A Study of the National Curriculum for Physical Education (2005-2013): Socialisation and the Value Orientations of Male and Female Students and Teachers, and Male Physical Education Teachers' Curricular Interpretation and Lesson Delivery.

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A thesis submitted in partial fulfilment of the Doctorate in Education of the University of Greenwich

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DECLARATION

"I certify that the work contained in this thesis, or any part of it, has not been accepted in substance for any previous degree awarded to me, and is not concurrently being submitted for any degree other than that of Doctor in Education being studied at the University of Greenwich. I also declare that this work is the result of my own investigations, except where otherwise identified by references and that the contents are not the outcome of any form of research misconduct."

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ABSTRACT

This study considered how physical education teachers' different value orientations (Ennis and Chen, 1993) may result in different interpretations of statutory guidance provided by National Curriculum for Physical Education (NCPE) statutory guidance. The value orientations, proposed by Ennis and Chen (1993), were disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility.

Interpretative coding and categorisation (Saldaña, 2015) of value orientations within National Curriculum Aims, NCPE statutory guidance and the value orientations with which students arrived at, and left, teacher training programmes at a Higher Education Institution (HEI) was completed. The value orientations of serving teachers were investigated, observations of lessons delivered by four male teachers were undertaken and semi-structured interviews were completed. Data derived from observations utilised the same principles of coding to investigate whether, or not, the language used by physical education teachers, in their teaching, reflected the dominant value orientations that they held, as indicated by their Value Orientation Inventory results.

Results indicated that NCPE statutory guidance was privileged towards disciplinary mastery and, to a lesser extent, the learning process and that assessment criteria did not relate strongly to National Curriculum or NCPE aims and statutory guidance. Significant statistical differences were identified between the proportions of early-stage students and serving teachers who held the learning process value orientation strongly. Otherwise no significant differences between early and late stage students and serving teachers were identified which suggested that HEI programmes had little effect in changing the attitudes, values and dispositions in all value orientations except the learning process. Findings derived from observations of lessons and semi-structured interviews suggested that serving teachers' lessons reflected the value orientations that they held. Teachers whose value orientations were more closely aligned with those represented in NCPE documentation reported greater ease of curricular interpretation and delivery.

Recommendations are made for future practice to promote greater breadth and balance in the holistic development of children and young people through all five value orientations to include development and assessment in, and of, physical, cognitive, intellectual, emotional, social and personal characteristics.

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GLOSSARY/ DEFINITION OF TERMS

Doxa relates to the unconscious, fundamental, deeply-held, and often taken for granted, orthodox, beliefs and values (Bourdieu, 1990b) that inform the actions of physical education students and serving physical education teachers.

Figurations propose that individuals form chains of figurations, or interdependence and, as part of such groups, cannot be separated from the societies and communities that they are part of (Elias and Dunning, 1986).

Habitus represents the values, dispositions and expectations of particular social groups, in this study physical education students and serving physical education teachers, which are acquired through the activities and experiences of everyday life. It provides the practical skills and outlooks necessary to navigate within fields of practice, such as physical education, and acts to guide the choices of the individual without ever being reducible to prescribed and formal rules (Stuij, 2013).

Holistic Development. 'Physical education has much more to offer than just the education of the physical part of a person' (Hellison, 2003: 3). Physical education can contribute to our physical, emotional, social, personal (or affective), spiritual, and community selves. 'In short, physical education should contribute to the development of the *whole* person' (Laker, 2001: 3).

Illusio considers the emotional engagement that participants in this study held towards their choice of physical education as a career. That is to say their interest in the game (physical education) exists in a general sense and not in a specific economic sense (Huizinga, 1951). Bourdieu and Wacquant (1992) described illusio as being involved, or taken into the game, to admit that a special social game (e.g. physical education) has sense and is worthy of being pursued.

ABBREVIATIONS

CPD	Continuing Professional Development
DCSF	Department of Children, Schools and Families
DES and WO	Department of Education and Science and Welsh Office
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DNH	Department of National Heritage
ITE	Initial Teacher Education
NCPE	National Curriculum for Physical Education
Ofsted	Office for Standards in Education
PGCE	Post-Graduate Certificate in Education.
QCA	Qualifications and Curriculum Authority
VOI-2	Revised Value Orientation Inventory

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Chapter 1 – Introduction

The introduction is presented in the following sections:

1.1: Personal and Professional Perspectives
1.2: Research Objectives
1.3: Rationale for Research
1.4: Research Structure

1.1: Personal and Professional Perspectives

Critical thinking and self-reflection, related to my personal and professional experiences and knowledge in physical education, provided the analytic lens (Gee, 2000) through which I have attempted to analyse physical education practice in this study. Reflexivity as a process that engages with critical reflection, of past personal experiences of teaching and learning (Stidder and Hayes, 2013), aided the provision of direction and critical enquiry. A particular focus on physical education as a means to promote the holistic development of children and young people in state secondary schools in England is important here.

Currently, I am a university lecturer in physical education and sport, a post that I have held for the past 13 years, following a career as a teacher of physical education for 24 years, 19 of which were as Head of Physical Education in three different secondary schools. The experiences that I had, across 41 years of professional involvement in the education of young people at teacher training college, in secondary schools and at universities, were important in the decision-making processes that determined the selection of the focus and direction that this research study would take. Decisions related to methodology and the use of theoretical stances that would support and advise its progress were also driven by the professional and personal experiences I have accumulated to date. For example, self-reflection of professional practice, in and of the actions that I undertook during teacher training and as a secondary school-based physical educationalist, which are considered in the work of Schön (1983), had influence here. Such reflection advised the interpretations that stem from figurations (Elias, 2000; Reay, 2004; Herold and Waring, 2011) and habitus (Bourdieu, 1984; Fernández-Balboa and Muros, 2006; Stuij, 2013), derived from the physical education cultures, within which both researcher and

participants were, and many still are, located. On that basis, a necessarily brief reflection of my autobiographical background, as it pertains to this study, is provided.

In relation to my own socialisation (Dewar and Lawson, 1984) my educational experiences provided the direction for my development as a teacher and lecturer. On that basis my research journey began with reflection on my experiences in physical education as a pupil in secondary school, at teacher training college and during the first decade, or so, of my career as a teacher of physical education. These stages of anticipatory, professional and organisational socialisation (Stroot and Williamson, 1993), guided a changing and developing ideological position of beliefs, values and attitudes that led to career progression into higher education and in determining my research focus within this professional doctorate.

To provide consistency in relation to literature and research content related to anticipatory socialisation, that is included in later stages of this report, my personal perspective begins with consideration of my early socialisation, through physical education experiences in secondary school, and the traditional (see McIntosh *et al.*, 1981; Kirk, 1992a; Brown, 2005) approaches that were taken in my physical education experiences between 1969 and 1974. As a first year pupil at secondary school the first thing that I realised was that boys and girls did not have physical education lessons together, as we had in primary schools. Almost to a man, my physical education teachers were Welsh, they were all rugby specialists and they appeared to consider the challenge approach, as a means to promote mastery (Morgan, 2011) of tasks, to be an appropriate way to physically educate the boys in their charge. In gymnastics, for example, we were challenged to pluck up the courage to complete 'falling leaves' by rotating backwards from a seated position on a beam which was positioned high above the gym floor onto a, so called, crash-mat and, hopefully, a landing on our feet. Outdoors rugby, football, cricket and athletics were practiced on the school field in circumstances in which those who were considered to be able enough to be picked for school teams were coached during lessons. High ability groups, as they were called, were taught techniques related to passing, tackling, rucking and mauling, scrummaging and line-out play, for example. We were asked to complete drills that included the development of strength and being comfortable with contact, which included facing a partner in a front support (press-up) position and trying to knock his arms out from under him to cause him to fall, face first, to the floor.

My professional socialisation into PE teaching began when I entered teacher training college in 1978 with, in all likelihood, what was still to be termed a coaching orientation (Lawson, 1983) and an affinity with, and practical knowledge of, a skills-based challenge approach to learning. I considered physical education and sport to be one and the same and I wanted to teach secondary school pupils to be better performers today than they were yesterday. However, I had decided to follow a pathway into teaching because I wanted to offer a wider range of activities to pupils than that which I had experienced. However, I cannot claim that my beliefs and ideology changed very much during my college days, but lectures that focussed on a wide range of learning objectives that were classified in Bloom's Taxonomy of Educational Objectives (Bloom, 1956) began a process through which I would later strive to promote wider development of young people through cognitive, affective and psychomotor domains in physical education.

