).

While not using a combination of styles, Hope (ECT) used a resource which encouraged pupils to work with each other reciprocally in a Badminton lesson:

'There was also a reciprocal element to the lesson where pupils were expected to work together to give feedback and help each other to improve the shot, using a checklist. The objectives showed that the key focus was the execution of the shot' (observation 12.12.18).

Many of the lessons demonstrated the use of the command style of teaching or a direct

instruction approach. While the command style was still used, Hollie and Alma had elements of Sport Education and Teaching Games for Understanding within their lessons:

'Direct instruction and elements of Sport Education' (Alma, observation 14.02.19).

'A TGfU (ish) approach (without discussions/constructivist elements) with some behaviourist elements for the majority' (Hollie, ECT, observation 16.11.18).

This shows the acknowledgment or presence of different learning theories too. In Michael's (MCT) lesson, however, some pupils did not respond well to his direct approach, which shows that using a combination of styles may be appropriate for QPET:

'One group responded well to the direct approach, one didn't and became restless and stopped following instructions. The jumps were too far for some and not enough for others' (observation 27.11.18).

Too much use of one style of teaching may therefore impact poorly upon student behaviour. One example of a lesson that showed synthesis of more than one way for pupils to work was Alma's:

'The lesson is meaningful due to physical and social and cognitive emphasis. This included performance analysis and on giving and receiving feedback and then also on performance' (observation 14.02.19).

A combination of styles, such as this, seemed to make lessons more meaningful for all learners.

iii) Use and types of questioning

Questioning was used in various ways by the teachers, which appeared to enhance the learning experience for the students. It is therefore deemed a representative feature of QPET. The two most common codes were 'checking pupil understanding through questioning' and 'use of probing questions'. Some teachers used questioning to check pupils' understanding of the objectives. For example, in Alma's (ECT) lesson *'pupils were asked to read the objectives out and were questioned on the meaning of certain words in the outcome'* (observation 14.02.19).

Cole (MCT) used questioning to check pupils' current level of understanding about the theory topic to be covered, *"'What do we know about altitude training?', a few offer answers and one gives a very good answer'* (observation 22.03.19). Following this, there is evidence of Cole scaffolding the learners' understanding through questioning. For

example: “*what sort of athletes would do altitude training*”. Scaffolding was also evident in Shula’s (LCT) lesson, where it was recorded that ‘*the teacher then unpicked what Fartlek training is and scaffolded understanding with questioning related to what it is, terrain, etc*’. Using scaffolding bears similarity with guided discovery approaches to teaching. These approaches were also observed in Patch’s lesson: ‘*the teacher leads with questions. The teacher seemed to scaffold questions leading towards the ideal exam answer*’. This approach was applied in both practical and theory lessons. Other approaches to questioning were also observed.

In Hollie’s (ECT) lesson ‘*questioning was used to finish the session – pupils’ responses were knowledgeable*’ (observation 16.11.18). This use of questioning therefore helped her to establish what had been learned. The majority of questions asked by the teachers throughout the lessons were open questions. For example, in Imi’s (ECT, observation 03.03.19) lesson ‘*the teacher then called all pupils into the side of the pool after making the HELP⁸⁷ position and asked: “so what happened?”*’. This was also evident in Liam’s (MCT) lesson, where:

‘The teacher used the whiteboard to understand/outline techniques and wrote the success criteria on the board. “tell me about the flight of the shuttle”, “how will I send it when I start?”, “high and long”, “why?”’.

A combination of open and probing questions appeared to be effective in developing pupil understanding. Michael demonstrated this consistently: *the teacher checked for understanding through consistent questioning and probing questions*. At times, however, basic questioning was evident. For example, in Imi’s lesson closed questions were used to start the lesson:

‘The teacher then explained that one of the learning objectives was to ... enter the water. Is jumping into the water when you don’t know what is in there safe? Closed questions. All answer no’ (observation 03.03.19).

This was noted as problematic at the time as it was ‘*perhaps not challenging enough for them?*’. The questioning was also problematic when used for too long, as recorded in Liam’s observation ‘*there was more questioning time than there was participation*’, which impacted on pupil engagement. What did seem to improve pupils’ focus or engagement

⁸⁷ The Heat Escape Lessening Posture. A position encouraged when teaching or learning lifesaving skills in swimming. This position prevents the loss of heat from the body’s three areas prone to heat loss (i.e. the groin, head and neck and the rib cage and arm pits).

was when the teachers directed questions at particular pupils by use of their name, for example:

'Teacher directed questions to certain pupils and used names frequently' (Cole, observation 22.03.19).

'The teacher then chose pupils by name and asked them what they had ticked and how they know they achieved that outcome' (Alma, observation 14.02.19).

Others used questioning by aiming them at the whole group, for example:

'The teacher regularly checked for understanding in relation to changes in heart rate and constantly checked the progress of their understanding through whole-group open questions and further probing questions' (Shula, observation 14.03.19).

In these examples, usually, only the pupils who volunteered to answer were engaged with the questioning. Some teachers used a range of different questioning techniques throughout the lesson. For example Patch (LCT), where:

'There is evidence of whole class and 1:1 corrective feedback. Peer, self, and whole-group' (observation 27.11.19).

Louise (ITE) demonstrated her ability to question pupils on the decisions they were making during a game or practice. It was noted that questioning was used *'when a pupil accidentally passed forwards and the teacher asked: "so what do you do when you don't have the ball"*'. Others attempted questioning as an opportunity to check and reinforce rules of the game, for example, in Paul's (LCT, observation 27.02.19) lesson: *"John – what can't you do with your stick?", John said "don't know Sir", the teacher then said, "use the back"*. In theory lessons, where questioning was most effective, it was evident from the learners that the teacher had encouraged them to think, as observed in Patch's lesson where *'the teacher asked pupils questions which continuously provoked thought'*.

4.3.3 Summary of theme: 'teachers' practices for quality in physical education teaching'

Throughout this theme (4.3), a range of teachers' practices for quality in physical education teaching were possible to be ascertained from the RGIs and lesson observations. As the effectiveness literature would support, I found observing teachers' behaviours essential in this discussion of QPET, but alone, its findings would have hindered the overall understanding of QPET that has been learned. This theme identified the important role of student-teacher relationships for QPET and was defined as

interactions between teacher and learner which took place within the classroom environment. Within this, relatability was emphasised, as was the central role of pupil behaviour. The concept of a 'teacher's toolbox' included aspects of inclusion, styles of teaching, and use and types of questioning which were shared and revealed as central features of QPET.

4.4 The importance of teachers' knowledge for quality in physical education teaching

This theme integrates the key findings which related to teachers' knowledge for QPET. The findings within this theme also partly address research questions 1 and 2. Three sub-themes emerged after analysis of the data, and in line with the definitions provided through the introduction and literature review, these have been specifically called:

- i) Curriculum knowledge,
- ii) Pedagogical knowledge; and,
- iii) Knowledge of assessment.

4.4.1 Curriculum knowledge for quality in physical education teaching

This sub-theme has been labelled curriculum knowledge as the data spoke mainly to the teachers' practical subject knowledge.

Several teachers mentioned that MCTs and LCTs will have a stronger knowledge of a range of practical activities than ECTs. The historical context for this observation has been outlined in the introduction and literature review chapters and can arguably be explained by the shift from four-year undergraduate degrees to one-year PGCEs (which most of the teachers in this study confirmed as their chosen route for teacher training). The data to follow therefore illustrates the pattern of moving away from pre-service teachers learning about practical physical activities in ITE. The first example from the data that highlighted this issue:

'The older ones would probably have a greater knowledge of a range of sports... ITE... will stick to the ones that they know and the ones that they have to teach now, that they haven't got experience with... they are learning on the job and they haven't got that bank of knowledge of drills' (Cole, MCT, RGI 31.02.19).

Shula (LCT) shared a specific example of ECTs' hindered knowledge of practical activities:

'Unless it is something like the actual sport that they play or something that they are interested in outside, then they cannot do anything else. I had a trainee a few years ago, she was fabulous, so lovely, footballer, but had no subject matter knowledge of anything else' (RGI 13.03.19).

Other teachers expressed the importance of having good practical subject knowledge. Liam (MCT) for example shared getting better with this over time and the need to target activities he was less familiar with:

'You should be mastering the knowledge of every subject you teach in terms of sports... When I was training my weakness was cricket, then over the years, I am quite comfortable now delivering cricket' (RGI 16.11.18).

Louise (ITE) acknowledged that there is often a need or overemphasis on helping children become good at sport, which was implied in a more negative sense:

'There is this whole thing of "they need to be good at sport" and they need to be able to go forward to the extra-curricular activities and be good at what they do' (RGI 08.01.19)

In defence of all teachers with this belief, it is an explicit expectation of the NCPE (2013). Paul (LCT) showed similarity in his opinion in terms of being trained in a way that encouraged teachers not to focus too much on sport alone:

'I believe in the training programmes, I would like to think we are being trained correctly; we are being trained quite broad and not being too focused on certain areas of sport' (RGI 05.02.19).

Liam took this further again by sharing an example that emphasised the idea that invasion games can be viewed in a much broader sense than individual sports:

'I was brought up doing a multi-skills approach... there was a teacher who came over from the other school who was like "I want to teach Netball" and I'm like "why", and she said "because I'm comfortable teaching Netball", and I was like "but you can still teach invasion games through multi-skills" and she was like "I disagree" and she wouldn't do it' (Liam, RGI 16.11.18).

Liam and Patch (LCT) shared different methods of teaching skills or games, which could be deemed as effective:

'My mentor had a big impact on me. He said, "Lionel Messi is the best footballer in the world, did he get better by sitting in front of a board and talking about sport, or did he just play?" So I'm quite coach based in terms of practical play. Play, play, and then give assessment feedback throughout the whole lesson' (Liam, RGI 16.11.18).

'... an understanding of the games for understanding way of teaching, use of assessment for learning and... play a game, develop the skills that aren't working in the game before you put them back in again' (RGI 16.11.18).

Malachi (MCT) offered a contrasting preference to a focus on techniques:

'I like to know that all students know the technicalities of all the skills...whereas others may think that as long as you can get tactically aware, then good... I am a bit of a perfectionist when I am doing sports' (RGI 11.01.19).

While this shows the teacher's preferences, arguably, this may limit the pupil's learning. The intended focus of the NCPE (2013) is not to impart or develop learners' techniques, but to develop learners' awareness of tactics, which is a contrast to Malachi's preference shared above.

There were some examples of teachers who demonstrated good content knowledge of the activities being delivered. In practical lessons, Alma and Pete stood out as interesting examples:

'The teacher had strong content knowledge of trampolining... The teacher knew what she wanted the pupils to do and how she wanted them to do it' (Alma, ECT, observation 14.02.19).

'The teacher demonstrated a high level of gymnastics content knowledge and aesthetic qualities' (Pete, LCT, observation 08.02.19).

Practically, good content knowledge was observed for at least one teacher in each career phase. In theory lessons, Cole and Patch also demonstrated excellent content knowledge of the topics covered:

'The teacher had strong subject knowledge and uses basic PowerPoint slides to structure the lesson... Subject knowledge of all areas covered is obviously strong. This makes the teacher able to relate to specific examples with his equally strong knowledge of sport' (Cole, observation on 22.03.19).

'The teacher uses no notes and so is demonstrating a high amount of subject-matter knowledge.... There is a high-level knowledge of sport' (Patch, observation on 27.11.19).

The ability of Cole and Patch to have demonstrated their wider knowledge of sport is particularly important within theory PE lessons as pupils need to be able to relate theory topics to practical examples to evidence good examination technique.

4.4.2 Pedagogical content knowledge for quality in physical education teaching

i) Knowing the *hows* of teaching

Patch (LCT), Hollie (ECT), and Paul (LCT) identified the need for knowledge of how to teach for different learners and the methods of teaching which can be used to enable this:

'Teaching styles, more pedagogy. More knowledge of how to teach and they can apply that... How to teach for different learners' (Hollie, ECT, RGI 16.11.18).

Here, Hollie uses pedagogy in a way which shows she refers to the decisions on *how* to teach for different learners, but she does not acknowledge the subject matter explicitly in her use of the term. Patch shared the thinking of:

'... is the content of my lesson facilitating that level of ability and development and then... the pedagogy... what are the methods I am going to use to get there... I have probably developed an enhanced level of subject knowledge. I have had trial and error, I have filtered out things that didn't work and have replaced those with things that have... so it is established knowledge, tried and tested teaching methods, ability to differentiate and use the correct teaching styles to get the best out of the pupils' (RGI 16.11.18).

Patch uses a more holistic understanding of pedagogy here which acknowledges the teacher's tested methods, the learners and an enhanced level of subject knowledge. He talks of these features of pedagogy, when considered well, as a key aspect of QPET. Paul (LCT) shared an approach that his school has been invested in trying and emphasises the importance of meaningful learning experiences:

'Our head is very much about visible learning (based on John Hattie), he is a New Zealand guy and he brought the meta-cognition studies together and the effect size, so what is the affect size in student learning. It is very good... and how they simplify it, is what are our learning intentions and then meaningful learning experiences' (RGI 05.02.19).

ii) Knowing the learners

The majority of teachers mentioned the importance of knowing the pupils which can enable a range of pedagogical tools to be adopted, for example, progression and differentiation. This is shared by Hope and Imi (both ECTs):

'I feel that because I don't know the pupils that well... I can't implement effective progressions and differentiations ... It might take more time for an NQT to get to know pupils and to implement learning which is contextualised to them' (Hope, RGI 23.11.18).

'You teach it in a way pupils understand but you still might have those, the SEN (special educational needs), that need the extra support and those resources and visual ideas' (Imi, RGI 07.03.19).

Louise (ECT) shared a particular example of not expecting something that works with one class to work with another and that keeping up to date with what children are interested in is important:

"Oh it worked with this class, it will work with this one", it's not necessarily going to be a quality lesson because it doesn't relate to the kids. So I think staying up to date with what they are interested in, what's new, what's out there... I think when I plan my lessons; all I think about is the kids. I have their class charts and I'll be looking at what needs they have' (Louise, RGI 08.01.19).

Many of these data so far implicitly suggest that developing relationships with pupils helps you to understand them and cater to their needs as an indicator of QPET. Malachi (MCT) highlighted this and provided further examples of what can be known about the learners:

'The knowledge of who is in the group and what they need... knowing what works for one and what doesn't work for another... different age groups, different abilities, SEN, pupils with behaviour problems' (RGI 11.01.19).

Patch further identified other aspects of what can be known about the learners concerning their age, ability, gender, and disability:

'What are my teaching strategies and ideology that I am applying... depending on how old they are, depending on levels of ability within the group, whether it is a mixed or single-gender class... children with special needs... physical ailments... down syndrome' (RGI 16.11.18).

Thomas (LCT) shared that catering to children's individual needs can be challenging, particularly if you have a group that you don't know for the first time:

'The most challenging thing about teaching, trying to... teach for an individual... when you have a group you don't know for the first time it is one of the hardest things... not because you don't know the group or the dynamics of the group but it is the individuals in that group' (RGI 24.01.19).

iii) Pedagogical practices for quality in physical education teaching

Many different pedagogical practices were noted about practical teaching. The most frequently coded were health and safety considerations, pupils used for demonstrations, and teacher demonstrations. Firstly, health and safety considerations

were particularly necessary dependent on the activity. For example, in Alma's (ECT) Trampoline lesson, it was noted that there was *'a fairly direct approach to the lesson, but this was necessary to ensure health and safety and because there were only two trampolines for a group of 18 children'* (observation 14.02.19). These considerations were consistently reinforced by Alma and it was further noted that *'health and safety points were constantly reinforced. Making sure worksheets did not slide onto the bed. The teacher pre-empted this happening before it did'*. The presence of a lifeguard in Imi's (ECT) lesson was also particularly helpful as *'the lifeguard also sometimes reinforced behaviour from a safety perspective'* (observation 03.03.19). Liam (MCT) demonstrated different health and safety considerations when he gave a *'reminder about jewellery, rules, promptness, etc. at the start of the lesson'* (observation 30.11.18). Paul's (LCT) positioning in the lesson during practices acknowledged the importance of seeing the whole group too:

'the teacher generally positioned himself around the outside of the group so he could see all pupils at all times' (Paul, observation 27.02.19).

Safe practice in PE is particularly important given the range of equipment, environments, and people that operate in ever-changing and often small spaces.

Demonstrations were frequently provided in practical lessons by the teacher to ensure that pupils understood how to perform set tasks. Alma included a demonstration as part of a warm-up, where she: *'stood at the front and did the warm-up with all of the girls in front of her copying'* (observation 14.02.19). Demonstrations also allowed the teachers to highlight key technical points, which were noted in Liam's lesson, where the *'teacher offered a demonstration with a pupil who was chosen to perform the shot. While they demonstrated, key technical points were highlighted'* (observation 30.11.18). Often, these demonstrations, when done between a teacher and a pupil allowed the teacher an opportunity to ask the rest of the group questions. This was seen in Hope's (ECT) lesson where *'the teacher did a demonstration with a chosen pupil and then questioned the rest of the class'* (observation 12.12.18). Using pupils to demonstrate also allowed Pete (LCT) to reinforce health and safety points:

'The teacher then asked one group to show him their balance which was a weight-bearing balance. The teacher chose this to highlight health and safety when using weight-bearing balances' (observation 08.02.19).

All forms of demonstration allowed the teachers to provide clearer explanations of the tasks. In terms of performance, pupils engaged in a range of different tasks. Some

were asked to compare performances to identify the correct technique, as seen in Michael's (MCT) lesson, where *'a demonstration was then provided where the teacher asked the pupils to highlight what the difference was between Mr. Michael's first routine and his second one'* (observation 27.11.18). In Pete's lesson, pupils were asked to perform a gymnastics routine they had put together. In Louise's (ECT) session elements of competition were encouraged to increase the pupils' motivation and in Thomas's (LCT), to play games earlier in the lesson as an extended warm-up.

Shula's (LCT) was one of the only lessons that encouraged peers to work together to analyse a heart rate graph. It was noted that she was *'encouraging paired work which developed a basic sense of social development while they decided what their heart rates looked like in graph form towards the end of the lesson'* (observation 14.03.19). Further examples of good pedagogical practices were observed in the two theory lessons. These practices differed somewhat from those observed in a practical environment. A large part of the theory lessons included evidence of the teachers developing the pupils' examination technique. For example, Cole (MCT) had:

'A very good way of getting pupils to break down large marks in an exam question into sub-questions, and then to get them to answer these. Good examination technique being established' (observation 22.03.19).

Patch (LCT) offered similar support in his lesson and it was noted that *'the teacher then covered definitions of a different method of training, then explained what this was by applying it again to specific sporting situations'* (observation 27.11.19). By applying the sporting situations to exam questions, pupils were implicitly developing good exam technique. This is because learners are required to apply theoretical knowledge to practical or sporting examples. After structuring a question by writing it on the board, he continued to refer to exam technique, for example:

'When the teacher starts to talk through loads of examples and pull these out of the pupils, he constantly refers back to the exam. "so are we still at A01", all recognise that they are now working at A02 because we are applying examples' (observation 27.11.19).

Patch also managed to scaffold the pupils' learning using this method, for example: *'For A03 the teacher then asked, "what else do we need?", the pupils then answered "more depth and discussion – advantages and disadvantages"'*. Overall, the teacher expressed that there was *'a high level of knowledge regarding exams and good technique'*. Patch's

pupils were also all elite performers in different sports and so they were able to relate the theory to their own sports performance. In support, it was noted that:

‘The theory topic was based on their own level of sports performance and was therefore highly relevant and applicable to their own experiences. They were able to see through this topic, where they are at in their fitness and what areas of fitness they may need to improve in a coaching context’.

This relatability in terms of application between theory and practical performance could be more difficult if pupils within a GCSE PE class do not compete at the elite level, or if there are more pupils in the class. This enabled Patch to create a highly personalised learning environment which was indicative of QPET. He was also able to make links to other theory topics that the group had covered.

4.4.3 Knowledge of assessment for quality in physical education teaching

This sub-theme includes a presentation of the data on i) assessment and how to use the data for pupil progress, ii) developmental emphases underpinning the lesson intentions, iii) forms of feedback used, iv) incorporation of learning outcomes in the lessons, v) methods of assessment, and vi) monitoring and ensuring pupil progress.

i) Assessment and how to use data for pupil progress

This knowledge base was mostly discussed by MCTs. Paul (LCT) shared that knowledge of assessment was deemed important and particularly related to the accuracy of judgments for GCSE PE practical performances. He also emphasised the importance of being able to put assessments in place:

‘I think... the accuracy of assessment, the ability to put assessments in place and identify what they want to see and the evidence... their ability to embed your summative and formative assessments ... that hunch when you see a performer perform, you know the level they are at’ (RGI 15.02.19).

This ability is likely to come with the experience of using and applying assessments. Paul’s point linked to the importance of being knowledgeable about how to use data to ensure pupils can progress, which was explained further by Cole (MCT):

‘There is a lot of data in teaching these days, so knowledge of how to use that data effectively to get more out of the students or how it goes into reports’ (RGI 31.02.19).

Cole felt this was particularly important in his role as head of department:

'You have to understand it or make decisions based on the data that is inputted and you are totally accountable for it as well'.

Liam (MCT) recognised that the emphasis around the use of data has been introduced over time and that he may find it difficult to adjust to a more holistic approach, with more affective foci for learning. He shared that:

'I won't find that easy because I have bought up around numbers, data, tracking, or progress whereas we'll go back to, 'oh, they are having fun' (RGI 16.11.18).

Patch (LCT) also believed this approach is sometimes too heavily focused on:

'The academic side of school life and the notion that we need to quantify statistically our value-added and success in grades' (RGI 01.03.19).

This data is therefore indicative that teachers may prefer the process side of QPET, as opposed to overly focusing on the product.

ii) Developmental emphases underpinning lesson intentions

The most frequent code pointed to the developmental appropriateness of the learning outcomes for lessons:

'The learning outcomes require students to remember, recall, and explain the importance of the appropriate technique for a front drop' (Malachi, MCT, observation 01.02.19).

'The objectives used emerging, developing, secure, and mastery for the assessment... The learning outcomes are developmentally appropriate for a Year 10 group, particularly as this is a specialised movement skill and in line with the NCPE (2013) also focused on strategies and tactics and later using the shot to score further points' (Hope, ECT, observation 12.12.18).

These objectives required pupils to cognitively understand and perform particular motor skills. Another example of this is seen in Louise's (ECT) lesson:

'The outcomes are student-centred which prioritised two learning domains: firstly, cognitive in recalling, and explaining rules of tag-rugby and secondly, physical, by performing successfully in terms of scoring and passing' (observation 28.02.19).

These were the only two domains emphasised throughout all of the teachers' learning outcomes, and while cognitive emphases were shared, they were not always achieved. The overarching emphasis within the teaching and through the learning outcomes was therefore aspects of motor development which can also be seen in the

next section. Evidence of emphasis on the motor domain can be seen in the following observation notes:

'developing the correct technique of the overhead clear' (Liam, MCT, observation 30.11.18).

'The focus of the lesson was around balancing (point balances), counter-balances, and also weight-bearing balances, performing them with control, and then putting this into a sequence' (Pete, LCT, observation 08.02.19).

In contrast, Alma's (ECT, observation 14.02.19) lesson was an example where the emphasis was on pupils working holistically in terms of development. It was noted that *'pupils are holistically working in this lesson'*. This was the case because they were performing trampolining skills (motor development), analysing performances (cognitive development), providing and receiving feedback from peers (social development), and taking responsibility for their learning, while encouraging their peers when successful (affective development).

iii) Forms of feedback used

The frequently coded forms of feedback were value and corrective. This was usually concerning the techniques and skills that pupils were performing:

'Gave value and corrective feedback with reference to safety points... Reassurance was given to those who found the seat drop a little more difficult (detailed corrective feedback then given for more support)' (Alma, ECT, observation 14.02.19).

'Positive praise was given at regular intervals. Feedback was generally corrective although some questions are given 1:1' (Hollie, ECT, observation 16.11.18).

'During the teacher's movement around the room, they used open questions and then followed up with corrective feedback' (Hope, ECT, observation 12.12.18)

These examples of value and corrective feedback were often directed at individuals. There were also examples of feedback directed to the whole group:

'Whole group value feedback was given loudly at some intervals' (Pete, LCT, observation 08.02.19).

Patch's (LCT) lesson was an example of using different types of feedback within a single lesson:

'There is evidence of whole class and 1:1 corrective feedback. Peer, self, and whole-group' (observation 27.11.19).

This was also the case for Hollie where it was observed that *'direct feedback was given to the whole group – and each group at regular intervals'*. Hollie's feedback was in line with her learning outcomes as the *'feedback reinforced the tactical problem'* (observation 16.11.18). One unique example was in Alma's lesson, where she also ensured that pupil feedback was thorough enough to share with their peers:

'The teacher used a video to question pupils on the quality of their routine. The teacher made sure again that the feedback was thorough and made sure that the pupils understood the feedback' (observation 14.02.19).

This also showed that the use of technology within the lesson enabled pupils to work with the subject matter differently, to interact with peers, analyse, and evaluate performances.

iv) Monitoring and ensuring pupil progress

A key feature of assessment in schools is to monitor and ensure progress is made. This was managed thoroughly by the teachers in several different ways. All fourteen lessons were coded concerning pupils making good progress. Some examples were:

'A speedy gymnastics lesson with quick progressions which this group needed for their liveliness' (Pete, LCT, 08.02.19).

'Once pupils had caught up, the teacher moved them on to look at the next topic area, which was interval training' (Patch, LCT, 27.11.19)

Teachers demonstrated this by providing regular progressions for the tasks. For Cole (MCT), this involved not rigidly sticking to the plan to ensure progress in the theory lesson, as the pupils had finished their work quicker than expected. It was noted that the new questions pupils moved on to were *'not related to the topic from the start of the lesson and the teacher has moved on to a different style of question'* (observation 22.03.19). This showed good adaptability to ensure pupils still made progress. Alma (ECT) also managed to show how pupils were making progress across lessons which showed careful management and attentiveness to their progress in trampolining:

'This was lesson two from pupils' books focusing on shapes. Lesson one was on safety and turns. Lesson 4 is on swivel hips, lesson 5 on the front landing, and lesson 6 a culmination of all into routines and final performances' (observation 14.02.19).

Pupils were able to work together to ensure progress within these trampolining lessons.

Where teachers were able to manage behaviour well, progress ensued. For example, in Hollie's (ECT) lesson where it was noted that '*class behaviour and control enabled the progression of tasks to run very smoothly*' (observation 16.11.18). Teachers also worked hard to ensure that pupils challenged themselves where appropriate. For example:

'The lesson was self-directed and the teacher ensured that pupils challenged themselves to improve' (Alma, observation 14.02.19)

'Pupils were all stopped and asked what they were doing to challenge themselves. This formed a progress check... Occasionally the teacher highlighted something that was too easy for the participants and asked them what they could do to make it more difficult' (Michael, MCT, observation 27.11.18).

These teachers were able to ensure pupils challenged themselves through questioning and because they stood back, allowing pupils to engage with the tasks and therefore could facilitate their learning, rather than directly teaching. There were some factors noted which hindered progress within some lessons. In Hope's (ECT) lesson for example:

'The ability to do the overhead shot depended on a pupil's partner to be able to get the shuttle up high enough. Most pupils were able to perform the shot, but some were not able to move their opponent through the use of the shot, which removed the skilfulness' (observation 12.12.18).

This was the same in Liam's (MCT) lesson where:

'a huge range of abilities was evident in the group. Some could not serve the shuttle in the first place for their partner to return the shot' (observation 30.11.18).

It was often space that hindered the amount of participation pupils were able to achieve and which slowed progress.

4.4.4 Summary of theme: 'the importance of teachers' knowledge for quality in physical education teaching'

This theme highlighted the *what* and *how's* of QPET, as the findings identified key knowledge bases required by teachers for QPET. These were summarised through the three key sub-themes of i) curriculum knowledge, ii) pedagogical knowledge and iii) knowledge of assessment. While curriculum, pedagogy and assessment have been explored in separate sections of this theme (4.4), it is also evident from the data, that these are interrelated. How the teachers taught and what the teachers taught seemed to

correlate with how and what was assessed. In some senses, alignment between these three features of teaching may therefore be indicative of QPET, and knowledge of them may be deemed as facilitative of QPET.

4.5 Chapter summary

This chapter has presented an integration of analyses of four data collection methods (IPDs, RGIs, lesson observations and the ROT). The data triangulation strategy adopted has demonstrated how the combination of data gathered has provided a powerful exploration of QPET from a number of perspectives. This was born from the realisation of consistent themes which were evident across data sets and within and across career phases.

Overall, all findings heavily pointed to aspects of being, doing and knowing for QPET. Themes **4.2**, **4.3** and **4.4** are also representative of the *super-constructs*⁸⁸ which were found to be more significant aspects of QPET due to the statistical confirmation gained from the ROT. As a result of this, three key themes are further integrated by now theoretically triangulating the data, with use of an underpinning theoretical framework which structures the discussion to follow in **Chapter 5**.

⁸⁸ 'Passion for teaching PE' (being), 'Student-teacher relationships' (doing) and 'Secure subject knowledge' (knowing).