My occupational socialisation provided memories, and reflections, of entering a largely autonomous physical education teaching profession in September 1981. I had what I now consider to be rather limited ambitions of teaching boys and girls in a CSE course in order to provide a wider physical education curriculum, through the development of knowledge and understanding, in addition to developing practical ability. My teaching was moving towards satisfying my ideas of a wider curriculum, but I had always maintained an interest in the use of physical education to develop positive characteristics in children and young people. It was important to me to teach boys and girls together in order to reflect the organisation of other school subjects and the communities that pupils experienced beyond the confines of the school fence. This interest related to pupils' behaviour and the development of their social skills, which I later understood to relate to ideas surrounding social responsibility, found expression in involvement in the writing, development, organisation, delivery and management of what we might now describe as a citizenship course. The course, for mixed gender groups aged 11-14 (called Man in his World, between September 1986 and April 1992) used practically-based physical activities as vehicles for the explicit development of wider positive characteristics in pupils with regard to their social, emotional, physical and intellectual development.

The introduction of the NCPE in September 1992 (DES and WO, 1992) provided quite unsettling change in relation to the teaching I had experienced during the first ten years of my career. However, in common with other secondary school physical education

departments, the preparations that we engaged in during the final term of the 1991-92 academic year consisted of reframing existing curriculum documentation, using what we called National Curriculum language, and very little else. It was, as Penney (1994) proposed, an 'unwelcome administrative burden' (p. 245) which led to rushed-through paperwork that reflected very similar schemes of work to those of previous years. Until the introduction of End of Key Stage Attainment Target criteria in September 2000 (DfEE and QCA, 1999), little seemed to have changed, in comparison to the first decade of my career, in relation to the assessment and reporting of pupil progress. In 2000, criteria for assessment, at nine different levels, for all pupils aged between five and 16 in physical education in state schools in England represented the attainment target in physical education and provided criteria that appeared to promote the assessment and reporting of practical mastery together with understanding of fitness and health (DfEE and QCA, 1999). Assessment and reporting in relation to pupils' development of social responsibility, self- confidence and self-image, an understanding of and ability to engage with different processes of learning and an appreciation of the place of physical activity in wider social contexts did not appear to be represented within the criteria. The means by which pupils would be assessed at the end of Key Stages 3 and 4 were not, to my mind, secure in statutory guidance.

A wider role for physical education had become an important part of my ideology towards teaching and learning in physical education that started with very traditionally-based anticipatory and professional socialisation, in school and at college respectively. These experiences were replaced with a wider focus as a result of organisational socialisation (Stroot and Williamson, 1993; Laker, 2000; O'Bryant *et al.*, 2000) early in my career as a young teacher. Such changes in ideology were reflected in my approach to planning and delivery of physical education curricula, as Head of Physical Education (from 1989), until I moved to a Higher Education Institution (HEI) and Initial Teacher Education (ITE) in 2005. Here, of course, my interest in developing undergraduate students and ITE trainees' understanding and application of greater breadth in physical education became a developmental focus. It led to the development of a quite specific philosophy to guide the delivery of undergraduate and postgraduate (PGCE) programmes in physical education.

Physical education programmes at the university aim to develop knowledge, understanding and commitment in physical education students, so that they develop their

ability to promote a wide range of positive characteristics in children and young people, holistically, through the medium of physical activities. This contribution to pupils' development should include physical, cognitive, intellectual, emotional, social, personal, spiritual and community characteristics (Hellison, 2003). In promoting this wider role for physical education, a philosophy that endorses the concept that 'physical education should contribute to the development of the *whole* person' (Laker, 2001: 3) represents the central position of using physical activities to educate pupils holistically (Stolz, 2013) in my professional life.

1.2: Research Objectives

This study aimed to compare the value orientations present within National Curriculum and NCPE statutory guidance with those held by prospective and serving teachers of physical education by answering the following research questions:

> Research Question: How does socialisation affect the development of secondary physical education teachers' value orientations and how do the value orientations embedded in National Curriculum Physical Education (NCPE) affect their curricular decision making?

Subsidiary research questions:

1. Which value orientations are represented in the National Curriculum and NCPE aims (2005 and 2008) and are they consistent with statutory guidance and assessment criteria presented in the NCPE at Key Stages 3 and 4?
2. Are there statistically significant differences between value orientations held by students at the beginning and end of ITE programmes in physical education and those of serving teachers in schools?
3. Do serving physical education teachers utilise curricular decision making and teaching approaches that reflect the value orientations that they hold?

Students' and Teachers' value orientations were determined using the Revised Value Orientation Inventory, or VOI-2, which included five different value orientations (Ennis and Chen, 1993) which are described below:

> ***Disciplinary Mastery:***
> Students [pupils] gain proficiency in fundamental movement, skill, sport, and fitness activities; a cognitive understanding of rules, strategies, and scientific principles

> associated with increased performance; and an appreciation of these in an active, healthful lifestyle (Ennis and Chen, 1993: 438).

The disciplinary mastery orientation places an emphasis on a traditional body of knowledge in physical education, in which, proponents of this approach to teaching focus on the transmission of skills and knowledge and expect pupils to demonstrate improved proficiency (Ennis *et al.*, 1992). It places importance on competence in fundamental movement skills, sport and physical activity-based skills and on understanding content related to health-related fitness (Curtner-Smith and Meek, 2000). The emphasis here is on improved performance of subject matter which, while teachers' learning outcomes relate to pupils demonstrating improved performance, does not mean that the vast proportion of pupils will achieve, or be expected to achieve excellence:

> ***Self-actualisation:***
> Students [pupils] learn to become increasingly self-directed, responsible and independent. They are encouraged to learn about themselves as they grow and develop their own characteristics and abilities (Ennis and Chen, 1993: 440).

In stark contrast to disciplinary mastery, teachers with a philosophical position that endows a high value on self-actualisation place emphasis on pupils' personal development and growth (Stran and Curtner-Smith, 2009) and promote self-discovery and self-learning as they strive to enhance pupils' self-confidence and self-conceptualisation, for example:

> ***Social Responsibility:***
>
> Students [pupils] learn social rules and norms for personal conduct that lead to appropriate social interactions of cooperation, teamwork, group participation, and respect for others (Ennis and Chen, 1993: 443).

Teachers who hold strong allegiance towards the development of social responsibility amongst their pupils promote co-operation, respect for society and responsibility and believe that effective teaching emphasises and promotes socio-cultural goals (Curtner-Smith and Meek, 2000) in pupils' learning:

> ***Learning Process:***
>
> Students [pupils] learn how to learn movement, sport, and fitness content and how to use information from the body of knowledge to solve related problems. Process skills are integrated across lessons and units in systematic progressions to facilitate the learning of increasingly complex skills (Ennis and Chen, 1993: 439).

Those who place a high value on the learning process consider that the way in which pupils learn is at least as important as what they learn. They promote teaching pupils skills and processes that will allow them to learn for themselves on the basis that schools

cannot cover all the subject matter that pupils should learn (Ennis and Chen, 1993). A moderate relationship between the learning process orientation and the disciplinary mastery orientation is suggested by research undertaken by Ennis, Chen and Ross (1992) because the end products of skill, sport and fitness content in a disciplinary mastery approach are the processes, or means of learning, in the learning process orientation:

> ***Ecological Integration:***
> Students [pupils] learn to search for personal relevance as they integrate and balance their own needs and interests within the larger social and natural environment. They use knowledge both to respond to changes in their lives and to determine their own future (Ennis and Chen, 1993: 441).

The ecological integration model suggests that knowledge base, learners and social settings contribute to provide balance in an enhanced learning environment (Silverman and Ennis, 2003). Teachers, who strongly relate to this orientation, prioritise individual and societal development equally, in order that pupils may function successfully within wider social contexts (Stran and Curtner-Smith, 2009). Such an approach reflects an ecology made up of natural organisms, environments and systems that interact and work co-operatively in natural balance (Laker, 2000). Within the context of physical education in schools, the place of physical activity in society is reflected in learning experiences for pupils that are linked to wider sociological concerns such as physical activity and its role in promoting social inclusion or sport as a means of challenging racial discrimination amongst other concerns that face society.