Chapter 5

Discussion

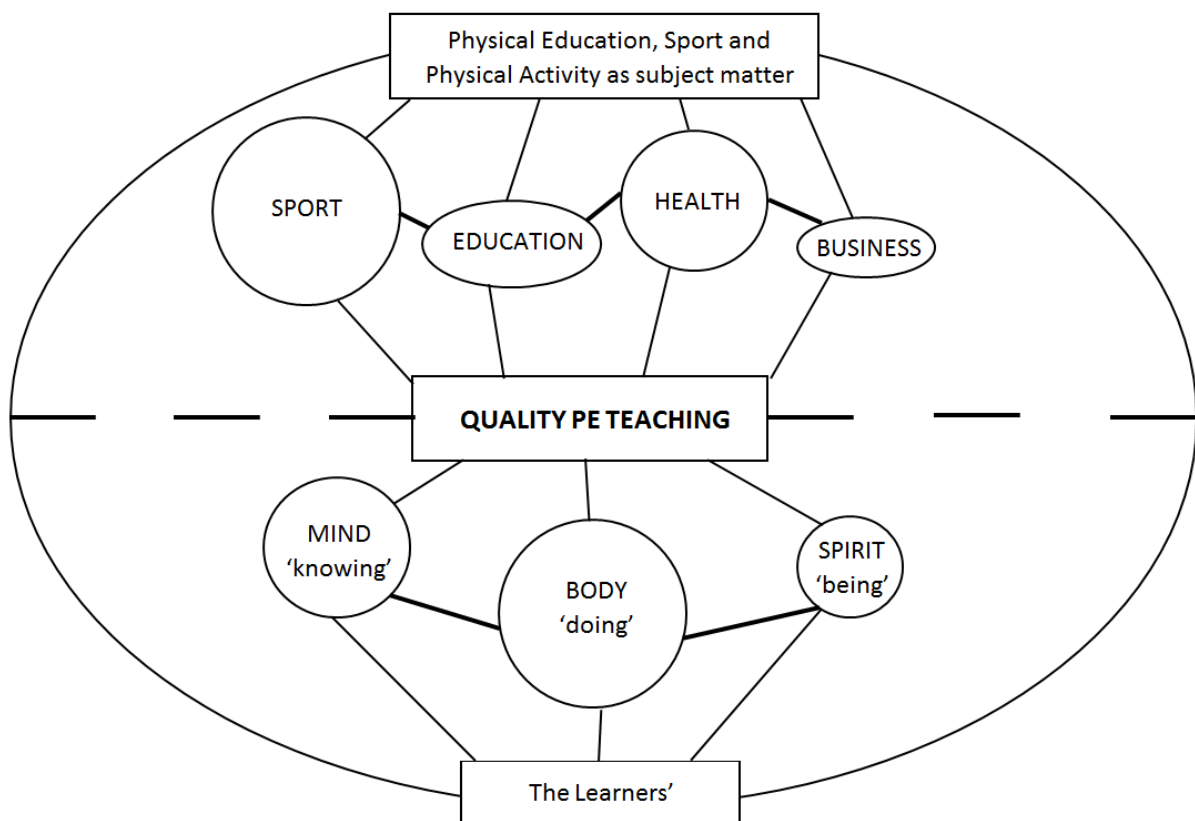
5.0 Introduction to the chapter

This study aimed to explore teachers' constructs of quality in physical education teaching (QPET), whilst teaching over different career phases, and how this compares to senior leaders, head teachers and those people that govern the teaching profession. Having given an overview of the research aims and objectives (**chapter 1**), **chapter 2** explored literature relating to the political, historical, psychological, and sociological aspects which may have contributed to the teachers' personal constructions of QPET across the career phases (Early-career teachers (ECTs), mid-career teachers (MCTs) and late-career teachers (LCTs)). **Chapter 3** covered the sequential and integrated mixed methodological approach and research design, as well as the ontological and epistemological positioning of the study. **Chapter 4** reported on the integrated analysis of data collected from the four research instruments. The four data collection methods allowed an exploration and identification of what a sample of teachers personally 'say' (personally construct) and 'do' (in practice) (Kirk, 1992a, 2010b) in the name of QPET, taking a pragmatic position theoretically. In the following sections of this chapter I will focus on the general outcomes, results, conclusions, and implications of this research.

An overarching model of QPET as experienced by teachers is illustrated in **Figure 5.2** and provides an overview of the chapter. The overall model is depicted in the form of an ellipse where QPET forms the central focus, but where the subject matter and the learners are equally important. These three features are represented by the rectangular boxes, and the features included are like those used in definitions of pedagogical content knowledge (PCK) (Shulman, 1986; Tindall and Enright, 2013). At the top of the ellipse lies the subject matter of physical education and school sport (PESS), which is connected with the sport-education-health-business nexus (introduced in **Figure 1** and **chapter 2**). The upper half of the ellipse, divided by the dashed line, represents the subject matter of PESS as socially constructed, and the bottom half of the ellipse represents personal interactions with this subject matter. Overall, the chosen shape represents the 'wholeness' which has been argued and positions QPET as experience. To illustrate a more aesthetic experience between the teacher and learner, and between these two parties and the subject matter, the nexus of mind-body-spirit has been incorporated to emphasise earlier introductions of *being* and *being-in-the-world* which were synthesised by Quay (2013). While the mind-body dualisms dominate practices in PE, perceiving QPET in this way provides support for more affective, spiritual, moral, or ethical perspectives to be deemed equally important and perhaps

encourages their further exploration. The central place of QPET in this diagram is to represent that learners often interact with the subject matter directly through the teacher's planned learning tasks, and it is with the teacher's interaction and experiences with the subject matter that the learners will meet it themselves.

Figure 5.2: An overarching model to illustrate quality in physical education teaching as aesthetic experience: in teachers' development and enactment of PCK, through interaction with the learners.



This chapter consists of an exploration of three overall themes, each containing sub-themes. The relevance regarding QPET and differences across the career phases will be interwoven, as well as links to relevant theories and literature. The three themes covered in this chapter are:

- Passion - the personally constructed essence of *being* for QPET (**section 5.2**);
 - the value of *strong student teacher-relationships* as part of QPET (**section 5.3**);
- and,

- the multiplicity of meaning behind *strong subject knowledge* and the need for its expansion towards ‘a more aesthetic whole’ (**section 5.4**).

The above three themes emerged from the data. However, a fourth theme is also presented which was born as a result of synthesis and interpretation of the analyses:

- summary: QPET is *experience*. It is personally (self) and socially constructed (through interaction) to form an *aesthetic whole* (**section 5.5**).

Before sharing the themes, it is important to reiterate the context in which these emerged. The findings emphasised three super-constructs: a passion for teaching PE, strong student-teacher relationships, and strong subject knowledge⁸⁹. These super-constructs were agreed upon unanimously across all of the participant groups (ECT, MCT and LCTs), regardless of their career phase. The validity and emphasis on these three aspects of QPET were further heightened as a result of the rank-ordering task (ROT) which was completed by a wider sample of PE teachers, senior leaders, and head teachers from a range of different school contexts. These super-constructs form the first three themes presented in this chapter. Whilst the super-constructs have been highlighted as part of the discussion, it is important to acknowledge the other twelve⁹⁰ overarching constructs which were aspects of QPET mentioned the most frequently by participants (all of which were also defined by the nature of the constructs created; see **Appendix 3.3**). If we accept the obviousness of the third ‘super-construct’ which was strong subject knowledge, the other overarching constructs deemed statistically most important through the ROT were good adaptability, motivation (to progress students), creativity, and new ideas and confidence. All of which will be discussed further throughout this chapter and specifically in **section 5.5**. In the section to follow (**5.1**), Quay’s (2013) theory of experience is re-introduced (see also, **chapters 1.6, 2.1.8, 2.3.4, 2.4 and 3.2**), justified and woven together with the underpinning ontological and epistemological positions of the research to provide an initial lens for interpretation of the findings. While this is only one theory, as an integrated and sequential mixed methodological research design was adopted, several other theories have been

⁸⁹ These three super constructs were born following data reduction (to fifteen overarching constructs) from the individual teachers’ 140 personal, bipolar constructs which were created as a result of the repertory grid interviews (RGIs) (Kelly, 1955) (**Chapter 3**).

⁹⁰ **Good adaptability, motivation to progress students, creativity and new ideas, confidence**, varied teaching strategies, classroom organisation, understanding through experience, understanding of expectations, policy and initiatives, stable identity, collaborative learning, engagement in CPD and additional responsibilities.

identified, to interpret the findings. More specifically: Self Determination Theory (Deci and Ryan, 1991), Care Theory (Noddings, 1992; 2002), Argyris and Schön's (1974) espoused theory and briefly Occupational Socialisation (Lawson, 1983a, 1983b; Richards and Gaudreault, 2016).

5.1 Introducing a relevant overarching theory

The positionality of this thesis is located within a pragmatic approach which is apt, when considering what Dewey (1938) strove to put forward, as a coherent theory of experience. In continuing this striving, and through *Education, Experience and Existence* Quay (2013) acknowledged a union between phenomenology and pragmatism. The inside cover of Quay's (2013) book makes an early reference to Dewey's belief that this coherent theory of experience would benefit education by 'better comprehending its connection to life'. The need for education to connect to life could also be linked to recent research regarding the importance of meaningful experiences in PE (Chróinín, Fletcher, and O'Sullivan, 2018). Meaningfulness in PE is likely to be personally relevant to young people, in a way that, through learning experiences, they can see what can be applied and transferred beyond school learning (Beni, Fletcher and Chróinín, 2017). Meaningful moments that I observed were noted in the teaching of PE lessons seemed prominent and will be explored further shortly. Another benefit of this theory was that it claimed to better address the issue of 'educational confusion' (Quay, 2013: p.3). As a way out of confusion, Quay (2013, p.xxii) drew connections between Aristotle's four causes and the four-goal areas of education (Goodlad, 1984), also referred to as four ideological interest groups (Kliebard, 2004) or four curriculum ideologies (Schiro, 2008). These are also related to Dewey's (1902, p.5) 'identification of educational conflict', which includes:

*The child vs. the curriculum; and,
The individual nature vs. social culture.*

The four aspects of educational conflict quoted above align with the aforementioned versions pragmatically, however, they remain in conflict (Quay, 2013). They are dualisms that are engaged with 'cause and effect' relations; 'where the four together represent totality but never belong as a simplicity' (Quay, 2013, p.xxiii). Phenomenologically, through the deconstruction of this fourfold model, a simple unity is uncovered (Quay, 2013). This unity according to Dewey's (1916, p.361) philosophy was referred to as the unifying concept of occupations, suggesting that education through these occupations 'combines within itself more of the factors conducive to learning than

any other method'. Quay's (2013, p.xxiii) synthesis of these philosophical ideas has become a useful lens for understanding the findings of this research, as he explained that:

Phenomenologically, in aesthetic experience, occupation is 'being' (verb), captured in the phenomenological concept of being-in-the-world. However, occupation, as experience, also has its pragmatic meanings. Pragmatically, in reflective experience occupation is concrete 'doing' (trial and error reflection), as well as formal 'knowing' (regulated reflection). This threefold of be-ing, doing, and knowing is aesthetic experience (embracing ereignis⁹¹) in connection with concrete reflective experience (across the ontological difference) and abstract reflective experience (across the logical difference).

From this theoretical perspective, and considering these occupations (the trinity) in relation to existence, the very essence of existence, experience and education, may be considered 'being, doing and knowing', where Quay specifically (2013, no page number) stated:

More than just knowing, more than just doing, education is about being.

This triad of 'being, doing and knowing' (Quay, 2013) is highly relevant given the nature of QPET and how this is constructed at political, historical and sociological levels (Thomson, 2017), as well as intellectual, emotional and moral levels (Day, 2004) concerning effective and passionate teaching. When considering personal constructions of QPET across the career phases, we have to consider it as an ever-changing, ephemeral, complex (it has a multiplicity of potential meanings) and never whole term. By whole I mean, no one can ever demonstrate all possible aspects of quality (adjective) at a single point in their career. This research has contributed some understanding of the potential for QPET as a unified construct, which can be known, shared in practice, and embodied differently at different points in time by teachers as they progress through their careers.

The three most basic modes of experience identified by Dewey were 'practical, cognitional and aesthetic' (1905, p.653), which comprise 'living unity'; while the 'distinctions' between them remain important (Quay, 2013, p.16). The distinctions are argued not to be divisions but are often considered entities in their own right, which

⁹¹ Translated from German to English: ereignis are events.

Dewey highlights as problematic (Dewey, 1948, p.203). These problematic divisions were said to be defined by philosophical discourse, and the field of psychology, which has worked to make the practical, intellectual, and aesthetic, discrete areas (Quay, 2013). Dewey's explanation of a 'vital, living experience' was that:

the emotional phase binds parts together into a single whole; the intellectual simply names the fact that the experience has meaning; practical indicates that the organism is interacting with events and objects which surround it.

(Dewey, 1934, p.55).

Without a philosophy of experience, Dewey believed there would be no basis to make connections, but also critically, that our whole treatment (in this case) of QPET becomes piecemeal and 'at the mercy of external circumstances' (Dewey, 1902b, p.18). When this logic is applied to QPET, its multiplicity of meaning may be seen in discrete parts, but with this theoretical underpinning, the connections between them seem most important. **Table 5.1** shows how this theory helps to interpret the findings of this research: those parts have been Dewey's (1905, p.653) modes of experience, the essence of existence, experience and education (Quay, 2013), Dewey's (1916, p.361) unifying concept of occupations, and Peirce's (1934; 1903) idea of 'experience as experienced' (p.109).

Table 5.1: Merging modes of experience with the findings of this research.

Relevant theories	Key concepts		
Dewey's (1905, p.653) modes of experience	Aesthetic	Practical	Cognitional
The essence of existence, experience, and education (Quay, 2013)	'Being'	'Doing'	'Knowing'
Dewey's (1916, p.361) unifying concept of occupations	Being-in-the-world	Concrete ' <u>doing</u> ' (trial and error reflection)	Formal ' <u>knowing</u> ' (regulated reflection)
Peirce (1932: 1903: 109) experience as experienced	Firstness: Experience is WHOLE (sheer totality)	Secondness: Experience is INTERACTION	Thirdness is: Experience is MEANINGFUL (mediation or continuity)

		(existential or singular occurrence)	
Three key findings of this research	'Passion for teaching PE'	'Strong student-teacher relationships'	'Strong subject knowledge'

The three key findings of my research relate to the concepts reported by Dewey (1905; 1916), Quay (2013) and Peirce (1934; 1903) (**Table 5.1**). Peirce's (1903, p.109) three categories of experience as experienced⁹² were labelled 'Firstness'⁹³, Secondness⁹⁴, and Thirdness⁹⁵. Dewey interpreted Peirce's (1931; 1890, p.200) reference to these as categories of consciousness in lived experience and created his own, similar threefold structure as an experiential framework, where he describes 'consciousness or experience' (1886, p.8) as feeling, volition and thought. The feeling aspect therefore links to *passion*, a key finding of my research. Volition, related to *strong student-teacher relationships* which take place through interaction in the classroom space and thought, relates to the super-construct of *strong subject knowledge*. Psychologically, Dewey (1935, p.707) pronounced that:

it is through feeling (including sensation as such) that qualities present themselves in experience; that it is through volitional experiences that existence, as a matter of action-reaction, is actualised in experience, and it is through thought that continuities are experienced.

Quay (2013) highlighted finally that Dewey's (1891, p.15) three basic modes of experience were cognitive, emotional, and practical (volitional) and that they are 'three aspects of the same consciousness' (p.20). They are therefore internal events, not impacted by invisible external events which would contradict other research relating to effectiveness in the field (Thomson, 2017) and those arguing from purely sociological perspectives. However, the concept of 'being-in-the-world' (Quay, 2013) phenomenologically includes perceiving the teacher as 'self' and as 'interacting' with the environment. Viewing QPET as an aesthetic whole in this way covers its multiplicity of

⁹² This refers to everything experienced in living unity... 'this unity is neither emotional, practical, nor intellectual' in any separate sense 'for these terms name distinctions that reflection can make within it' (Dewey, 1934: p.37).

⁹³ Firstness - 'Sheer totality and pervading unity of quality in everything experiences' (Dewey, 1935: p.701).

⁹⁴ Secondness - 'Existentiality, or singular occurrence' (Dewey, 1935: p.701).

⁹⁵ Thirdness - 'Mediation, or continuity' (Dewey, 1935: p.701).

meaning as all potential aspects of quality were acknowledged as likely to contribute to teachers' personal constructs.

It has been argued that the concept of quality should be 'sought and demonstrated within and across curriculum, pedagogy and assessment' (Penney *et al.*, 2009), which were suggested as the 'three fundamental dimensions of QPE' (p.421). Critically, the terms curriculum, pedagogy and assessment are used in a very particular way in this work and in accordance with Bernstein (1977). However, while this thinking did underpin my observations, it was a different understanding of the term pedagogy which I personally held. Here, I refer back to the definition of pedagogy from **chapter 1** as defined by the journal *Physical Education and Sport Pedagogy* (Routledge, Taylor and Francis Group), which states that:

'Pedagogy... refers to the interacting and interdependent components of knowledge and curriculum, learners and learning, and teachers/coaches, teaching/coaching and teacher/coach education'.

When linked to the theoretical perspectives outlined, these dimensions may instead be critiqued. For example, knowledge and curriculum could be deemed as the occupation of 'knowing' (the cognitive or intellectual mode of experience), the learners/learning and teachers/teaching may be deemed as embodied in the occupation of 'doing' (or the practical, or volitional mode of experience), which therefore renders the occupation of 'being' (aesthetic) as more implicitly expected and arguably out of conceptualisations of QPET. This emphasis on the practical (volitional) and cognitive (intellectual) was also observed in relation to the learning objectives and outcomes presented to learners in this research, the majority of which pointed to motor and cognitive outcomes concerning the subject matter for the learners.

To include 'being' as a mode of experience in these dimensions could, therefore, be seen as a crucial addition in discussions regarding learning within a QPE and for QPET. To do so, pedagogy can be considered a three-fold concept (Quay, 2013):

- pedagogy as *being* and *being-in-the-world* with the learners (by way of hermeneutic phenomenology and as *aesthetic experience*⁹⁶);

⁹⁶ Aesthetic experience integrates the mind and emotion in order to maintain the integrity of an experience (Dewey, 1934; 1980). In sum, it 'addresses both the cognitive and affective aspects of human nature' (Hobbs, 2012, p.2).

- pedagogy as *doing* (teaching and learning - to be discussed further in **section 6.2**); but as logical pragmatism through *reflective experience*); and,
- pedagogy as *knowledge, curriculum and assessment*.

As I have spoken to the embodied nature of QPET, the above definitions of pedagogy should be seen both as a whole, as interacting, and as interdependent parts. To continue to focus discussions regarding QPE, or QPET, around curriculum, learning, teaching, and assessment could give the aesthetic (feeling, or emotional) aspect of educational experience less emphasis. Doing this also presents a failure to locate the individual teacher as a crucial, emotional being in the delivery of QPET and is emphasised by the three constructs of QPET which were consistently highlighted as most important in this research. This may be deemed more pertinent again when answering Kirk's (2020) recent calls for more pedagogies of affect in PE and so that the pedagogies themselves can reach the learners as emotional beings. Teachers' dispositions are deemed highly relevant here. Zhang (2019) highlighted three different types of professional dispositions. The first was enthusiasm (passion) as a professional disposition. Second, a teacher's inclinations to emotionally connect with students to motivate them to action is a relational disposition. The third, according to Bair (2017) was the more intellectual disposition, which refers to the teacher's use of critical thinking and inquiry. These dispositions align well with the adopted theoretical framework.

The following three, discrete sections relate to the threefold concepts, or occupations of 'being, doing and knowing'. Passion (which may be deemed as an aspect of 'being') is interwoven throughout all of them, confirming that the 'emotional' binds other aspects of QPET together. Strong student-teacher relationships may be deemed 'being-in-the-world' (through interaction) with the learners and 'doing'; and finally, strong subject knowledge may be deemed as 'knowing'. This heightens the relevance of this theoretical framework. In addition, the threefold concepts (Quay, 2013) resonate with Shulman's (1986) seven domains of teacher knowledge, specifically propositional, case, and strategic knowledge, which further justifies the relevance of the theoretical framework adopted.

5.2. Passion - the personally constructed essence of 'being' for quality in physical education teaching

Many facets that make 'being' worthwhile, are the human spirit, creativity, and freedom (Hall, 2010). These may be deemed important to deal with the pressures of the school context. There was a resounding consensus across participant responses to the data collection methods, that there is a need for teachers to be passionate in and about their role to firstly remain motivated across the career phases and secondly, for the benefit of their learners. Kirk (2010b, p.8) asserts that this may be due to its marginalised status and the subject being predominantly located amongst a mostly 'cerebral' curriculum. However, this may be critiqued, as arguably subjects such as art, drama, design technology, food, and aspects of science, also involve embodied engagement.

Passion permeated many of the findings, but 'passion' itself was not defined specifically, so the next **section (5.2.1)** provides an initial exploration of its meaning and, by extension, its meaning within the teaching profession. While the review of literature covered the importance of teacher dispositions (for example, caring), the current research highlighted the pivotal role that passion and enthusiasm play in QPET. This theme is explored through four sub-themes which were based on participants' perspectives of 'passion' identified through the RGIs (**Appendix 3.3**). As a result of what they personally constructed, the themes developed were:

- defining the meaning of passion for a QPE teacher (**5.2.1**);
- the foci of teachers' passions and how they show it (**5.2.2**); and,
- the benefits of 'being' passionate for the learners (**section 5.2.3**).

Within these themes, findings generated by particular methods illustrated passion in different ways, which will also be made clear throughout.

5.2.1 Defining passion in teaching and the field of education

Passion was described by Fried (2001, p.5) as 'a mysterious and indefinable trait'. Looking beyond the field of education, Vallerand, *et al.* (2003, p.175) considered passion as 'a strong inclination toward an activity that people like, that they find important, and in which they invest time and energy'. This source also suggests that there may be positive and negative forms of passion such as harmonious⁹⁷ or

⁹⁷ Harmonious passion refers to 'an autonomous internalisation that leads individuals to choose to engage in the activity that they like.... It promotes healthy adaptation' (Vallerand et al., 2003, p. 175).

obsessive⁹⁸. Harmonious passion could be deemed most positive and desirable for teachers, with a greater likelihood of holding feelings of being invested or choosing to invest motivation and effort into their role.

As part of QPET, what teachers understand as passion may be based on what they know intellectually and from their existence in a populist culture. By conducting a general internet search of populist perspectives to gain current ideas and construct meaning, passion may be defined as a *strong state*, or *outburst of strong emotion*; it may be *barely controllable*, and it often *arouses enthusiasm* or may include *having an intense desire for something*. Hall (2010), who seeks the meaning of words in their purest sense, defines passion as not the expected references to love, desire, and romance, but to its essence, which is often sacredly referred to as suffering. The essence of it is a deep yearning that is likely to do anything to be expressed. Part of this includes being willing to suffer for a cause, whether likely to become a victim or a victor. This can relate to teachers, where 'the conditions they work in can often make it harder for them to hold onto their passions' (Day, 2004, p.18). This could suggest that the neoliberal agendas mentioned in **chapter 2** are again in place and present personal challenges relating to teachers and their passion.

When referring to teaching directly, passion may also be associated with 'enthusiasm, caring, commitment and hope... to be passionate about teaching' is also 'enact it in a principled, values-led, intelligent way' (Day, 2004, p.12). This suggests that passion may coincide with other knowledge bases, includes values and morals, and ultimately, is concerned with the self (teacher) and others (the learners), therefore, 'being-in-the-world' (Quay, 2013). Passionate teachers may also be described as 'committed and intellectually and emotionally energetic' (Day, 2004, p.2) when interacting with the different stakeholders that surround them (children, parents, and colleagues). Passion is not solely a personality trait held by some and not others, but it is 'discoverable, teachable and reproducible, even when the regularities of school life gang up against it' (Day, 2004, p.6). Day (2004) also expressed that drivers of passionate feelings are often unconscious. To contextualise this, Nias (1996, p.226) observed that:

⁹⁸ Obsessive passion is 'a controlled internalisation of an activity in one's identity that creates an internal pressure to engage in the activity that the person likes ... it thwarts adaptation by causing negative affect and rigid persistence' (Vallerand et al., 2003, p. 175).

behind the ordered control and professional calm of teachers... bubble deep, potentially explosive passions, emotions bringing despair, elation, anger, and joy of a kind not normally associated in the public mind with work.

Passion can therefore be positive and/ or negative and lead to either committed outcomes or destructive ones as teachers emotionally invest themselves in their work (Day, 2004). The negative side of passion may acknowledge what non-passionate teachers look like, for example, they may show 'fatigue, ritual, routine, resignation or come to work in a self-protective cocoon' (Day, 2004, p.18).

Passion could be deemed a way of 'being' (Quay, 2013) which is not to be seen separately from the practicalities (*doing*) of a teacher's role. They are un-opposing notions. QPET in this respect may also be seen as 'good planning and design', which are aspects as equally important as 'caring and spontaneity in bringing out the best in students' (Fried, 2001, the prelude). The findings of this research also contribute to a story of both 'heart' and 'head' as suggested by Day (2004), who emphasised the need to look at different aspects of passionate teaching as a united whole. Day (2004) also sought to gain new understandings of what it means to become and remain a passionate teacher.

The findings showed that passion is viewed by teachers as a key aspect of QPET. It may be possible to have a passionate teacher who is not efficacious. It is also likely that passion might vary at any particular time in an individual, but they will nevertheless teach well. Referring back to earlier definitions (**Chapter 2**) of QPET may distinguish between those who meet the *Teachers' Standards* (2011) or simply meet various expectations and those who exceed these expectations. This point is supported by the Department for Education (DfE) who outline the minimum expectation of 'inspiring, motivating and challenging pupils' (DfE, 2014c, p.7) for trainees and teachers, but also as an indicator of excellence according to Ofsted when defining good or outstanding teaching as 'inspiring' or 'inspirational'. Critically, however, it may be possible to be inspiring, but not passionate. Nor is passion stated as part of the *Teachers' Standards* (2011). However, Day (2004, p.2) expresses that passionate teachers are likely to 'care about how and what they teach and are curious to learn more about both to become and remain more than merely competent'. Passion may therefore be an aspect of QPET that is deemed higher quality. As continued professional development (CPD), stable identity, collaborative learning, and understanding of policy, expectations, and initiatives were also overarching constructs that emerged from the RGIs, it is important to highlight that

these are all features of QPET that were acknowledged by Day (2004). Therefore the majority of the super-constructs reduced from data elicited from the RGIs may be inextricably linked with passion. Emotion (or aesthetic experience) therefore permeates most other aspects of QPET identified by the study.

Passion was only said to 'wane' by the early career teachers (ECTs) within this study which was based on their assumption that passion will change or decrease as career phases progress. The ECTs' views are however supported by Day (2004) who acknowledged that 'many disillusioned teachers began their careers as passionate people, only to have their spirits dampened, depleted and ground to dust' (Day, 2004, p.20). This may be considered correct if features of a teacher's career are considered linearly, but to assume this presents a rather naïve stance. LCTs in this study however countered this by sharing that they are still passionate, but that this passion has somewhat changed and been focused on different things over time to maintain motivation. However, the passion Day (ibid.) proposed 'belongs as much to them as the brightest eyed newcomers to the cheeriest veterans'.

5.2.2 The foci of teachers' passions and how they show it

The majority of findings relating to this theme emerged from the initial professional dialogues (IPDs), RGIs, and observations where participants expressed their passion for the subject area of PE. There was also evidence of passion related to realising and valuing the potential of young people and having been inspired by their passionate teachers. Day (2004) illuminated this, as passionate people may be considered inspiring due to their connection with others and the value senses that are within and beyond themselves. They make a difference, and their beliefs and actions are intense. When people inspire us, we remember what they cared about, their care toward us, and are inspired by the person we may become. This can be situated by Sammons, *et al.* (2018), who found that inspiring teachers emphasise the importance of creating positive relationships with students which may require care on the part of the teacher. In earlier work, Day (2004, p.6) also spoke to this, suggesting that passionate teachers meet children with a quality of caring, are interested in the potential for peoples' growth, and have a 'depth and fervour about doing things well and striving for excellence'. These things can be infectious and meaningful for learners which is reaffirmed by the responses participants of this study have shared.

Participants also expressed a passion for teaching in general and additional responsibilities, including personal tutoring. This is suggestive that the teachers not only cared about the overall development of their learners but by extension, passionate teachers are likely to care about the development of their knowledge and teaching, which was also supported in earlier research by Zehm and Kottler (1993, p.118), who summarised that:

passionately committed teachers are those who absolutely love what they do. They are constantly searching for more effective ways to reach their children, to master the content and methods of their craft. They feel a personal mission... to learning as much as they can about the world, about others, about themselves – and helping others to do the same.

When the teachers were introduced to this research through the IPDs, they were asked about their career trajectories. The career trajectories shared are also, while implicitly, indicative of passion. Examples were: Hollie, who continued her educational studies part-time alongside a full-time teaching post; Alma, who progressed into a pastoral role during the write up of this research; Shula, who after many years of teaching and having fulfilled many different roles is still a staunch advocate for PE as a subject area; Hope, who valued creativity and new ideas as a student-teacher; and, Thomas, who after many years of teaching valued his relatability with the learners. This last point reiterates that most of the teachers in the middle or late-career phases expressed a passion for working with young people. Day (2004) argued that this is one of the most important aspects of teaching to be passionate about. Passionate teachers are likely to have deep and continued care for their learners. They want to enthuse learners by their love for learning and are likely to understand that their role as a teacher extends beyond the delivery of curriculum and assessment (Day, 2004). The argument now extends to the importance of passion for learners.

5.2.3 The benefits of 'being' passionate for the learners

The participants of this study emphasised that they benefitted affectively from teachers of PE and sport during their schooling by:

- being inspired;
- gaining improved confidence;
- having memorable experiences and extra-curricular opportunities; and,
- their success being cared about.

The result of these benefits instilled the (now) teachers with desired affective outcomes for their students, such as having secure student-teacher relationships, a desire to impact on children’s lives, having a sense of humour, instilling confidence in their students, inspiring a love for PE and enabling children to personally develop as a result of their influence.

Teachers should inspire curiosity in their learners (Day, 2004; Gilbert, 2016). Inspiring curiosity was encouraged by Ofsted in their *Maintaining Curiosity* survey into science education, which provided a strong argument for building and maintaining learners’ natural curiosity and enthusiasm (Ofsted, 2013). Curiosity is said to spark creativity (Gilbert, 2016) in a way that is not expected but may, by default instil passion into learners. Learners too are only able to do this if teachers are curious, creative, and passionate themselves (**Figure 5.1**).

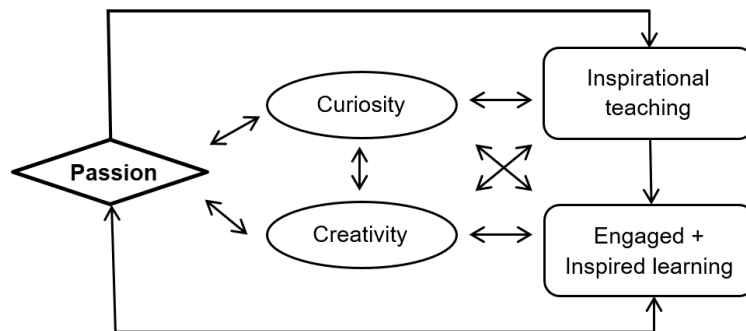


Figure 5.1: The relationship between passion, curiosity, creativity, inspirational teaching, and engaged and inspired learning.