My own recent completion of a revised value orientation inventory reflected high interest in social responsibility and ecological integration, neutral levels in self-actualisation and the learning process and a low orientation towards disciplinary mastery. This suggests that my occupational socialisation provided opportunities for me to change the ideologies that I have held throughout my career. Someone who started as a teacher of physical education with a coaching orientation and a disciplinary mastery approach now reflects dominant value orientations that relate to social responsibility and ecological integration as a result of experiences across 41 years involvement in physical education teaching. See figure 1.1, below:

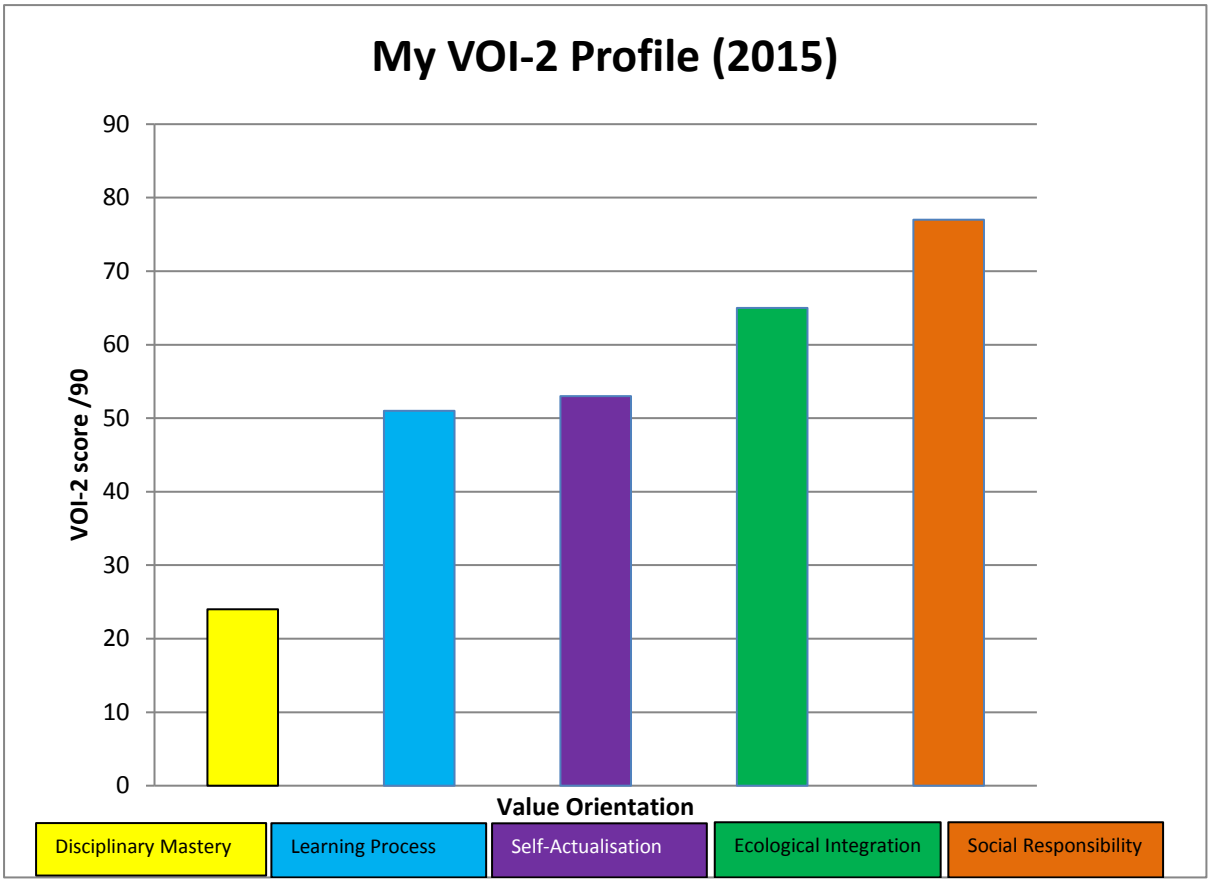

Figure 1.1: My VOI-2 Profile (2015)

1.3: Rationale for Research

Research included in this study, is based on the notion that physical education teachers' individual approaches towards the delivery of the NCPE in schools are related to their own unique interpretations of curriculum documentation (Ennis and Hooper, 1988; Ennis and Chen, 1993) that are affected by their own formative experiences in physical education and sport and resulting beliefs, attitudes and values. The formation of physical education teachers' perspectives in choices that they make are affected by, and affect, the 'networks of interdependency' (Green, 2006: 654) that they become part of. Such networks of interdependent relationships are related to physical education teachers' socialisation into, and within, their chosen profession and help to provide them with professional (and social) contexts for the beliefs, values and ideologies that they use in their teaching (Green, 1998; Green, 2000).

This study sought to consider an under-researched area, namely the value orientations represented in National Curriculum and NCPE documentation and those held by physical

education students and serving physical education teachers in England using Ennis and Chen's (1993) Revised Value Orientation Inventory. The VOI-2 was specifically designed to measure which of five different value orientations physical education teachers held most strongly. Ennis and Chen (1993) suggested that strongly held value orientations or belief structures, philosophies and ideologies affect teachers' curricular decision making, in physical education, on a regular basis. Coding, based on the value orientations present within the VOI-2, was used to investigate the way in which statutory guidance, contained within the National Curriculum for Physical Education (NCPE), may prompt teachers to deliver lessons that reflect philosophies, ideologies and values other than their own. At the time of writing, there have been only three studies that have investigated physical education teachers' value orientations using the VOI-2 in England (Curtner-Smith and Meek, 2000; Meek and Curtner-Smith, 2004; Capel, 2016), all of which have used quantitative methodologies and methods.

Conclusions arising from Curtner-Smith and Meek's (2000) study, which investigated first year physical education teachers and their value orientations from a quantitative standpoint, suggested that research into value orientations amongst physical education teachers should be undertaken from an interpretative stance in order to develop a deeper sociological understanding of this area of study. Such an approach has not been forthcoming and this study aims to provide such an emphasis. On that basis a qualitative study was undertaken against the backdrop of the, then, most recent revisions of the NCPE that had been introduced into state secondary schools in September 2005 and 2008.

In consideration of the gendered dimension, related to the initial teacher training of physical education students, Stidder (2015) suggests that stereotypical gendered influences are maintained throughout phases of PE teachers' development. No doubt such ideologies and beliefs are formed during students' experiences as school pupils in which a diet of male-associated games (rugby, soccer and cricket) and female-associated participation in dance, netball, hockey and rounders dominate because sex- segregated lessons continue to be the norm in many secondary schools. On that basis, an understanding of the role of socialisation in constructing and reproducing hegemonic ideologies that occur in physical education is important to university programme development if ITE in physical education is to effectively cater for physical education

students with different value orientations and challenge passive acceptance (Brown and Rich in Penney, 2002) of gendered practice, for example. It is proposed that differences in value orientations, beliefs and ideologies, held by physical education students, need to be better understood by teacher educators within the field. Only then can ITE programmes be developed that rebalance physical education to reflect disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility in programmes which explicitly promote holistic development of children and young people through physical activity. Knowledge of where students stand in relation to the value orientations that they have already been socialised to hold would provide a starting point from which such an approach to physical education may be developed.

Thematically, this study is based upon the notion of a hegemonic triumvirate, proposed by Fernández-Balboa and Muros (2006), which presented ideologies, discourse and habitus, in combination, as an authoritative structure that reflects and explains reality construction that this study uses to investigate different approaches to physical education. In order to reflect the complexity of teaching and learning in schools, and in physical education in particular, it adds concepts found within practice and social (Bourdieu, 1977; Bourdieu, 1986) and career fields (Mayrhofer *et al.*, 2004; Iellatchitch *et al.*, 2003), together with the concepts of illusio (dos Santos Freire *et al.*, 2016) and doxa (Larrson *et al.*, 2015) that have been utilised in physical education research on a number of occasions. This approach provided a more comprehensive perspective through which the socialisation of physical education teachers, their dominant value orientations and their influence on curricular and pedagogical priorities could be considered and explained in their complexity.

This study is viewed through the lens of figurational theory, and the ideas of Norbert Elias (1897 – 1990), which provided scope for a constructionist view of teachers' professional lives. Central to the use of figurational theory is the concept of figurations (Green, 1998; Dunning, 1999; Elias, 2000; Green, 2002; Kirk, 2005) within which physical education teachers' lives may be understood through their interdependencies, as part of networks of social and professional relations, or what Elias often referred to as figurations (van Krieken, 1998). The figurational framework aimed, not only to investigate physical education teachers' behaviour (micro-sociology) but, also, the structural development of

physical education in society (macro-sociology) as an ongoing 'process' and therefore, importantly, sought to bridge the micro-macro gap.

1.4: Research Structure

The first research stage focussed on National Curriculum and NCPE (2005 and 2008) documentation. It used coding and categorisation (Saldaña, 2015) of curriculum content, according to value orientations represented in the aims of the National Curriculum and those contained within NCPE statutory guidance. NCPE aims contained in The Importance of Physical Education and End of Key Stage Attainment Target sections of the aforementioned curricula were completed. Definitions of Ennis and Chen's (1993) value orientations were central to the analysis of the language used to present NCPE statutory guidance to teachers of physical education. They provided a comparison between the proportions of each value orientation contained within language in different sections of NCPE documentation (2005 and 2008) as a baseline against which the value orientations of two groups of physical education students and one group of serving teachers could be compared.

Phase two of this study utilised the VOI-2 to investigate the patterns of value orientations which were strongly held by early-stage physical education students, late stage physical education students and serving teachers. Early research focused on ITE programmes based in a university, in the South-East of England, to compare the value orientations that students possessed when they arrived at university with those that they held on completion of physical education-related programmes within Higher Education. The study then utilised autobiographical narratives, completed by participants who had provided completed VOI-2 questionnaires to investigate the experiences that physical education students and serving physical education teachers encountered at school, through university and into the workplace in order to consider their decision to pursue a career in physical education through anticipatory, professional and occupational socialisation (Lawson, 1983).