Based on the illustration above, inspiring teaching may be considered either a pre-cursor to or, most likely, the result of a teacher’s passionate attitudes (Hobbs, 2012). Passionate teachers engage learners (Day, 2004), as do inspiring teachers (Sammons *et al.*, 2018). Creativity is also said to be a key feature of both passionate and inspiring teaching. Inspiring teaching may also be exciting and innovative (Sammons *et al.*, 2018), which is similar to passionate teachers trying new things and being motivated (Day, 2004) and motivating (Bowman, 2007). Inspiring and passionate teachers often increase student engagement (Sammons *et al.*, 2018). Student outcomes as a result of inspiration have pointed to both social-psychological gains, such as the development of their self-concept, and affective gains (Kirk, 2020), such as interest (Sammons *et al.*, 2018). Santolini (2009) found that those who come across inspiring teachers in their own past school experiences were more likely to share this as their motivation for entering the

teaching profession, which demonstrates that the participants of this study have benefitted from passion being modelled for them. It is also supported by Bryan *et al.* (2011) who argued that inspiring teachers foster students' aspirations for future study as well as their effort and engagement in the present moment.

Figure 5.1 was created to highlight the point that if teachers can remain curious, they may also be able to rejuvenate their sense of passion throughout their career phases (if we accept that passion naturally peaks and troughs, or that there may be no passion). Gilbert (2016) highlighted that passion is impermanent, it involves 'hotter emotions' that 'may come and go' (p.245), and that curiosity instead 'keeps you working steadily'. In this sense, curiosity may relate to being fascinated, or interested, both of which are affective, emotional, or aesthetic feelings that can help us to 'do' and 'know' (through learning). Passion is the key to engaging young minds (Fried, 2001). Nothing valuable happens within classrooms 'unless the students' minds are engaged in a way that connects with their experience' (Fried, 2001). Common ways in which Fried (2001) highlighted we may 'assume' children are engaged were note-taking, tests, answering questions, worksheets, time spent on tasks, and recalling information. When presenting these tasks, Fried (2001, in the prelude) highlights that teachers:

rely on compliance and endurance for most, creativity and excitement for the few, rebellion and failure for some; but not very much work of high quality is produced, and not much intense engagement of the mind and spirit takes place.

Based on these points, it could be argued that passion is the attitude or emotion which fuels an inspiring teacher. That spirit is likely to be as important a consideration for learners, alongside the 'head/heart/hands' (Frapwell, 2014) conceptualisations, or the 'mind/body' dualisms which dominate and implicate the knowledge base of PE (see **chapter 2**).

Lessons observed which appeared to cater to more creativity and excitement were Alma and Paul's, where they offered students a choice and asked students to create routines (in trampolining) or sequences (in gymnastics). Where students were predominantly asked to perform with little justification, students did become dis-engaged, as observed in Imi's lesson. This may highlight a sense of care on the part of the teacher to afford such opportunities, as if a teacher cares about what they are doing, the learners are likely to find it inspiring and take it more seriously as a result (**Figure 5.1**). Not only does there appear to be a link in the literature between care and passion, but Fried (1995)

also made important connections between passionate teaching and effective learning. Day (2004) acknowledged that the aim of education is not passion, but that it is the connecting factor to young people's thoughts and life experiences. Once connected, teachers can transfer their passions about ideas into working habits, good discipline, and practice that can offer a sense of resilience for their learners (Day, 2004). Far from being exclusionary⁹⁹, this approach suggested that Patch was expressing sporting examples which were personally and directly related to the students' performance outside of the school context. I also felt the tone of Patch's voice in his theory lesson was engaging and inspiring for his learners.

The benefits explored so far not only lend themselves to support meaningful approaches to learning in PE but good teaching which is related to 'the teacher's values, identities, moral purposes and attitudes to learning (their own as well as those of their students) (Day, 2004, p.15). Having acknowledged that passion and curiosity can be instilled in the learners by teachers, it appears from the research of Hobbs (2012, p.6) that subject areas are underpinned in part, by 'what it means to be human'.

5.3 The value of strong student teacher-relationships as part of quality in physical education teaching

The previous theme of passion could also be said to link to the theme of student-teacher relationships for several reasons. First, that 'passionate teaching is a social process, not just an internal perspective of the teacher... it is grounded in the relationship between the teacher and student' (Day, 2004, p.30). Secondly, that teachers' 'passionate concerns' likely result in students feeling 'emotionally alive in their presence' (Day, 2004, p.27). It may also be said that a passion for teaching in general (which involves learners) is a sense of care (Hobbs, 2012). Passion and care may therefore be considered important ingredients for QPET and these attitudes and dispositions enact themselves during teachers' interactions with their learners. Caring teaching is first discussed (**section 5.3.1**) within the framework of student-teacher relationships. The participants deemed relatability, empathy, and dealing with behaviour as important to have good student-teacher relationships. Previous research has highlighted that 'relationships' are a key characteristic of effective classroom practice (Sammons *et al.*, 2018, p.307), and they were specifically acknowledged as a fundamental factor in successful schooling

⁹⁹ There were only 5 learners in this class and they were all elite performers in 5 different sports.

(Gehlbach *et al.* 2012). The benefits of strong-student teacher relationships are therefore explored further in **section 5.3.2**.

5.3.1 'Being-in-the-world': Caring teaching

Caring is said to be the basis of all successful education (Noddings, 1992). It involves the interpersonal interactions that take place between teachers and learners (Bruner, 1996; Noddings, 1992; 2002), and it is the responsibility of the teacher within their relationships with students to help the learners care for themselves; by caring for them (Owens and Ennis, 2005). *Care* and *moral grounding* are also important aspects of passion (Day, 2004), and the socio-emotional role (Sammons *et al.*, 2018) of teachers is highlighted in early research by Burke and Nierenberg (1998) who concluded that factors of being caring, positive and dedicated were also terms used to describe inspiring teachers.

The findings of this study highlighted caring teaching through the IPDs concerning the participants' earlier relationships with their teachers. It was also directly highlighted as part of the observed lessons. The current research, therefore, contributes an understanding of *why* (through their own positive experiences) and *how* (in practice) the teachers showed they care. This is in congruence with Moen *et al.* (2019) and their research on caring teaching and the complexity of building good relationships. Their study identified the three sub-themes of knowing the student(s). This included 'reflection on individual, environmental and relational aspects, and caring teaching strategies' (p.6). Moen, *et al.* (2019) identified that 'knowing the students' can be at a 'societal, group, and personal level'. Therefore 'knowing the group and acting on this knowledge is essential to building good relationships between student and teacher, as well as good student-student relations' (p.7). The participants of this research appeared to want to know the learners on a personal level and demonstrated caring teaching strategies, such as knowing the pupil's names. The participants also demonstrated 'investment in their relationships with learners' (Moen *et al.*, 2019, p.9), which was observed in Hope, Louise, Liam, and Shula's lessons. This was notable where they injected humour into their teaching and made the effort to converse with the students on a personal level. Patch was also noted as being knowledgeable about the students and their families. It was the mid-late and late-career teachers who appeared to have a much broader knowledge of the students in terms of their siblings, families, wider sporting lives, and their personalities, as compared to ECTs. However, *all* participants demonstrated *efforts* to know the students regardless of their career phase, which was in contrast to Moen's

(2019) research findings. A contrast as Moen's (2019) research suggested that these efforts to know students may not be made by ECTs.

To understand the concept and importance of caring teaching, it is important to locate it theoretically. Quay's (2013) perspective on Heidegger's (1927/2010) modes of concern as a phenomenological understanding of 'being' as 'being-in-the-world' is linked with Noddings' (2002) philosophical ideas around the 'ethic of care'. Noddings (1984; 2003; 2013) examined relationships in caring teaching and asserted that any meeting between the teacher and student is relational. In support of this, Clark (2019) proposed in later research that 'when teaching for social justice, teachers position themselves as needing to learn from their students, just as students must learn from their teachers' (p.147). Noddings' philosophical perspective also fits well with a pragmatic argument in that she rejects the dualisms of logic and emotions. While she argues that emotions and caring are not to be underestimated with teaching, she also proposes motivational displacement as an idea which suggests that the one caring should switch between an emotional, caring approach and a more rational-objective approach (Noddings, 2013), dependent on situational factors (Øsknes and Steinsholt, 2017). This section is therefore also implicitly linked with **section 5.4** and the need for a more nuanced understanding of strong subject knowledge (which may be better conceived as strong pedagogical knowledge) required by teachers.

While a neoliberal education context may suggest a particular way for the teacher *being-with* the learners as outlined in the quotation above, what seems more pertinent is Dewey's repeated emphasis on restoring the 'subjects of study to their place in experience' (Kliebard, 1984, p.28). This would also support any spiritual perspectives relating to *being*. For example, mind and spirit as potential modes of being were celebrated by Day (2004). As a result, the most challenging aspect of the art of teaching is to bring learners an awareness of the importance of experience¹⁰⁰ (of being, knowing, and doing for themselves, Quay, 2013); or *being-here* as occupation. This also links with *being* as part of spiritual practice and the idea of *presencing* (Kabat-Zinn, 2013). Often, the modes of experience provided for the learners was for them to *know* and *do* for themselves, with few, if any explicit foci on *being*. According to Quay (2013), this idea of

¹⁰⁰ 'Experience as appreciative, perceiving and enjoying' (Dewey, 1934/1980, p.47). It is an integration of mind and emotion so that the 'integrity of an experience is maintained; one cannot think of one without the other (the inner emotional world is continuous with the outer world)' (Hobbs, 2012) and; in keeping with this epistemology, the learning of PE or of QPET could be, like Girod *et al.* (2003, p.575-576) pertains to with science learning... 'to be swept up in, yielded to, and experienced. Learning in this way joins cognition, affect and action in productive and powerful ways'.

presencing becomes more than dealing with knowledge pragmatically by working with 'standardised concepts to be applied by students in various forms of assessment', but instead by 'being-a-teacher' who is concerned for another's care and their sense of 'being-in-the-world' (Quay, 2013, p.178). The art of teaching as described by Quay (2013, p.179) is the 'building of being', which requires the teacher to 'learn to let them learn' (Heidegger, 1951-52, p.15). Quay (2013, p.179) describes this as 'letting learn, is letting be, a phenomenological sense of freedom as care'. The lessons where students were noticeably afforded freedom were Alma, Louise, Paul, and Pete's. These lessons demonstrated more opportunity for choice by the learners, for problem-solving, creativity, and self-pacing. Letting it be was specifically referred to as to 'engage oneself with beings, with openness' (Heidegger, 1998, p.144; 1930). This was again noticeable in the same lessons where the teachers acted as facilitators to the students' learning. This approach is similar to Noddings' theory and her idea of engrossment (1984; 2003; 2013). This suggests that engrossment is relational and involves the 'one-caring feeling with the cared-for' and describes that when engrossed, 'I receive the other into myself, and I see and feel with the other' (p.3). There is a similarity with Heidegger's (1998; 1930) point above again if we accept Noddings' (1992, p.1) idea that being engrossed means being 'an open, nonselective receptivity'. Noddings (2002) however, in her wariness of empathy (where we assume 'others' are 'like us'), goes further by acknowledging that engrossment does not include the projection of ourselves as teachers and our 'needs, desires, interests' and instead involves 'reception' of others (Noddings, 2013, p.14). Teaching may therefore be described as sympathetic, rather than empathetic (Andersson, Öhman and Garrison, 2018). However, for such positive forms of caring to be enacted between teacher and learner in the classroom, teachers must understand and learn about how they can and do care.

By teachers interacting with the learners in the ways explored through these theoretical perspectives and by enacting the role of caring teacher, many benefits for the learners may ensue. This section is deemed significant as many of the teachers leaped in for the learners, and there were few examples of letting them be (Quay, 2013). Letting them be needed to be seen more frequently if both the teaching and learning of PE is to cater explicitly and holistically to all modes of experience. While the next section acknowledges the range of benefits found from previous research, this section has allowed us to acknowledge a far deeper benefit for the learners - a contribution to their 'being'.

5.3.2. The benefits of strong student-teacher relationships

The previous section has emphasised that caring teachers who know their students can create relationships that may enhance the learning process (Stronge, 2018). Caring teaching is a central premise of strong student-teacher relationships, both of which may be collectively seen as important aspects of inspiring teaching (Sammons *et al.*, 2014). When we look at teachers 'being-in-the-world' with the learners, their interaction becomes a space where teachers can *share* their passionate commitment to the subject they are teaching. However, for it to benefit the personal development of the learners, the interactions may need to involve the teacher 'being-here' (Quay, 2013), being 'sympathetic' (Andersson, Öhman and Garrison, 2018), and being 'open' (Heidegger, 1998/1930; Noddings, 1992) with the learners. By extension, Deci *et al.* (1991) self-determination theory positions student-teacher relationships in relation to motivation and three psychological needs of learners; relatedness, competence¹⁰¹, and autonomy¹⁰² (Deci, et al., 1991; Ryan and Powelson, 1991). These three psychological needs were met in some of the lesson observations. Relatability, for example in Hope, Liam, Louise, Patch, and Shula's lessons. The concept of relatedness is relevant to this study as it involves the development of 'secure and satisfying connections with others in one's social milieu' (Deci *et al.*, 1991, p.3). A key finding of this research was that teachers, for different reasons, valued their relatability with their learners. For ECTs, there was a sense of relatability in terms of closeness in age, but for LCTs, relatability was due to experience and in some cases of having their own children (for example, Thomas). Roorda *et al.* (2011) state that relatability can be supported by teachers expressing an interest and caring for their learners, along with showing involvement and providing structure (setting clear rules and following through on consequences). Having expressed interest and caring for the learners was evident in Hope, Liam, Louise, Patch, and Shula's lessons, and where behaviour was particularly reinforced was noted in most of the lesson observations. Autonomy was well-considered in Alma, Louise, Paul, and Pete's lessons, by offering the learners more choice for example. While competence, by way of monitoring and ensuring student's progress was particularly well demonstrated in Pete, Patch, Cole, Alma, Hope, and Liam's lessons, and particularly Michael's where he allowed students to choose their levels of challenge.

¹⁰¹ 'Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions' (Deci *et al.*, 1991, p.2).

¹⁰² 'Autonomy refers to being self-initiating and self-regulating of one's own actions' (Deci *et al.*, 1991, p.2).

Further benefits that can ensure positive student-teacher relationships are social and emotional learning. These benefits were said to lead to learners managing their emotions, feelings, and care and concern for others (Zins, 2004). When learners' emotional needs are met they are also likely to do better at school and will experience 'effective learning, good attendance' and positive job prospects (Lu and Buchanan, 2014, p.2). Emotional well-being can benefit mental health and also requires that we also consider 'health' as 'the state of being confident, positive and able to cope' (Lu and Buchanan, 2014, p.2). Having well developed emotional skills is also crucial for a strong student-teacher relationship to develop (Macklem, 2010). Obtaining these benefits depends on the learners' interactions with the teacher. It is often a teacher's empathy and warmth that is strongly associated with such student outcomes (and their optimal, holistic learning) (Cornelius-White, 2007). This is important given that 'individual development requires an interpersonal relationship that has trust, support, caring, self-expression, self-choice, and self-determination'. Where this is not provided 'students show externalised behaviour problems' (Lei, Cui, and Chiu, 2016, p.2). These features of development were perhaps not present in lessons, indicated by the high frequency of times it was noted that teachers dealt with behaviour. Overall positive, affective student-teacher relationships can improve the engagement of learners (Roorda *et al.*, 2011). However, Moen *et al.* (2019) stated that the relationships can take time to establish. This may be a particularly important point to consider for ECTs. This was particularly well highlighted by Alma, who felt she only gained the respect of her learners once they knew she was sticking around. This particularly emphasised her *need* or *want* to form positive relationships with her learners.

By looking at passion, care and student-teacher relationships as crucial aspects of QPET, we may start to expand our understanding of previously accepted mind-body dualisms (Dewey, 1911; Quay, 2013; Ward, 2015) which dominate the knowledge base of PE. To be coherent in terms of experience and existence, QPET may instead be seen as an aesthetic whole. This better incorporates the idea of *being* alongside *knowing* as reflective experience (Quay, 2013) which both conjoin in the *doing* moments of interaction between teacher and learner. Therefore, as part of a teacher's aesthetic experiences, comes the understanding that 'teachers need to be able to care for themselves, their students, the content and other members of the school community' to be considered as QPET (Owens and Ennis, 2005, p.392). The requirement of this necessary balance is emphasised by the findings of the current research. This is because the dominant focus of the observed lessons (and subsequent learning) related

to engaging with aspects of 'mind' and 'body' only. However, more affective values were mentioned as part of the IPDs and RGIs.

5.4 The multiplicity of knowledge required as for quality in physical education teaching; expansion towards 'a more aesthetic whole'

This theme has been structured to better reflect the different knowledge bases PE teachers may require to mirror more holistic teaching (Quay, 2013). This theme was deemed important - firstly due to its statistical significance¹⁰³, and also because the knowledge bases that were (and were not) mentioned by teachers may help to identify knowledge which should be embodied for QPET. Teachers of PE need to draw on a range of knowledge bases to know *what* and *how* to teach. They also need to know how to *be* a teacher who demonstrates QPET by *being-in-the-world* (Quay, 2013) with the learners, as explored in the previous theme. While knowledge bases are approached discretely, there are clear connections between them. Teachers' knowledge is said to be related to effective teaching and the quality of their instruction (König and Pflanzl, 2016). Given that *knowing* can 'change the individual, as well as the individual's world' (Girod, Rau and Schepige, 2003, p.578), the nature of teachers' knowledge, is therefore highly relevant to conversations around QPET and the teacher's personal constructions of it. This is particularly important given that there was a lack of connection between what participants stated they want their learners to achieve as a result of their PE experiences (data collected via IPDs), how they personally constructed QPET in relation to social and affective outcomes (data collected via RGIs), and the actual focus of what they taught during the lessons observed (more cognitive and motor emphasis). Therefore, developing an understanding of the knowledge bases required to facilitate a more *aesthetically whole* experience for learners may allow for connectivity between what is desired for them, and what can be delivered in practice. For example, if teachers believe affective attitudes and dispositions such as interest, curiosity, motivation, enjoyment, confidence, and resilience are important, they may play a more explicit part in the teachers' intentions for learning, rather than having implicit expectations which are not carefully highlighted and developed for the learners in an embodied environment. The theories of action proposed by Argyris and Schön (1974) suggest that the teachers' mental maps (theory-in-use) regarding how to act in situations (here, the observed PE lessons) dominated their practices, rather than the theories they explicitly espoused through the IPDs and RGIs. Through the lens of espoused theory, it may be the case

¹⁰³ Due to *secure subject knowledge* having been identified as a super-construct.

that the words teachers used to convey aspects of qPET (adjective) are used to highlight what they do (QPET, noun) or would like others to think they do. QPET in this study should therefore be considered as both the result of the participants' theories-in-use and their espoused theories. In this case, it would indicate when aspects of QPET are embodied in teachers' practices (even implicitly) and therefore when QPET has been used as a noun. Argyris (1980) also argued that effectiveness is the result of developing congruence between theory-in-use and espoused theory. Yet another key indicator of QPET.

5.4.1 What kinds of knowledge are associated with quality in teaching physical education?

PE teachers are often confused about what they need to know (Tindall and Enright, 2013; Ward, 2015). The findings of this research support that sport is commonly drawn upon to inform its subject matter (Kirk, 2010b; Ward, 2015) given that participants highlighted that they believe PE teachers need knowledge of a range of sports for QPET. Other participants, for example, Louise and Pete, did however acknowledge that there may be too much emphasis on sport in PE. With reference back to the literature review, Tindall and Enright (2013) outlined a key area of knowledge for a PE teacher as content knowledge (or subject matter knowledge). This is born from Shulman's (1986) work and is also the case for all teachers. This was expressed as being needed so adamantly by some participants that one could question whether they were confused. Instead, it could point at the fact they believe this is appropriate based on their values and experiences at the point of asking (Tindall and Enright, 2013; Kelly, 1955). We know that content knowledge may be appropriate for teachers to prioritise, as PE examinations expect that students can perform practically in a range of sports. This denies consideration of performativity as a point of departure towards more concerns related to student's emotional arousal and motor competence (Ward, 2015). Beliefs such as these may continue to restrict some PE practices to what is known as physical education-as-sport techniques (Kirk, 2010b). However, it is important to express that this was only observed in approximately half of the lessons and there were examples of teacher practices that made the learners' experiences more autonomous (for example, Alma, Hope, Hollie, and Paul). While all of the above highlights relevant content knowledge, perhaps it is content knowledge (and also PCK) of what to teach and how to engage learners in PE more socially or affectively that needs to hold a more prominent place in the English National Curriculum for Physical Education (NCPE)?

The non-traditional aspects of PCK¹⁰⁴ identified by Tindall and Enright (2013) were also supported by the findings; particularly concerning knowledge of the students and knowledge of movement observation. Several participants (for example, Hollie and Patch) mentioned the need to tie pedagogical knowledge to content knowledge and adapting to the learner's needs (Shulman, 1986; Tindall and Enright, 2013). How teachers develop PCK is not directly mentioned, but we could assume that it develops the longer a teacher has known the learners, as confidence increases, and as a result of continued experiences. This implicitly supports an overarching construct of QPET which was *understanding through experience*. When looking back at the wider definitions of general pedagogical knowledge (Shulman, 1987; Armour, 2011), in this thesis, I support the view that PE teachers need both practical and theoretical curriculum knowledge. In PE, this draws on a broad range of disciplines from HE and beyond, causing differences in what teachers know in order to teach PE. There were preferences of teachers with regards to either theory or practical teaching, or a mixture. This was based on their own previous experiences. Having preferences for particular knowledge bases supports the view that what teachers know is based on their values towards the subject area and the various fields within it. Overall, through the study of physical education teacher education (PETE) programmes, such as the Postgraduate Certificate in Education (PGCE), what teachers know is based on their anticipatory and occupational socialisation (Lawson, 1983a, 1983b; Richards and Gaudreault, 2016) into teaching PE, which is made up of a combination of personal experience and professional learning.

The findings also acknowledge a wider range of knowledge bases, such as knowledge of assessment (about the accuracy of judgements and ensuring pupil progress). This fits with neoliberal emphasis on outcomes and monitoring data (Evans, 2014b; Courtney, 2013). It was also expressed that there was a need for knowledge of expectations and policy at local and national levels. These were expressed as expectations of schools that may stem from government policies and Ofsted (2019) requirements. The acknowledgement of these expectations was consistently mentioned by the majority of the RGI participants and as part of the IPDs. These *knowing* aspects highlighted in this section predominantly relate to the curriculum aspect of the three message systems of schooling (less pedagogy and assessment) (Dann, 2019; Evans; 2014b; Hines, 2006; Ovens, Hopper and Butler, 2013; Penney *et al.* 2009).

¹⁰⁴ Tindall and Enright (p.110) identified non-traditional aspects of PCK as 'knowledge of technology, knowledge of pupils with special educational needs, knowledge of movement observation'.

5.4.2 Knowing how to *do* quality (noun) in physical education teaching

How teachers demonstrate what they know would not have been possible to ascertain without the lesson observations which formed a part of this research. As a result, different aspects of teachers' knowledge were able to be drawn upon, such as the pedagogical tools which were adopted, the methods of assessment, and elements of affect which were seen in the teachers' practice. These observed features may be supported by Dewey's (1934/1980) framework of aesthetic understanding which acknowledges that 'teaching and knowing what and how to teach, involves both cognitive and affective dimensions' (Hobbs, 2012, p.2).

The focus of the participants' learning outcomes were predominantly related to the development of the motor and cognitive learning domains (except Alma and Hope, who included the social domain). Pedagogical practices adopted therefore reflected these foci to assist the students in achieving the related outcomes. The reason for these foci may be that the teachers know the most about these aspects of learning. This may also be evidence that the subject is inherently consumed in the sport-education-health-business nexus and their competing discourses (see **Figure 1.1**). This also emphasises the continued presence of mind-body dualisms (Ward, 2015). It is readily acknowledged that the political and professional discourses that dominate the field of PE cause it to be a contested policy space. Even after Kirk's (2010b) recognition that the subject area is dominated by practices that reflect what is described as 'physical education-as-sport-techniques' and the focus on sports skills. And again, still since his more recent (Kirk, 2020) claim that there is a greater need for more pedagogies of affect to make such learning more explicit. Theoretical knowledge which prefaces practical knowledge also fails to acknowledge the social and affective domains that can so easily be developed in PE environments. Social and affective domains are not often acknowledged as part of an individual's cognition. Affective aspects of experience such as motivation and interest, therefore (for both the teacher and the learners) should have an equal weighting of importance within QPE experiences and for QPET.

The deployment of a range of pedagogical tools (e.g. progression, differentiation, aspects of inclusion, styles of teaching and types of questioning) was noted during lesson observations. These included aspects of inclusion, demonstrations, explanations of learning tasks, facilitation of peer and self-assessment, development of examination technique, scaffolding, personalised learning, various styles of teaching, questioning, and feedback. These aspects of knowledge may be deemed as features of general

pedagogical knowledge (Shulman, 1987; Armour, 2011), and predominantly relate to the pedagogy and assessment aspects of the three message systems of schooling (Dann, 2019; Evans, 2014; Hines, 2006; Ovens *et al.*, 2013; Penney *et al.*, 2009).

The idea of teachers' PCK is also important when directly considering their practices, as it refers to how well the teacher can combine content and pedagogical knowledge in a way that will foster and support students' learning in practice (Tindall and Enright, 2013). In Shulman's (1987) and Armour's (2011) definitions of general pedagogical knowledge, teachers also need to know how to organise and manage the classroom. Classroom organisation was another overarching construct of QPET that was established from the RGIs and was also noted within the observations in terms of teachers being prepared before the lessons and the presence of pre-established routines. They also demonstrated their organisation in relation to Tindall and Enright's (2013) definitions in further ways, such as attendance, set-up, grouping, and transitions, through their behaviour management techniques and motivation for learners to continue participating. Deci *et al.*'s. (1991) self-determination perspective which pertains to the basic human needs of learners appreciates the important role that teachers' knowledge of how to motivate learners plays in the classroom. This is particularly the case as motivation to learn can wane during adolescence (Mowling *et al.*, 2004), and students' motivation (in an intrapersonal and interpersonal sense) depends on the strength of relationship with the teacher (by being involved and supportive) (Furrer and Skinner, 2003). All of the teachers involved in this study provided encouragement and feedback for their learners to continue participation, but only four teachers used pedagogical practices that would enable learners to be more autonomous.

5.4.3 Knowing how to 'be' for quality in physical education teaching

Knowing what and how to teach is not limited to cognitive engagement (Day, 2004; Hobbs, 2012). According to Day (2004, p.64) teachers do not describe themselves in relation to technical competence alone, but also the 'emotions and intellect of self and student'. This was demonstrated through this research due to the two aspects of QPET deemed most important being passion and student-teacher relationships. Both of which involve emotional dispositions of the teacher.

The importance of this sub-theme is highlighted by considering that teachers have individual personalities. Concerning this, Fernandez-Balboa (1997a) emphasised that teachers need to know themselves before they can know, understand, and teach

students. However, self-knowledge and reflection were described in earlier research as the least attended to, but most important, knowledge for teachers (Ayers, 1993, p.129). Self-knowledge is suggested to be gained through reflective practices according to Tindall and Enright (2013), which unless engaged with, limits the potential for teachers to reflect on their biographies. The values, ideas, knowledge, and behaviours that make up these biographies are gained during a teacher's PE, education, and ITE experiences, which in turn impact on their teaching identities (Rossi and Cassidy, 1999) (**Figure 5.2**). Rovengo (2003) had expressed that one conception of the nature of teacher knowledge was 'personal knowledge', inclusive of values and experiences in educational contexts as well as biography. Participants of this research also confirmed that teachers need to have a well-informed teaching philosophy, which was particularly emphasised by Patch. It is more difficult to accept Rovengo's (2003) narrow conception of personal knowledge and also Fernandez-Balboa (1997) and Ayers' (1993) narrow conceptions of self-knowledge (from only a reflective pragmatic stance). While these may be deemed *meaningful*, pragmatically in the sense of cognition alone – they are not meaningful if we relate meaningfulness instead to the need for aesthetic experience and also to *being* or *knowing the self* in a way that would be understood phenomenologically or spiritually. This has not yet been highlighted in relation to this base of literature. To fulfil a wider *knowledge of the self*, teachers would need to draw on a wider range of knowledge bases to understand the *self* at a much deeper level, merging the idea of *self-knowledge* with the phenomenological sense of *being-in-the-world* and *being* as aware, present and mindful. This would not only benefit teachers but also their learners. Overall, we can accept Rovengo's (2003) claim that 'teachers' knowledge is complex' and in line with Quay's (2013) theory of experience, we can acknowledge that a teacher's knowledge develops 'through their experiences in a complex world' (Rovengo, 2003, in, Capel and Whitehead, 2013, p.108).

Some participants appeared to have implicit values through the IPDs and which pointed towards their hope of learners benefiting from their morals, of spiritual gains, and also of ethical concerns they have for the learners. Day (2004) highlighted the multiple, moral, spiritual, emotional, and ethical¹⁰⁵ intelligences and expressed that individuals will

¹⁰⁵ Spiritual intelligence 'gives us our moral sense, an ability to temper rigid rules with understanding and compassion and an equal ability to see when compassion and understanding have their limits' (Zohar and Marshall, 2000, p.5, in, Day, 2004). Emotional Intelligence is the ability to 'control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathise and hope' (Goleman, 1995, p.34, in, Day, 2004). Ethical intelligence 'suggests the necessity for clear values and beliefs, a sense of moral purpose and principle... and high (but not complacent) self-esteem (MacGilchrist, *et al.*, 1997, p.112, in, Day, 2004).

possess several kinds of intelligence, some stronger than others. Day (2004) also acknowledged that the context and environment are likely to impact on the development of these aspects of intelligence. Teachers' personal knowledge of these intelligences is as important as their professional knowledge, particularly concerning children's learning and their development of such intelligence. To apply practices that foster particular intelligences would require teachers to be creative and to apply skill which may be challenging for teachers regardless of career phase.