Finally, as a limited extension to this research, four serving teachers, who posted the highest value orientation scores in each of the exclusive VOI-2 categories, were selected for observation of their teaching in order that the language they used could be interpreted, through coding, based upon social semiotic analysis, to determine whether their delivery

of physical education reflected the value orientations that their VOI-2 results suggested they held strongly. Ecological integration was omitted from this part of the research because it included characteristics which are included in all four of the other categories that were developed by Ennis and Hooper (1988) and Ennis and Chen (1993). This characteristic made it impossible to determine whether language used related to ecological integration specifically or to one of the other value orientations.

Chapter 2 - Literature Review

A review of relevant literature is presented in this chapter in the following sections:

2.1: Introduction
2.2: The National Curriculum for Physical Education: Contextual Analysis
2.3: Socialisation into Teaching
2.4: Teachers' Value Orientations
2.5: Related Research in Physical Education
2.6: Literature Review Chapter Summary

2.1: Introduction

This literature review utilised reference lists and bibliographies from published academic sources, and literature searches, which highlighted relevant contemporary literature and that from past years (Wallace and Wray, 2011). For example, search terms were used which related to value orientations in physical education, physical education curriculum, socialisation and figurations in physical education, social semiotics and in relation to a variety of educational research. Wherever possible seminal texts, which were referenced in later published sources, were accessed in order to provide original contexts related to issues, concepts, thoughts and approaches that may not have been available through the writing foci of later authors.

Key themes related to research into the social construction of physical education teachers' value orientations and contemporary interpretation of the subject, within NCPE, in state secondary schools are explored in this review of research, pedagogical literature and government documentation. This chapter will explain and evaluate the NCPE, the VOI-2 and the five different value orientations that were developed by Ennis and Hooper (1988) and revised by Ennis and Chen (1993). The VOI-2 proved to be a useful research instrument in England (e.g. Curtner-Smith and Meek, 2000; Capel, 2016), in Europe (Behets, 2001; Behets and Vergauwen, 2004; Pasco and Ennis, 2009) but more often in the USA (e.g. Ennis and Chen, 1995; Chen *et al.,* 1997; Curtner-Smith, 2001; Curtner-Smith *et al.*, 2008; Timken and van der Mars, 2009). Further discussion related to the socialisation of physical education teachers into the profession; notions of acculturation; anticipatory, professional and organisational socialisation (Lawson, 1983) and Stroot and Williamson's (1993) Occupational Socialisation Model are included as part of the wider context within which this study is situated.

The content and role of the National Curriculum and the NCPE, within the pedagogical process, are discussed and 'official' NCPE documentation is subject to analysis from mainstream writers in the area (e.g. Penney and Evans, 1999; Laker, 2000; Curtner-Smith and Meek, 2000; Thorburn and Gray, 2010; Whitehead, 2010; Capel, 2016). Changes in approach and expectation in physical education are analysed and the continuation of a perceived elitist performance rationale (Penney, 2000) for physical education in schools is discussed in terms of the NCPE.

As the chapter develops, consideration turns to the effects of different value orientations, beliefs and ideologies on curricular interpretation and pedagogy in terms of the professionalism and philosophies of physical education teachers who are required to deliver an externally imposed curriculum. It focuses on figurational theory and habitus in highlighting the socially constructed 'lived reality' (Green, 2006: 665) of teachers' professional lives before relating value orientations to curricular interpretation and notions of technocratic rationality (Fernández-Balboa and Muros, 2006) in teaching physical education (Dowling *et al.*, 2015).

2.2: The National Curriculum for Physical Education: Contextual Analysis

In common with other countries, England has developed specific curriculum materials for physical education (Hardman and Marshall, 2000), the aims and outcomes for which are specified in a National Curriculum which appear in the form of official policy statements, curricula, teacher resources and statutory guidance. The physical education curriculum, in common with a number of other primary and secondary school subjects in England became part of a National Curriculum and was introduced into schools in September 1992. Discourse suggests that despite the introduction of a national approach to teaching and learning, a traditional (Kirk, 1992a) view of the role of physical education, with a historically situated gendered structure in the UK (Brown, 2005), continued to manifest itself in secondary schools in this country (Houlihan, 2000; Green, 2004). This, despite opportunities afforded by the 1988 Education Reform Act, and the subsequent (1992) reorganisation (and the 1995, 2000, 2005 and 2008 revisions) of the school curriculum in physical education, for radical change in the subject area as part of the development of the National Curriculum. Instead NCPE has represented the kind of pedagogical innovation without change that has been part of the discourse surrounding physical education for decades (e.g. Evans, 1985; Goodyear and Casey, 2013).

Ideologically, claims made for the value of physical education within the school curriculum have included rhetoric that, in addition to explicit aims related to pupils' physical progress, teachers have continued to promote values associated with intrinsic benefits for pupils in terms of physical, cognitive, affective and social development (Laker, 2000 and 2001). Such rhetorical claims have been made for holistic development of children through sport and the notion that physical education 'can be used to achieve different outcomes … linked very closely to the demands and needs of society at the time' (Laker, 2000: 13). Outcomes here may be as diverse as using physical education to tackle a perceived obesity crisis amongst children; improving pupils' behaviour and responsibility (Hellison, 2003); promoting higher levels of self-confidence and developing elite level performers in schools. Such assertions have long been adopted, by physical education teachers, as part of a justification for their subject's perpetuation in school curricula, as implied benefits to be derived by pupils. Notions that physical education could 'do it all' (Laker, 2000: 20), almost as an advantage of a hidden curriculum (Rønholt, 2002) are markedly weakened in NCPE statutory guidance, which, whilst strong in terms of performance, fell short in its early iterations in relation to the development in cognitive, affective and social domains (Penney, 2000).

National Curriculum Aims require all subjects to make a contribution to the social and moral development of pupils in which Jacobs, Knoppers and Webb (2013) suggest that physical education teachers play a crucial role. They point out that the physical education curriculum provides few guidelines that either define social and moral development or how teachers 'might integrate this development into their teaching' (Jacobs *et al.*, 2013: 1). In general, such physical education curricula have dictated what should be taught (Laker, 2002) and failed to explicitly promote learning experiences for pupils that develop characteristics such as self-confidence, self-control, leadership, co-operation, competition, social responsibility or understanding of the place of physical activity in contemporary society (Laker, 2000 and 2001; Pickering, 2008).

Since 1944 the major focus of physical education lessons in secondary schools has been on the skills and physical attributes needed for mastery of various games, athletic events, swimming, gymnastics, dance and outdoor activities, that focus on the body in sport and physical activities together with some understanding of fitness and health (Kirk, 1999). Such a hegemonic corporeal (Light and Kirk, 2000) ideology reconstructs and reinforces

restrictions, in a trend of continuity (Brown, 2005) which limits the development of a wider, more inclusive, physical education curriculum. Such a focus on the body, as a vehicle for achieving high status social and cultural capital (Bourdieu, 1984; Shilling, 1991; Mayrhofer *et al*., 2004), through high level performance in physical education and school sport, also promotes exclusion for a large proportion of pupils who are not able to benefit from skills-based, games-centric approaches. This kind of technocratic approach to learning and teaching in physical education (Sicilia-Camacho and Brown, 2008) focuses on curricular content, testing and classroom management (Ruiz and Fernández-Balboa, 2005), rather than the development of a wider variety and range of positive characteristics in pupils. In doing so technocratic approaches to physical education promote the practice and performance of skills and are 'born from the sport sciences and theory and reduce physical education to a series of appropriate skills requiring refinement towards an elusive state of mastery' (Pope, 2007: 7) that is not achievable for the majority of pupils in physical education lessons. The corporeal imbalance in physical education promotes development of the physical body rather than knowledge or understanding, for example. It is one of the major influences in perpetuating a skills-based approach, within the NCPE, which means that the focus of lessons, as well as pupil learning and its assessment, becomes decontextualised (Siedentop, 1996; Turner and Martinek, 1995; Kirk, 2010) from the activities from which they have emerged. Pope (2007) argued that experience of a more complete, and authentic, form of sport-based learning (Siedentop, 1996) may have the potential to promote development of a wider range of inherent values (included within the domains of self-actualisation, social responsibility and ecological integration) within its participants.