5.5 Quality (noun) in physical education teaching is 'experience': It is personally (self) and socially constructed (through interaction) to form an 'aesthetic whole'

The theoretical framework adopted does not interpret the term individual as interpreted in 'contemporary psychological or sociological ways, where it tends to refer to a separate entity, one (individual) amongst many, but rather as a simple whole' (Quay, 2013, p.19). While the approach to the research design was pragmatic, a marriage between phenomenology and pragmatism was necessary to interpret the results and findings and to help justify a perception of QPE teaching as 'whole'. This last section will now start to summarise this approach with the findings of this thesis.

Dewey's (1905) identification of aesthetic experience as one of three modes of experience is highly relevant and also formed a key part of Quay's (2013) synthesis of experience, specifically his notion of *being-in-the-world* which phenomenologically included perceiving the teacher as *self* and as *interacting* with the environment. This contributed a particularly pertinent argument centring on the growing body of educational research which acknowledged various personal dimensions of teaching and learning, but which afforded less attention to aesthetics with teachers (Hobbs, 2012). Aesthetic experience was deemed crucial by Dewey (1934; 1980) and is described as the integration of the mind and emotion to maintain the integrity of an experience. Dewey argued that individuals act as agents within their perceptions of an experience which includes both cognitive and affective dimensions (Hobbs, 2012, p.2), rather than experiences that are especially intellectual and practical (Dewey, 1934; 1980). This applies to what teachers have constructed QPET as part of this study. It is only through using mixed methods and seeking the voice of teachers that such a holistic understanding of the topic has been developed. The government and key educational policies are likely to have more focused agendas and ideologies which they hope to

achieve, but these are at the mercy of change over time. Engagement with these policies is dependent on the agentic choices of teachers.

By reflecting on the results and findings of this study, making the aesthetic experience more explicit within teaching and learning episodes is deemed worthwhile for teachers. The lessons observed that had the feel of a more aesthetic experience were Alma, Hope, and Pete's lessons, where the learners i) had more choice, ii) had to work more closely with their peers, iii) needed to reflect on and analyse their performances, and iv) had to be creative. These teachers also demonstrated real strengths in caring, relatability, and their relationships with the learners. While affective aspects were thought of and felt by the participants in relation to QPET, these were not emphasised explicitly for the learners. Learning in secondary school science lessons has been highlighted by Girod *et al.* (2003) as 'something to be swept-up in, yielded to, and experienced' (p.575-576). Further, they argued that learning in this way 'joins cognition, affect, and action in productive and powerful ways' (*ibid.*). As PE has the potential to facilitate learning in the same way, more knowledge of meaningful learning experiences and environments in PE needs to be sought along with methods of teaching which allow the learners to be curious and enthusiastic about their experiences.

The next and final chapter re-addresses the research aim and questions by presenting the key findings of this thesis and highlights its original contributions to knowledge.

Chapter 6

Conclusion

6.0 An introduction to the conclusion

This concluding chapter evaluates the significance of the findings of this study by identifying my specific and original contribution to the field of physical education and specifically, quality in physical education teaching (QPET). To achieve this, I i) re-address the research aim (6.1), ii) construct a definition of QPET (6.2), and iii) answer the research questions to identify the specific contributions I have made to debates in this research field. Following this, I offer implications of my synthesis for practitioners (6.3) and the chapter concludes by recommending foci for future research (6.4).

6.1 Re-addressing the research aim

My hope in conducting this study was to allow teachers across career phases to construct and contribute to definitions of QPET. This interest was born through my own experiences as a former teacher and current lecturer within the subject area. I set out to explore how teachers construct their perceptions of QPET across a career and how this compares to those bodies that govern the profession. To fulfil this aim, the research questions were:

- 1) What are teachers' constructs of QPET in secondary PE?
- 2) Are there changes in teachers' constructs of QPET across teachers' career phases?
- 3) Are there similarities and/or contrasts between teachers' constructs of QPET and those of head teachers, senior leadership, and those people that govern the profession?

6.2 Defining quality in physical education teaching

This thesis has outlined a wide range of aspects that may contribute to and/or constitute QPET. These are important to have acknowledged, particularly through the literature review and results and findings, as any of these aspects could have been drawn upon and enacted by teachers within the classroom environment. Learning from these aspects has highlighted that none can be deemed more important than others. While several definitions of effectiveness have been explored throughout the thesis, I now feel it important to summarise a definition of QPET which encompasses my findings as a result of pursuing teachers' constructs:

QPET is experience.

It is an indeterminate, changeable and ephemeral concept which should be perceived and understood as an aesthetic whole and enacted phonetically.

This definition is likely to be construed differently, even by the same person, depending on the time of asking (Kelly, 1955). The significance of this understanding of experience can also be applied to the learners. The model of QPET (**Figure 5.2**) created at the end of the discussion forms a conceptual contribution to knowledge and understanding in the field of PE. This model not only draws on key features of Shulman's (1986) seminal work relating to PCK but also presents QPET as a *whole*; as both a personally (self) and socially (through interaction) constructed concept (Quay, 2013). This illustration also denotes that teaching and learning can be seen as taking place in a nexus of discourses in the field of PE (Kirk, 1992b), which Ward (2015) further defined as the sport-education-health nexus. This study added 'business' to this nexus and acknowledged that the relationship between these discourses can present differing ideologies with which teachers may or may not interact at different points in time. It is within these discourses that the teacher (as *being* – mind-body-spirit), finds themselves *being-in-the-world* with the contested subject matter and the learners (also as *being* – mind-body-spirit). This model may be seen as a significant tool for evaluation (of self or others) in QPET. Stakeholders who may benefit from consideration of this model can be seen in the summary of this concluding chapter.

How the participants constructed QPET was evaluated according to the data collected via each research tool to further demonstrate the appropriateness of experience concerning this topic. While aspects of experience will be defined more discretely and in detail at this stage of the chapter, it is important to remember the value of these parts as integrated into the *aesthetic whole* understanding of QPET proposed (Quay, 2013).

6.2.1 What are teachers' constructs of quality in physical education teaching?

The main empirical findings from the initial professional dialogues (IPDs) highlighted that experiences before, and during teaching, had been influential in the participants' understanding of QPET and that significant others had been influential in their construction of it. This data collection method heavily confirmed the teachers' sense of *being-in-the-world* (Quay, 2013) and the more affective (Bailey *et al.*, 2009; Kirk, 2019) and emotional aspects of teaching concerning themselves and others.

The fourteen participants were asked to construct their understanding of QPET in direct relation to career phases through the repertory grid interviews (RGIs). The main empirical findings have been summarised throughout **chapter 4**. Fifteen overarching constructs were mentioned consistently across all career phases and three of these overarching constructs became super-constructs when a wider audience of PE teachers, head teachers and senior leaders were consulted. This wider audience also included teachers from a range of career phases and so the super-constructs became even more significant. The three super-constructs arguably align closely with the notions of existence (specifically *being-in-the-world* and *knowing*), for example:

- *being* (passion for teaching PE);
- *being-in-the-world/doing* (strong student-teacher relationships); and,
- *knowing* (strong subject knowledge).

The main empirical findings of the observations have been summarised in **chapter 4**. These findings provided additional, important insights which are mostly related to the *doing* aspects of QPET (teachers' practices), although *knowing* and *being* aspects of teaching and learning were also observed. This was where most of the concerns relating to pedagogy presented themselves in practice. The overall themes from analysis of the observational data were i) the role of student-teacher relationships for QPET and ii) a teacher's toolbox for QPET, which included aspects of inclusions, styles of teaching adopted and use and types of questioning. It was possible to make connections between the three message systems of schooling; that is curriculum, pedagogy, and assessment (Bernstein, 1977; Dann, 2019; Hines, 2006; Ovens, 2013; Penney *et al.*, 2009) and the observations of teachers' practice. While these message systems were recommended as important lenses to discuss QPE generally, they could be deemed limited in discussions regarding QPET, unless pedagogy is perceived in its fullest sense as suggested by Shulman (1986) and as outlined in **chapter 5**. They may also be judged incomplete unless the aesthetic (feeling, or emotional) aspects of educational experience are made more explicit by the teacher and for the learners. Failing to do this does not locate the individual teacher as a crucial, emotional 'being' for QPET.

As the observed lessons predominantly focused (explicitly) on the development of the learners' cognitive and motor abilities, it was assumed that teachers expected affective gains for the learners as an implicit result of their teaching; even though it was clear they valued affective elements of learning. This finding, therefore, supports Kirk's

(2020) more recent calls for research exploring pedagogies of affect, to provide a research base for teachers to construct learning experiences which will be more explicit for the learners.

Overall, what teachers constructed as QPET was in some sense data collection method dependent. Different methods highlighted different and yet equally important aspects of QPET, therefore, without having used a mixed methodological approach, it is unlikely that this *whole* perspective may have been realised.

6.2.2 Are there changes in teachers' constructs of quality in physical education teaching across teachers' career phases?

Summarising QPET as experience was made possible by drawing on a range of teachers' experiences at different stages of their careers. Each teacher's understanding of the topic will be the direct result of their unique personal and professional experiences (the subject area, teaching, and learning) at different points in time (Shulman, 1986). Given how many different elements of quality have been explored throughout this study, it becomes clear that no teacher can prioritise all of these experiences at the same time. This idea of experience-dependent constructs is highlighted particularly well by Dewey (1938, p.33) with relation to his idea of the 'experiential continuum' which proposes that there is continuity in every experience¹⁰⁶. He argues that each experience positively or negatively affects the resultant attitudes which lead to the next experience.

This also heightens an epistemological position of constructive alternativism (Kelly, 1955), in referring back to constructs of QPET likely being construed differently, even by the same person, depending on the time of asking. This is similarly supported by Huberman (1995). It may therefore be expected that constructs of QPET change with experience and regardless of career phase. This is also perhaps more implicitly suggested by several participants when considering that one of the fifteen overarching constructs of the study was *understanding through experience*. This thesis, therefore,

¹⁰⁶ The idea of the experiential continuum was born from Dewey's (1938) experiential learning theory and it is based on the understanding of time being relative to past, present and future and so every experience we may have is shaped by each experience that came before it. Therefore a residue is left that influences every experience yet to come in the future. This creates a continuity of experience that, while it was related to crafting educative experiences for learners, can also be related to QPET, given that all teachers have previously learned will have impact their constructs and practices related to QPET and as they progress through their careers. In crafting an educative experience, the experience is said to be made up of objective conditions (so everything outside of the learner, their peers, school culture, content and activities) and internal conditions (so everything inside the mind of the learner, including prior knowledge, needs, emotions and motivations). This idea supports my notion that QPET is both socially and personally constructed – particularly as the environment a teacher works in will constrain what is possible in terms of QPET too.

presents important intergenerational findings (Sparkes and Templin, 1992). The idea of continuity in experience (Dewey, 1938), constructive alternativism (Kelly, 1955) and career phases (Huberman, 1995) can be connected and supported by Brown and Evans' (2004, p.48) idea of teachers as 'intergenerational' living 'links', not just the practices in teaching, but wider knowledge, socialisation, politics, history, teacher characteristics and more. These links can act as channels of reproduction, which once learned can be used, like in Dewey's (1938) experiential learning theory, to manipulate a teacher's objective conditions, stimulate disequilibrium and provide situations that can both challenge existing ways of *thinking* or *being* in relation to QPET; that may prompt inquiry and lead to growth. These ideas are supported by the findings of this research where, the overarching and super-constructs may be considered as aspects of QPET which are core, regardless of age or experience. This shows, following Huberman (1995), that predictions are not necessarily made chronologically as stated in some literature. Passion, for example, has been reported as likely to decline with age as a result of disenchantment (Templin *et al.*, 1991). This was, however, not the case, and the later career teachers (LCTs) in this study shared that those passions instead are likely to have changed over time. More recent literature on socialisation into teaching supports the more dynamic nature of teachers' work lives in the sense that multiple factors inside and outside of school will affect teachers' motivations, commitment and enthusiasm at different stages of their careers (Richards and Gaudreault, 2016). This goes some way to explaining how and perhaps why some teachers in my study remained passionate as LCTs.

Generationally, Huberman (1995) also suggested likely commonalities among teachers in the sequencing of their professional lives. Empirical findings that highlight aspects of QPET which were associated with particular career phases are highlighted explicitly in **chapter 4.2** and then throughout **chapter 4**. There were similarities in how teachers construed with others in the same career phase and it was possible to summarise that the 0-7 and 8-15 years career phases were ranked the highest for QPET. As the statistical difference between these two career phases and the others was small, it could be postulated that teachers in different career phases were deemed high-quality PE (HQPE) teachers for different reasons (see **chapter 4.2**). Overall, teachers construed their career phases more positively than others and, teachers often construed the career phases more extreme to their own as stereotypically *worse* or *lower quality*. Age-stereotyping was unexpected and yet emerged clearly from the data. While I would not encourage such judgements, it is important to acknowledge that these stereotypes

(mainly towards LCTs) may have detrimental effects. Levy (2009) has argued that the effects may span a range of cognitive and physical outcomes and, so, their theory of stereotype embodiment was created as a result. This theory proposes that when stereotypes are embodied they are the result of assimilating the immediate contexts, which can lead to self-definitions (Levy, 2009). These self-definitions can then influence functioning and health and could therefore be detrimental to QPET. The theory of stereotype embodiment is useful as it explains three components: i) that they can become internalised across the life span, ii) they can operate unconsciously, iii) they become more prominent if they are self-relevant (Levy, 2009). The relevance of this to my research lies in the fact that the stereotypical views held by some ECT and MCTs may in future become embodied unless they are challenged, and for the LCTs, this may explain their more positive construing of all career phases. This is supported by the fact that LCTs were more positive about their own career phase in terms of what they constructed as aspects of QPET, where other career phases, who have not yet embodied the experience of LCTs perceived them more negatively regarding QPET. The theory of stereotyping and its research base identifies the ageing process as a social construct, but in contrast, it is widely assumed that the ageing process can be explained in its entirety as a physiological process of inevitable decline (Masoro, 2005). This assumption was arguably held by a number of my participants and so the relevance of this supporting literature is amplified.

6.2.3 Are there similarities and/or contrasts between teachers' constructs of quality in physical education teaching, and those of head teachers, senior leadership, and those people that govern the profession?

The main empirical findings concerning this research question can be found in the relevant chapter (4.6.1). As a result of the rank ordering task (ROT), it was found that both senior leaders, head teachers and PE teachers agreed on the most important overarching constructs (which are the three super-constructs). When moving towards how teachers' constructs of QPET compare or contrast to those bodies that govern the profession, several predictors of QPET have been found by reviewing the data in its entirety (chapter 4). Examples of the many external factors or predictors of QPET are testing, monitoring progress, assessment processes, and the more technical aspects of teaching (see chapter 4.5). The technical aspects being the styles of teaching adopted, aspects of inclusion, pedagogical content knowledge (PCK) demonstrated, questioning, feedback, and demonstrations. But findings also equally highlighted the desirable

personal aspects of QPET which may be demonstrated, such as passion, aspects of caring teaching, relatability and strength in relationships with the learners, the teachers' interest, their creativity, and moral preferences. Skilbeck and Connell (2003, p.iv) found similar through their research which suggested that *effective teachers* should demonstrate:

Attributes and qualities, which are a mixture of the personal and the professional; they are committed, creative, critical, purposive, knowledgeable professionals. Ethical, moral, and spiritual values inform and colour their expertise.

The above quotation highlights particular dispositions, knowledge, attributes and qualities which may also indicate QPET. The significance of this is amplified when considering McGettigan *et al.*'s. (2013) research relating to first-year doctors' perceptions of good teamwork in multidisciplinary teams. Emphasis has been added to certain key terms to follow in this paragraph. McGettigan *et al.* (2013) stated that 'understanding exists of the relationship between healthcare outcomes and particular multidisciplinary team characteristics' (p.1). When the doctors were forced to decide, they would 'prioritise clinical competence over 'softer' social skills' (McGettigan *et al.*, 2013, p. 7). Had the findings of this research concurred with McGettigan's study, it could be assumed that practices relating to outcomes, performativity, or government ideology would have been prioritised. The findings, however, provide a contrast to this research study as the softer skills and attitudes, such as passion, relationships, adaptability, motivation (to progress learners), creativity, and confidence were prioritised. This heightens the previously acknowledged importance of teacher dispositions as a key feature of effectiveness (Colker, 2008; Martin and Mulvihill, 2017; Miller, 2012; Zhang, 2019), but in this case, is confirmed with QPET.

The findings highlighted that more emphasis within government policy is paid to *knowing* and *doing* aspects of PE teaching than the *being* aspects, while some are briefly mentioned in policy texts. Where equal focus in policy is lacking regarding 'being', the dualism of structure versus agency may become problematic. Adams *et al.* (2015) provide a helpful summary to this research question, as they raise concerns (within the primary phase) that performativity agendas contribute to the neglect of more holistic approaches to teaching and learning. Overall, there appears to be a degree of contrast between what PE teachers prioritise, compared to the priorities of government when considering QPET. This highlighted the educational conflict which formed part of Quay's

(2013) theory of experience. QPET may necessarily, therefore, be hybridised practice (see also, **Chapter 2**), where teachers are forced to compromise between a range of conflicting viewpoints, knowingly or unknowingly. Adams *et al.* (2015) strongly suggested that upon entering initial teacher education (ITE), student teachers become engulfed in necessary performativity agendas. This emphasises the important role of ITE providers in developing the skills and knowledge of young teachers to be able to develop learners more meaningfully. It is also important to develop their awareness about the tensions that exist in the PE curriculum content and its current lack of holistic agendas (Adams *et al.*, 2015). Participants in this study could be deemed as important agents who value children's well-being over the dominating presence of performativity in educational discourse. However, more needs to be done to ensure these values are more heavily embedded in their classroom practices.

6.3 Implications of the syntheses for practitioners

This section considers the practical implications of the syntheses concerning the research questions and how these may impact understanding and practice. Overall, it could be suggested that there is a clear relationship between *QPET as experience* and the dynamic nature of *teacher identity*, which is said to shift in time (Beauchamp and Thomas, 2009). Teacher identity is based on many factors internally, such as emotion (Rodgers & Scott, 2008; Van Veen & Slegers, 2006; Zembylas, 2003) and externally, concerning job and life experiences in particular contexts (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005). Three types of institutions responsible for developing teacher identity to varying degrees are schools (and their school leadership teams), ITE providers, and continued professional development (CPD) providers. With this in mind, implications for practitioners are now discussed alongside important considerations for these institutions.

6.3.1 Head teachers and school leadership teams

Schools may firstly consider adopting additional modes of evaluation other than observations to make judgements regarding a teacher's quality. Performativity of the teacher and pupils are likely to form key features of performance management procedures. If teachers' experiences are acknowledged as unique and a model of QPET (**Figure 5.2**) is used as a tool alongside open discussions, a greater sense of autonomy may be provided for teachers. Understanding that staff demonstrate QPET in different ways at different points in their careers may provide an opportunity for a more supportive,

rather than performative, culture. And instead, one that fosters collegiality and improved wellbeing of staff. Schools would need to support teachers' self-reflection relating to their aesthetic and reflective experiences to consider their development holistically, or in a more whole sense.

Overall, schools supporting the development of teachers' personal and professional identities may provide a stronger sense of belonging within school contexts. This is an important consideration as the tensions which are created by teachers' wider social conditions of life and work can impact, positively or negatively, on their identity (Day *et al.*, 2006a). This focus is particularly important as *stable identity* was one of the over-arching constructs of QPET that was deemed as one of the least important constructs when exposed as part of the ROT, by both PE teachers and senior leaders and head teachers. Day *et al.*'s. (2006) emphasis that the context in which identity develops plays a key influencing factor on 'teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness' (p.601) is important for the stability of teachers' identities.

6.3.2 Initial teacher education providers

ITE providers may start to position the structuring of trainee teachers' experiences (and aspects of being, doing, and knowing) (**Figure 5.2**) as a key framework for developing new teachers' identities. The success of trainee teachers is often determined by the strength of the relationship they have with their mentors in school (Capel and Lawrence, 2018). Some implications may be considered important to understand during teacher training as a result of this study. For example, if mentees and mentors understand that they embody QPET for different reasons, this may support the development of an empathetic relationship between two teachers in different career phases. Also, knowing some history of the subject area's development over time may make teachers of different generations more sympathetic and willing to learn from each other. For maximum benefit, humility is necessary on the part of the mentor and mentee in that the knowledge which can be gained from these relationships should be reciprocal. Often teachers in different generations can be more critical of others. This requires all teachers to have a sense of moral empathy for others in the same context and profession. As an existing teacher, being a mentor may currently be one of the best ways in which to keep up with current research and practice in PE, which is an expectation of the *Teachers' Standards* (2011). However, due to workload commitments, it may be the case that not all teachers have the opportunity to do this.

6.3.3 Continuing professional development providers

Whilst CPD was deemed one of the fifteen over-arching constructs (see **chapter 4.6.1**) of QPET, when statistically measured in the ROT, it was deemed one of the least important by PE teachers and senior leaders. This raises the question: 'Are CPD opportunities valued within school contexts?'. Often the foci of CPD is selected by specific school contexts and made compulsory, rather than teachers having more autonomy and choice over what CPD would be most beneficial to them. How schools facilitate and whether they allow teachers enough time for CPD should be carefully considered. Part of this may require schools to create a culture that values the development of staff. It is important to acknowledge here that 'no single approach to CPD will be effective for all teachers' (Armour and Yelling, 2007, p.177) and that a choice and variety of learning experiences may be required (Guskey, 1994; Klinger, 2004; Sparks, 2002).

The need for choice and variety in learning experiences for teachers also places an increased need for CPD providers to design development programmes which teachers themselves (Pissanos and Allison, 1996) deem beneficial and most likely to positively affect pupil learning. This may point to evidence-based practice. Moving towards options for CPD which allow teachers to reflect on their experiences and away from "one-stop" CPD courses which are often a day long and do not help teachers to apply what has been learned in the classroom is essential (Garet *et al.*, 2001; Knight, 2002; Pritchard & Marshall, 2002; Sparks, 2002; Wilson & Berne, 1999). CPD which can be individualised and ongoing is likely to increase their success and impact. Action research seems particularly justifiable due to time pressures faced by teachers and a model of CPD aimed at reducing rather than adding to these pressures (Armour and Yelling, 2007). Participant or action research may have been a useful follow up with individual participants after collecting data. This would have enabled the teachers to reflect and make decisions on how to adapt their practices for QPET. Approaches such as this may support the career-long growth of PE teachers and can become part of their normal working lives, which has most recently been suggested by Armour *et al.* (2017).

Without appropriate CPD, theory and practice will continue to be isolated from each other (Armour *et al.*, 2017). One suggestion to diminish this tendency may require more resources for researchers in higher education (HE) contexts to work alongside staff within secondary contexts. RGIs were deemed beneficial for the participants of this study

as a good example of CPD. Reciprocity was offered through a debrief with the researcher after the interviews. This offered structured reflection which Ryan (2005) has reported may offer 'enlightening and empowering experiences for teachers, who could both envision and initiate necessary improvements in their educational practices' (p.179). This data collection method offered an opportunity to discuss their practice.

A final and joint suggestion for ITE providers and an informal CPD consideration which may be beneficial is more opportunity to observe colleagues teaching in a supportive climate. It was found by Blackmore, Howard and Kington (2018), for example, that trainee science teachers would have valued, and further developed their practice, had more opportunity for observing, and being observed by, more experienced teachers and engaging in the discourse around their practice been provided in their teacher training. Likewise, PE teachers value informally learning collaboratively within networks and communities of practice (Armour and Yelling, 2007; Kennedy, 2014). Informal collegiality within and across schools may therefore play an important role in teachers of all career phases managing this (Armour and Yelling, 2007).

6.3.4 Policymakers and curriculum designers

The politics of knowledge and the political influence in curriculum policy are likely to prevail (Brown and Penney, 2017). This positions PE teachers as 'policy actors' (Penney, 2013) who work with, and in, relationships with others who they explicitly state in their research as 'curriculum officers, examination board representatives, textbook publishers, professional development providers, and principals' (pp.9-10). All of whom may influence what is and can be pursued in policy and pedagogical directions, particularly when concerned with examination PE. There is a greater need for such policy documents to emphasise and afford equal attention to aesthetic experience, including curriculum and pedagogical practices. Understanding QPET as experience (the aesthetic whole), may provide a useful theoretical framework for future research concerned with explicitly incorporating emotional, aesthetic, feeling components of teaching and learning into pedagogical practices. CPD may be needed for teachers to enact and apply such practices in different contexts.

6.4 Future Research

As a result of the syntheses of this study, many suggestions for future research were considered important. Three are now presented and justified as potential single

studies, and can be summarised as: i) different populations (in terms of the sample), ii) extending what can be known about the key themes presented, and iii) incorporation of a more *holistic* perspective in existing pedagogical approaches in PE.

6.4.1 Recruiting different sample populations

The first aspect of this area of study related to use of the same mixed methodological research design with different sample populations who may also contribute valuable constructs of QPET. For example, academics, teacher educators, generalist primary school teachers or students. The second aspect offers consideration that, although the current research was extensive, it only focused on one geographic region or context. There is therefore scope to extend nationally or internationally.

6.4.2 Extending what we know about the key themes presented

There were many aspects of the themes presented which could be followed up in order to extend this research. Firstly, an exploration of the agentic *soft-skills* which teachers place greater value on in their construing of QPET could be conducted. Examples of these *soft-skills* were creativity, passion, student-teacher relationships, confidence and adaptability (inclusive of intuition and tact). This could be carried out through further consideration of Quay's (2013) theory of experience. The second suggestion points to PE teachers defining passion as an important teacher disposition, which is concerned with *being* (Quay, 2013) and ultimately contributed the most significant findings of this research. The meaning of passion was also difficult to ascertain from the data sets and only highlighted what teachers were passionate about.

6.4.3 Incorporation of a more *holistic* perspective in existing pedagogical approaches in physical education

Pedagogical approaches adopted in PE which continue to allow mind-body dualisms to dominate practices could be expanded to be more appreciative of 'experience' for the benefit of learners. Well-known pedagogical models in the field of PE, such as Teaching Games for Understanding (TGfU) (Bunker and Thorpe, 1982) and Sport Education (Siedentop, 1994) claim their holistic nature on social, cognitive, and motor development. This does not acknowledge more affective (emotional) components of learning which this study has highlighted as needing to be made more explicit by the teachers. The only attempts at incorporating this notion of 'being' via 'affect' into current practices are Casey and Kirk's (2020) book '*models based practice in physical education*'

and Casey and Fernandez-Rio's (2019) research into cooperative learning and the affective domain. An existing pedagogical approach that seems to be the most holistic is Hellison's (2010) teaching personal and social responsibility through physical activity.

To further incorporate more *holistic* perspectives in the subject area, and with specific relation to learning, an exploration of the emotional, spiritual, and intellectual self as part of PE practices may also be considered beneficial. These types of knowledge bases which relate to children's personal, social and emotional well-being should be promoted for children to flourish as human 'beings' (Adams *et al.*, 2015; Quay, 2013). There currently is no mention of these aspects of well-being in the PE curriculum and so they, therefore, may not form key areas for teachers to develop their knowledge and practice. The spiritual, moral, social, and cultural (SMSC) agendas and values, which are an explicit expectation of schools in England and Wales, can contribute to children's and adolescent's holistic development. However, there remains little training and knowledge available for trainee and qualified teachers to be able to facilitate these features of learning alongside specific subject areas.

Through the lens of *QPET as experience*, further research could also be encouraged in relation to meaningful PE (O'Connor, 2019; Stolz, 2015; Thorburn, 2018), mindfulness (Ennis, 2017, Kirk, 2020), and development of the affective domain (Bailey *et al.*, 2009; Chróinín *et al.*, 2019; Lei, Cui and Chiu, 2016; Ciotto and Gagnon, 2018; Kirk, 2019; Lu and Buchanan, 2014; Roorda *et al.*, 2011). This is particularly important to encourage, as if these are to form part of more aesthetic experiences, there must be holistic consideration of the whole child by allowing opportunities for them to develop across all learning domains (Adams, *et al.*, 2015). In support of this, Noddings (1992, p.49) helps to define what may be expected in holistic physical activity programmes, which may be equally beneficial and relevant if applied to PE programmes:

The physical self is only part of the self. We must be concerned also with the emotional, spiritual, and intellectual self and clearly, these are not discrete. We separate and label them for convenience in discussion, but it may be a mistake to separate them sharply in curriculum.

These aspects are of equal and worthy exploration as pedagogies of affect. Once they have been further explored academically as discrete areas, for practices in PE to be deemed *whole*, various pedagogical approaches should seek to embody as many

aspects of *experience* as possible. Or instead be carefully planned and spread across short, medium, and long term PE programmes. It is also not enough for these to be explored theoretically without making them relevant for practitioners and exploring how they can be used with diverse groups. Enacting aesthetic experiences for learners would require PE teachers to be willing to develop personally and professionally with the above-mentioned knowledge bases and pedagogies. Overall, some of the suggested further research may support the ability of teachers to reflect on their experiences.

6.5 Summary

This study has explored how teachers construct QPET in the secondary PE context. By celebrating teachers' voices to explore this topic, data have been provided concerning:

- Teachers' backgrounds before entering teaching;
- teachers' personal constructs of QPET and ratings of these in direct relation to career phases;
- whether teachers construe similarly or differently across different career phases;
- how teachers' constructs of quality may differ to those that govern the profession;
- the creation of fifteen overarching constructs of QPET; three of which became super-constructs;
- what and how PE teachers taught, within the framework of curriculum, pedagogy, and assessment.

This is the first piece of research relating to QPET (without a focus on pupil outcomes) to have adopted an integrated, sequential, mixed methodological approach which is a key original contribution of this study. This is important due to calls for more mixed methods research in PE (König, 2016) and Dyson's (2014) claim for broadening the types of research we 'value, appreciate and support in our field' (p.150). As a result of these data, a definition of QPET has been developed, along with a nuanced conceptual model (see **Figure 5.2**). The findings of this study help to define what constitutes QPET and this knowledge is perhaps most beneficial for:

- i) teacher educators responsible for educating the next generation of teachers;

- ii) head teachers in their decisions regarding teacher appointments and for the formation of school leadership teams;
- iii) researchers and those writing and embedding policy in education contexts (Hobbs, 2012);
- iv) CPD providers and schools wishing to explore more effective methods of CPD;
- v) policy writers when considering curriculum content; and
- vi) teachers who wish to understand and develop their teaching practices.

It is hoped that this study is considered a celebration of the voices of PE teachers in constructing QPET, which has enabled me to define it as an indeterminate, ephemeral, and intergenerational concept, involving experience in continuity.

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