NCPE Development (1992 – 2013)

'Much of physical education curriculum in the developed world … tends to be guided in principle by syllabus documents that represent, in varying degrees, some form of government education priorities' (Rossi, *et al.*, 2009: 75). This reflects part of a contemporary policy space in which governments have taken increased control of physical education and sport (Philpotts *et al.*, 2010) through national policies and curricula. One such example of this was the National Curriculum for England and Wales, which included the NCPE which was introduced into schools in September 1992. Since then, the NCPE has appeared in six different versions between 1995 and 2014. Discussion related to rationale, content, focus and effectiveness, or otherwise, of each, has appeared in

physical education discourse on a regular basis (e.g. Kirk, 1992b; Evans and Penney, 1995; Penney and Evans, 1999; Curtner-Smith, *et al.*, 2001; Rossi, *et al.,* 2009). The consensus within such discourse, regarding the focus and content of NCPE, suggests that physical education experiences for secondary school pupils across Key Stages 3 and 4 remained skills-based, games oriented and male dominated (Laker, 2000; Penney, 2000; Green, 2003) and reinforced a performance development rationale, despite a number of opportunities to change the focus of physical education teaching and learning in this country. Emphasis on the performance domain restricted the potential for the delivery of a wider curriculum and provided a sharply skills-based focus to what became the physical education teachers' mantra, 'plan, perform, evaluate' (Curtner-Smith, *et al*., 2001: 178) that emphasised improvement in performance in physical education.

Despite restriction in pupils' learning, early NCPE documentation made claims that the curriculum promoted an appreciation of skill and creativity and values related to the benefits of participation while at school and later in life. It further promoted engagement in problem-solving and learning how to learn, together with the development of self-esteem and inter-personal skills and the ability to select, refine, judge and adapt movement while developing commitment, fairness and enthusiasm (DES and WO, 1992). In reality, however, the focus of this triumvirate approach to learning in physical education (plan, perform, evaluate) appears to have had more to do with perpetuating the traditional physical education discourse of the 1980s (Williams and Woodhouse, 1996) than innovation through new curricular approaches. Eight years after the introduction of the NCPE physical education teachers were provided with statutory guidance that contained specific performance-based criteria (DfEE and QCA, 1999) to assess pupils' levels of attainment in a limited fashion. The underlying focus of NCPE remained firmly on the development of skill in 'traditional games-based lessons (Laker, 2000; Green 2003) in a curriculum that continued to perpetuate a situation in which 'many girls, and more boys than is often acknowledged, failed to receive appropriate physical education in the present because of the ongoing influence of the past' (Kirk, 2003 in Gerdin, 2008: 4). Criticism of elitism in physical education in which embodied 'elitist, white upper-middle class, Anglo-Saxon, male values' dominate physical education (Dewar, in Kirk and Tinning, 1990: 1) appears to be relevant here. Such notions suggest that the contemporary gendered structure of the physical education field exposes girls to experiences that have the effect of conditioning them to accept the hegemonic view of physical activity and sport as being

a predominantly male domain. There is also a suggestion that physical education teachers were, and are, pivotally involved, through the top down imposition of curricula, in the reconstruction and reinforcement of a hidden curriculum (Bain, 1985; Fernández-Balboa, 1993, Rønholt, 2002) in which different versions of NCPE, from 1992 onwards, perpetuated the interests of political ideology and the development of elite sport. This, rather than catering for the physical education needs of a majority of pupils in English state secondary education who do not possess the necessary outstanding ability (Whitehead, 2010) that would allow them access to elite sport.

Following a review of the NCPE during the late 1990s, the Qualifications and Curriculum Authority (QCA) recommended that the revised National Curriculum (2000) orders for physical education should utilise four aspects of learning; acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; evaluating and improving performance and knowledge and understanding of fitness and health as a focus for planning learning outcomes (DfEE and QCA, 1999; Penney, 2000). The focus on the promotion of physical competence within the NCPE was perpetuated into the 21st Century, despite a move towards emphasising aspects of learning through the breadth of activities within the physical education curriculum, rather than retaining an emphasis on activities for their own sake (DfEE and QCA, 1999). The NCPE (2000), in common with the 1992 and 1995 versions of the curriculum, provided a narrow focus related to skill and performance development, which was reflected within end of key stage criteria that had implications for the practical interpretation and delivery of the curriculum and through that for learning.

NCPE, Political Ideology and Influence

Teachers hold highly privileged positions (Moon, *et al.*, 2002) in which they educate other people's children, but this role becomes more complex at times of social and political change (Maguire and Dillon, 2001) because teachers often need to quickly respond to changes in curriculum and approaches to teaching. One such example of social and political change is represented by The Education Reform Act (1988), introduced into legislation by Margaret Thatcher's conservative government, which aimed to reorganise and redefine education in state schools in England and Wales. As part of political ideology, which utilised discourse related to the cultural restorationist policies of the conservative government (Evans and Penney, 1995; Evans and Penney, 2002), and a

perceived need for efficiency and accountability in education (Penney, 1994), such reform set out to shift the values climate in the state school system to ensure greater accountability for schools. In doing so it used the proposition that teachers needed to improve, and be more efficient and effective, in ways that could be measured through league tables and inspection (Cribb and Gewirtz, 2001). It aimed to tackle what ministers considered to be deficiencies in the funding and operation of schools and provided a focus for redefining educational content in schools (Penney and Evans, 1999). Physical education curriculum content was a central concern for a government that regarded sport (and therefore physical education) as an important factor in the international standing of the nation and in its social well-being (Penney and Evans, 1999). This concern came about as a result of a lack of achievement in international sport, and what government ministers considered being explicit links between sport and physical education in schools which led to claims that physical education:

> …typified everything that was wrong with state education in the UK and that physical education was riddled with progressive elements that needed to be removed if Britain was to regain its rightful place on the international sporting stage (Penney and Evans, 1999: 3).

Conservative ideology that promoted such a direct link between the success, of increasingly professionalised sportsmen and women, in international sport and the experiences of children in physical education lessons, in schools, was born of a distinct lack of understanding of the vastly different aims of the two mutually exclusive, but often conflated, concepts of sport and physical education (Wright, 1996; Griggs and Ward, 2012). The notion that physical education and sport are one and the same is a view that is held by 'many headteachers, teachers, governors, parents and children' (Murdoch, 1990: 64) and politicians (Capel, 2000). However, such conceptual duality formed the basis of discourse and development of a NCPE that was designed to play:

> …a role in putting the 'Great' back into Britain, and in socialisation and social control that reflected 'New Right' ideologies of cultural restorationism, competitive individualism and free market principles (Penney and Evans, 1999: 3).

It was surprising, given the important role physical education was to play within wider education and sport policy, that it was relegated to the second division in terms of the status of subjects. Physical education eventually became a 'foundation' subject, within the National Curriculum in 1992 (DES and WO, 1992; Penney, 1994), which reserved its

place in schools after a period of uncertainty, but that failed to achieve the status and importance of 'core' subjects like Mathematics, the Sciences and English.

In a wide-ranging example of curricular impression management (Curtner-Smith, 2001), many teachers were more likely to adapt the NCPE, to better fit in with their own 'experiences and beliefs about curriculum and teaching' (Thorburn and Gray, 2010: 3), than alter their dominant conceptualisations of the roles of physical education into one consistent with any curriculum change. The National Curriculum, as an example of educational reform, promoted discourse that considered the introduction and management of the NCPE as top-down curriculum change (Dowling, 2006) in which teachers were positioned as receivers of a curriculum that was designed and implemented by others (Penney, 1994). Despite little change to curriculum content, the role of the teacher was regarded as having been reduced to one that demanded technical delivery of predefined knowledge (Fernández-Balboa and Muros, 2006) and assessment by removing professional autonomy for wider curricular decision-making. Such managerial professionalism was considered by Sachs (2001) as being reinforced by policies and initiatives that emphasised accountability and effectiveness, and is in contrast to the kind of democratic professionalism that was, in my own experience, demonstrated within the physical education profession prior to the imposition of NCPE.

Within the NCPE during the latter years of the 20th and the early years of the 21st centuries lay a paradox. Statutory guidance expected physical education teachers to provide a broad and balanced physical education (Piotrowski, 2000; Capel and Whitehead, 2015) for all pupils and, at the same time, promote government objectives that related to providing a site for the identification of, and provision for, potentially elite performers (Kirk and Gorely, 2000; Bailey *et al.*, 2009). At the same time they were expected to promote increased mass participation in sport and physical activity (Kirk, 2005; DfE, 2013). Such contradiction in the use of physical education in state secondary schools is unique to this subject area because no other parts of the curriculum are faced with such a requirement. Other 'practical' subject areas, such as music, art and technology for example, do not adopt similar approaches within their curricula (see DfES and QCA, 2004; DCSF and QCA, 2007 for relevant subject-based statutory guidance). The relationship between excellence in physical education and excellence in sport (Kirk and Gorely, 2000) retained such discourse in terms of government policy and practice (Armour and Jones, 1998;

Houlihan, 2000) through conservative administrations dating back to the late 1970s and New Labour administrations from 1997 to 2010. New Labour government ministers, with elitist agendas for sport, perceived a direct association between physical education and sport (Houlihan and Green, 2006). It was, perhaps, inevitable that statutory guidance and expectation within the NCPE would continue to strongly promote progression, and excellence, in terms of performance, while concepts of educational excellence remained underdeveloped in terms of physical education (Penney, 2000). From 2000 until 2013, the evaluation of pupils was related to criteria which represented different levels of performance in physical education and reflected the streaming and testing that was present across other subject areas in schools. In doing so, such approaches reflected traditional (conservative) government ideology that aimed to use schools as sites for developing sporting excellence (Houlihan, 2000; Bailey, 2006), rather than promoting notions of inclusion that teachers might be entitled to expect from a 'socialist' government that held power for most of that period. As a result, pupils who did not possess the physical capital (Shilling, 1991) to succeed may not have been as well catered for in physical education in state secondary schools in this country as they could have been. The realisation, amongst some pupils, that their chances of success were restricted in physical education led to a lowering of aspirations and tacit acceptance of their place within a stratified hierarchy in physical education and school sport (Standage e*t al.*, 2003) that reflected the symbolic interests of dominant groups or classes in society generally and a class-conscious and divisive bureaucracy in particular.

The 'traditional' approach to physical education, which favours the development of talent is at odds with discourse that promotes equity and inclusion in the field for all pupils (Penney, 2002). It has promoted a traditional configuration for the subject, resulting in a system that has oppressed, marginalized and alienated some pupils, rather than meeting their needs in a manner that has promoted physical education as an inclusive learning area to justify its existence in schools (Hunter, 2004). There is potential here for pupils to be affected by psychological and behavioural issues of learned helplessness (Martinek and Hellison, 1997) through mastery experiences in physical education lessons (Martinek and Griffith, 1994). Pupils who experience learned helplessness consider lack of ability, a highly stable cause, to be the reason for failure and that more effort will make little difference. They are vulnerable to failure in the same achievement climate in which their more able peers thrive (Martinek and Griffith, 1994). More able pupils are able to master

lesson content and, as a result of their ability, develop confidence, motivation, persistence and higher expectations for further and subsequent success in physical education (Weiner, 1986; Walling and Martinek, 1995; Martinek, 1996).

The National Curriculum for Physical Education: Structure (2005)

In addition to proposing an aspiration for pupils to participate in two hours of physical activity each week, which would include the NCPE and extra-curricular activities, the Key Stage 3 programme of study for physical education (2005) provided statutory guidance that related to pupils becoming more expert in skills, techniques and their application. They were to understand and apply principles related to effective performance and make decisions on how to improve performance and undertake a variety of roles through aspects of learning that were made up of 'acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; evaluating and improving performance; and knowledge and understanding of fitness and health' (DfES and QCA, 2004: 120). Teachers of physical education in state secondary schools were expected to provide a breadth of study which included the development of knowledge, skills and understanding through four areas of activity which should include games and three other areas of activity, one of which must be dance or gymnastics and a choice from dance activities, gymnastic activities, swimming activities and water safety, athletic activities and outdoor and adventurous activities (DfES and QCA, 2004). Each activity area provided different statutory guidance related to what pupils should be taught.

In 2005 Key Stage 4 statutory guidance did not include an aspiration that pupils experience two hours of physical activity, including the NCPE and extra-curricular activities. It did, however, provide a developed description of pupils and their work, when compared to that which was provided for Key Stage 3, which suggested that pupils tackled more complex and demanding activities through which they might apply the knowledge of skills, techniques and effective performance that would provide them with the confidence to 'get involved in exercise and activity out of school and in later life' (DfES and QCA, 2004: 192). Within statutory guidance related to the development of knowledge, skills and understanding at Key Stage 4, teachers were expected to ensure that, when evaluating and improving performance, connections were made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health, through the same aspects of learning that pupils had experienced during Key Stage 3 in secondary schools.

This would be achieved through more advanced skills and techniques, advanced strategy and choreography, increasingly demanding situations, informed choices and greater knowledge and understanding.

The National Curriculum for Physical Education: Structure (2008)

Statutory guidance in the 2008 version of the NCPE provided a very different structure for the delivery of physical education, at Key Stages 3 and 4, than the 2005 version of the curriculum. Subject specific curriculum aims, within a section related to the importance of the subject, appeared at the start of statutory guidance at Key Stage 3 and 4 (DCSF and QCA, 2007).

In relation to physical education at Key Stage 3, the curriculum aims section provided statutory guidance which stated that experiencing and learning through activities would contribute to curriculum aims in which all young people would become:

> …successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society (DCSF and QCA, 2007: 189).

Statutory guidance provided teachers with a breakdown of the importance of physical education in which the centrality of physical activities and pupils' development in relation to confidence and competence were highlighted. Consideration of a wide range of skills and abilities in using tactics, strategies and compositional ideas; reflecting on the performances of themselves and others; performing successfully and developing confidence (DCSF and QCA, 2007), for example, reflect the statutory guidance of aspects of learning and programmes of study within the 2005 curriculum for physical education. However, presentation of the NCPE (2008) provided much less emphasis on different activity areas and focused on Key Concepts, Key Processes, Range and Content and Curriculum Opportunities.

The development of knowledge, skills and understanding were encompassed within Key Concepts, that pupils needed to understand in order to develop in these areas, and Key Processes which represented the 'essential skills and processes in PE that pupils need to learn to make progress' (DCSF and QCA, 2007: 192). Included were explanatory notes which provided working definitions of competence, whole-body skills, fine manipulative skills and performance, information which reflected the selection and use of skills through terms such as tactics, strategies and compositional ideas were included in statutory

guidance provided to teachers. Key Concepts provided information about what success would look like for pupils as they developed competence in whole-body skills; effective selection of skills, tactics and compositional ideas; in developing effective outcomes, with the ability to adjust and adapt, in relation to performance; to use imagination creatively; and to understand the contribution of physical activity to healthy lifestyles (DCSF and QCA, 2007).

The Key Processes section of the curriculum, at Key Stage 4, provided explanation, definition and statutory guidance related to techniques, physical strength, stamina, speed and flexibility and notions of mental determination. The suggestion that pupils should be 'discovering what they like to do, what their aptitudes are at school ... helps them make informed choices about lifelong physical activity' (DCSF and QCA, 2007: 193) was included in this section of statutory guidance. Its content suggested that pupils should adapt and refine skills into techniques with greater control, precision and fluency; and be more effective in decision making through selection of tactics, strategies and compositional ideas in another reflection of the statutory guidance contained in the previous iteration of the NCPE in 2005. The development of physical and mental capacity and the ability to evaluate and improve performances and to make informed choices about healthy and active lifestyles (DCSF and QCA, 2007: 192-193) reflected content of the 2005 aspect of learning that related to knowledge and understanding of fitness and health.

The Range and Content section of NCPE (2008) provided explanatory notes related to each of the suggested strategies for curriculum statutory guidance related to Key Content and Key Processes. It related each of the development aims for young people to different activity areas which it claimed provided breadth to the subject in that it included six areas with a suggestion as to one activity area through which each might be accomplished:

> The study of PE should include activities that cover at least four of the following:
>
> a: outwitting opponents, as in games activities
> b: accurate replication of actions, phrases and sequences, as in gymnastic activities
> c: exploring and communicating ideas, concepts and emotions, as in dance activities
> d: performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
> e: identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities
> f: exercising safely and effectively to improve health and wellbeing, as in fitness and health activities (DfES and QCA, 2007: 194).

The fourth and final section considered the breadth and range of activities through which the curriculum should provide opportunities for pupils to learn and engage with the concepts, processes and content that they experience in physical education. Teachers were expected to ensure that pupils were provided with 'Curriculum Opportunities' (DCSF and QCA, 2007: 195) which encouraged development of the whole body through engagement in a broad range of different activities in which they experienced a range of different roles within physical activity which enabled them to specialise in specific activities and roles. There was an expectation that pupils should follow pathways to other activities in and out of school and perform in individual and group (team) formal competitions. Finally the physical education curriculum at Key Stage 3 was to promote the use of ICT as an aid to performance and make links between PE and other school subjects and curriculum areas.

Key Stage 4 (2008)

Statutory guidance related to Key Stage 4 in the NCPE provided curriculum aims within The Importance of Physical Education section that were verbatim copies of those that appeared at the beginning of statutory guidance in relation to Key Stage 3. A similar situation existed with regard to the statutory guidance for Key Concepts, but that which was related to Key Processes provided some variance in relation to developing skills in physical activity. In delivering Key Stage 4, teachers were required to ensure that pupils 'improve the range, difficulty and quality of their skills and techniques [and] develop the consistency with which they use and perform skills with precision, control and fluency' (DCSF and QCA, 2007: 202). Making and applying decisions; selecting and using tactics, strategies and compositional ideas required pupils' imaginative application in more demanding and complex challenging, competitive and creative contexts (DCSF and QCA, 2007). In order to demonstrate progress and development at Key Stage 4, pupils were required to satisfy statutory guidance which included responding with body and mind to the demands of an activity; understanding the nature of success in different types of activity; explore and experiment with techniques, tactics and compositional ideas and the essential nature of physical activity in the health of body and mind (DCSF and QCA, 2007: 202-203).

Key Processes at Key Stage 4, in 2008, provided similar progression for pupils as that which was apparent in the Key Concepts section of the curriculum through the inclusion of greater complexity and demands for originality in planning for improved performance,

the development of physical strength, stamina, speed and flexibility and mental preparation for successful performance. Statutory guidance related to the Range and Content, at Key Stage 4, provided teachers with the same statutory guidance and explanation as that which appeared in the Key Stage 3 statutory guidance. However, some criteria for providing opportunities for students to be involved in activities that develop the whole body and experience a range of roles within physical activity, development is apparent within explanatory notes. For example, Key Stage 3 pupils should have opportunities to specialise in specific activities and roles, whereas Key Stage 4 pupils should be provided with opportunities to take accredited courses and qualifications, where appropriate, in addition to the opportunities that should be provided for pupils in Key Stage 3. Opportunities for Key Stage 4 pupils were expected to culminate with an opportunity to work with others to organise, manage, officiate and run tournaments and competitions. A greater emphasis on following pathways into different activities at school and beyond was apparent here (DCSF and QCA, 2007). All these concepts promoted the development of performance as the pre-eminent aim of this curriculum between 2008 and 2013 which reflected Penney's (2000) assertion that the NCPE was clearly privileged to the development of elite performance.

The National Curriculum for Physical Education: Assessment (2005 and 2008)

Since the implementation of NCPE (2008) physical education end of key stage assessment has been based on a set of criteria in nine different attainment targets. They were originally intended to be a best fit statutory assessment of performance for all pupils aged between five and 16 in all subjects, except citizenship (DfEE and QCA, 1999: 42), in state schools in England. The nine attainment targets were made up of levels one to eight, with a ninth set of criteria for exceptional performance to be taken into account. As the name implies, end of key stage assessment in secondary schools was intended to be undertaken at the end of Key Stages 3 and 4 and, in general terms, pupils grades should fall within the range of four and exceptional performance.

2.3: Socialisation into Teaching

Stages of Socialisation

Socialisation is a complex and dynamic process which involves pressure to change as individuals assume roles, learn role expectations and attempt to influence them within any given social setting. It is a process in which individuals are taught and learn what

behaviours and perspectives are customary and desirable within a professional role (Templin and Schempp, 1989), such as that of a teacher of physical education:

> Socialisation is the process whereby people learn to conform to social norms, a process that makes possible an enduring society and the transmission of its culture between generations (Abercrombie *et al.*, 2000).

Prior experience in physical education and sport, and the effects of socialisation that influence physical education teachers to enter the profession, are likely to be responsible for their philosophies, perceptions and actions as teachers (Green, 2000; Green 2002; Stran and Curtner-Smith, 2009). Many intending teachers of physical education enter ITE because they want to maintain involvement in sport as a result of previous positive experiences in physical education and sport (Lawson, 1983; Stran and Curtner-Smith, 2009). North American studies (Lawson, 1983; Curtner-Smith, 1999) reported that many physical education teachers, especially men, enter university as a result of a desire to coach school teams rather than to teach physical education lessons. However other research (O'Bryant *et al.*, 2000) indicated the presence of an ITE student population, later to become physical education teachers, that is motivated towards educating children and young people through the medium of physical activity (O'Connor and Macdonald, 2002). It seems likely, given the very different reasons for choosing physical education teaching as a profession, that different ideologies, beliefs and values and through them curricular interpretations and teaching behaviours and practices were also present (Capel, 2016).

Stroot and Williamson's (1993) Occupational Socialisation model, proposed three different and progressive, phases of socialisation into teaching physical education (Stroot and Williamson, 1993; O'Bryant, *et al.,* 2000; Laker, 2000) in which anticipatory socialisation was held to lead to an individual's decision to enter physical education teaching as a career. Professional socialisation, related to preparation for the teaching role, occurred during ITE and, finally, organisational socialisation followed entry into the workplace and commencement of teaching. The processes by which teachers experience acculturation (Lawson, 1986) as part of anticipatory socialisation begins in childhood and provides strong motivation for students decisions to apply for, and commence programmes leading to qualifications in physical education (Hutchinson, 1993). This process was described by Lawson (1986) as:

> …all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers' (p. 107).

This is related to the figurations that teachers and pupils become involved with and the physical education-related habitus that they develop (Green, 2004). Such socialisation includes life experiences, sport-related and otherwise, that occur prior to physical education students entering initial teacher education, which then make a strong contribution to their perspectives and practice (Gillespie, 2003). Life experiences include students' own physical activity histories and accumulated knowledge, skill, understanding and practice which initially influence their decisions to enter the field of physical education (Gillespie, 2003). Experiences in physical education lessons, across eleven years of primary and secondary education, provide students with a clear picture of how teachers interact with children and young people and personal images of themselves in imagined teaching scenarios (Calderhead and Shorrock, 1997). At the beginning of their ITE experiences, student teachers have already experienced long-term immersion in physical education and possess a great deal of information about the profession within which they seek to build a career. However, this may be an area which is problematic in that they have learned about physical education intuitively and personally, rather than with regard to explicit analysis of pedagogical principles (Lortie, 1975). During the past two decades international research suggests that the biographies of intending teachers of physical education are permeated with stories of experiences and individuals in physical education and sport, during childhood, who have had a significant, and ongoing, influence on their values, thoughts and practices (Green, 2002).

Lawson (1986) identified three distinct periods of socialisation that built experiences, one on the other, to make a contribution to teachers' subject-based perspectives and to the pedagogical practices that they were likely to relate to most strongly. First, the concept of acculturation recognised that the experiences of childhood and adolescence, to be important in decisions taken regarding the focus and place of future employment. It also considered role models to have a bearing and proposed that the inspiration of significant others were likely to include physical education teachers, those taking coaching roles related to school teams and members of peer groups, in different forms of physical activity. Within the school setting (Lortie, 1975) described this process as an apprenticeship of observation contending that future ideologies, values and practice in teaching would be

influenced significantly by experiences gained during this part of the socialisation process. The powerful role that childhood experiences in physical education play in the formation and development of beliefs about teaching PE are considered by Matanin and Collier (2003). They suggest that such experiences are used by physical education students to make sense of their prospective teaching roles and to negotiate their pathway into teaching and during their careers. The beliefs, attitudes and values that they develop are strongly held (Lortie, 1975; Lawson, 1983; Pajares, 1992), resistant to change (Pajares, 1992; Doolittle *et al.*, 1993) and are often, unconsciously held, assumptions about pupils, the learning environment and subject content (Kagan, 1992; Timken and van der Mars, 2009). Acculturation and the apprenticeship of observation are closely linked to the sociological perspectives of habitus, socialisation and the development of figurations that play a powerful role in forming beliefs, values (Capel, 2016) and ideologies that later form part of physical education teachers' value orientations in teaching. It seems likely, therefore, that acculturation has an important part to play in the reproduction of traditional approaches in physical education teaching and within physical education curricula. Childhood experiences, in and of physical education, act to socialise physical education students and teachers, and curriculum planners, towards accepting that a, taken-for-granted (doxic), sport and games dominated physical education curriculum is the norm and promotes a built in level of self-replication (Green, 2002) that they then value. According to Green (2000: 355) 'many teachers come to physical education teaching, as a career, with a built-in commitment to sport and an intuitive conviction regarding its inherent worth'.

Second, the influence of professional socialisation, during ITE, was considered to be 'the process by which teachers acquire and maintain the values, sensitivities, skills and knowledge that are deemed ideal for physical education teaching' (Lawson, 1983: 4). However, research suggests that beliefs, interests and values, formed during childhood and adolescence (Lortie's, 1975, apprenticeship of observation) are more lasting and permanent than Lawson considered them to be (Placek *et al.,* 1995; Curtner-Smith, 2001). This suggests that physical education students are likely to commence their physical education related ITE programmes with stable dispositions, or habitus (Green, 2002), through which they reaffirm their principles and philosophies (Placek, *et al*., 1995; Soloman and Ashy, 1995). Such stable, and strongly held views regarding the place and value of physical education have led to the suggestion that ITE programmes in physical

education appear to have scant impact on the already established 'philosophies' and practices of physical education teachers (Green 2002; 2008). Such ideas are supported in the work of Brown (2005) who suggests that students enter the gendered field of ITE having accumulated gendered habitus and physical capital in schools. He proposes that state-provided physical education, with a focus on competitive games, legitimates masculine bodily ideologies that were present in Public Schools between 1850 and 1914 (Mangan, 1981). This places hegemonic masculinity at the centre of physical education discourse and practice and proposes that male and female student teachers need to 'demonstrate legitimate gendered dispositions, first and foremost, because this is what they anticipate to be teaching most of their career' (Brown, 2005: 12). He contends that such embodied gendered dispositions form part of student teachers' strongly held, and long developed, views about their future roles in physical education that it is unlikely that experiences in ITE will change them. However, research completed by Timken and van der Mars' (2009), in the USA, considered student teachers value orientations to be unstable and variable, which is at variance with findings that have been reported by others, and suggest that there may be circumstances in which preconceived ideas, beliefs and values may be successfully challenged.

Third, organisational socialisation relates to the manner in which physical education teachers become accustomed to the requirements that were placed upon them in the schools to which they were appointed and in which early experiences relate to the various means by which the culture of the school is transmitted to newcomers (Kashima *et al.*, 2015). Part of the process determines how teachers are socialised in the correct way to perceive, think and feel (Schein, 1988) according to their new employers' values and ideologies and these may not sit comfortably with recently qualified teachers' own beliefs and ideals (Czerniawski, 2011). Newly recruited teachers may enter schools and physical education departments that hold different perceptions of the requirements and the place of physical education in the curriculum. Such experiences do not conform to their own assessments of aspirations and competence (Lawson, 1983; Curtner-Smith, 2001). Teachers are socialised into schools which are subject to greater accountability (Thorburn and Gray, 2010) than they have ever been. Schools are complex in nature (Allison, 1983; Keshavarz *et al.*, 2010) and the interdependent network of relationships and figurations (Green, 2000; Herold and Waring, 2011) that physical education teachers need to incorporate into their day to day practice reflect such complexity. Physical education

teachers are subject to the influence of fellow teachers and pupils, as well as parents, local sports and community groups, significant others such as school governors, head teachers, heads of department and more established physical education colleagues (Green, 2002; Green, 2003). The requirements of the curriculum and, from time to time, inspectors also have a part to play here. There is recognition that school managers may be constrained by government policy, popular values (Fowler, 2014) or interests related to league tables, for example, and physical education teachers, too, recognise tension between the official expectations of NCPE and the reality of teachers' situations as they perceive them (Green, 2002). Unsurprisingly some physical education teachers may respond to such tensions by a tendency to impression manage (Lawson, 1983) and covertly continue to teach according to their own beliefs and value orientations, in circumstances in which school-based and curricular ideologies are at odds with their own (Curtner-Smith, 2001). This suggests that the type and level of sport and physical activity experienced by physical education teachers may have a significant influence on their beliefs about teaching (Green, 2000; Curtner-Smith and Meek, 2000) and that their role in developing the ideas, beliefs and values that physical education teachers hold is important in determining the teaching warrants that they exhibit during their careers.

The inheritance of tradition and the influence of custom and practice have roles to play in organisational socialisation. Success in school sport is often seen as a valuable part of the marketing of the school and is part of a broader physical education curriculum that is affected by past physical education teachers, head teachers and governors, as well as those undertaking such roles at present. Teachers continue to be encouraged to perceive the maintenance of the school's sporting tradition as part of the function of physical education and, in particular, extra-curricular activity. It is also possible, however, that tradition may also be used to curtail ambitions towards branching out within the physical education curriculum (Green, 2002). Investigation related to the effects of Occupational Socialisation in physical education considers the way in which teachers' ability to interpret curricula is limited through technocratic rationality (Fernández-Balboa and Muros, 2006) to question whether curricular restrictions within the NCPE represent government oppression in education that is designed to maintain a socially-constructed reality to condition and conform people's lives through hegemonic ideologies.

Teacher Socialisation and Acculturation

At any stage in a physical education teachers' career, his or her predispositions result from a socially constructed lived reality of their personal and professional lives, and identities, that influence what they 'think and do in the name of physical education' (Green, 2006: 655). This promotes the idea that prior experiences in physical education and sport and the development of a 'durable, unconscious and embodied set of transposable dispositions' (Mutch, 2003: 384) that physical education students bring with them into ITE, and later, as qualified practitioners, into school-based communities, can be explained through the notion of habitus. Habitus is embodied and relates to the, ideals, beliefs, actions, appearance and speech that have been taken up by individuals, or that have been impressed upon them, through their interactions with networks of social agents and institutions such as schools, peers and the family (Bourdieu, 1977; Bourdieu, 1990a). The dispositions that form habitus are socially constructed (Green, 2004; Fernández-Balboa and Muros, 2006) and acquired through interactions, figurations and experiences in different social contexts (Reay, 2004). With particular relevance to corporeal approaches to delivery in physical education, it 'is the experiences and appearances of the body that reveal the deepest dispositions of the habitus' (Shilling, 2004: 475). The characteristics of habitus, as Bourdieu saw them, are reflected in the values, knowledge and skills acquired through membership of particular social or professional groups (Delamont and Atkinson, 2001).

Physical education teachers' habitus can be viewed, in figurational terms, to be partly formed within the interdependent networks in which they are enmeshed (Green, 2006) which also help them to make sense of their ideologies and values. Membership of figurational groups, from the perspective of aspiring teachers of physical education, who are about to enter into ITE, will include educational and social elements that are made up of 'networks of interdependency' (Green, 2006) related to physical education and sport experiences. Such figurations are formed from the network of relationships that stem from the social field (Bourdieu, 1977; Bourdieu, 1986) of successful participation (and conformity) in physical education, school sport, college and university programmes and teams, together with external participation in sport and physical activities and the development of related capital (Mayrhofer, *et al.*, 2004). Such conformity has the potential to support and replicate traditional practice in physical education.

During the early period of acculturation, through anticipatory socialisation (Lawson, 1986), largely anecdotal evidence and rhetoric within the physical education profession suggests that aspiring physical education teachers begin to demonstrate similar beliefs, values, ideologies and interests to those of their own physical education teachers, their role models, whose career path they have chosen to follow. This notion is considered by Hunter (2004) who holds that such experiences may be 'complicit in reproducing much of the doxa, or taken-for-granted assumptions and beliefs, associated with PE' (p. 175). Physical education teachers play an active role in the formulation of beliefs, attitudes, behaviours and values that pupils hold towards teaching (Templin and Schempp, 1989). From a Bourdieuian perspective it appears that serving physical education teachers' habitus continue to develop throughout their teaching career as their figurations change and progress in response to different career fields and development of capital and habitus (Mayrhofer, *et al.*, 2004; Iellatchitch, *et al*, 2003) through which they try to develop or maintain their identities and positions within the profession.

Bourdieuian notions of field, habitus and capital are important in developing an understanding of what happens as teachers travel through their early professional lives (Iellatchitch, *et al.*, 2003) in communities of (physical) educational practice that act as generative structures that condition their professional approaches (Mutch, 2003) to teaching. However, it is important to note that although physical education experiences have a role in constituting and constructing beliefs, values and habitus within the physical education field, the fact that pupils occupy the same social space as their teachers' means that they too have the potential to become agents of change in terms of the development of habitus:

> PE may constitute and construct the habitus of young people. At the same time, the habitus of young people also has the potential to constitute and construct the physical education field. This dual process, being constituted and constituting, is central to understanding habitus as being constantly negotiated—that is constructed/ing, reconstructed/ing and maintained/ing (Hunter, 2004: 177).

The ideas and concepts detailed by Hunter suggest that such circumstances are likely to pertain throughout the formative years of physical education students' professional lives and continue into their careers.

Habitus, Ideology and Philosophy in Physical Education

It is important to consider how the imposed curricula, described in earlier sections of this work, were, and still are, able to affect the different values, beliefs and ideologies of the physical education teachers who are expected to deliver NCPE experiences to pupils. To this end, a review of literature associated with potentially different ideologies and philosophies held by teachers to those promoted within physical education and school sport policies is presented here.

Research undertaken by Green (2006) into physical education teachers' habitus and the predispositions that permeate the lived reality of their social and professional lives suggested that physical education teachers' views were:

> ...a pastiche of differing philosophies or, rather, ideologies (for example, regarding participation in lessons, health, personal and social education, school teams, sports performance and sporting skills) that were not always, or at least not easily reconcilable (Green, 2006: 656).

Green suggested that physical education teachers used different ideologies as a means of justifying approaches that they wanted, or felt constrained, to take in their teaching and considered physical education teachers ideologies not to be philosophically based. His suggestion was that, rather than philosophies, physical education teachers relied on an 'amalgam of beliefs, values and attitudes – of ideologies – that emerge from a figuration of teachers' personal and sporting biographies' (2006: 656) in making curricular decisions and pedagogical choices (Stran and Curtner-Smith, 2009) within their working contexts. He considered that when physical education teachers felt compelled to make particular curricular choices (for example, to adopt a disciplinary mastery or learning process approach to teaching) they needed to find a way, often retrospectively, to justify their actions. In this context he viewed physical education teachers' philosophies to be 'justificatory ideologies, an amalgam of values, beliefs and pragmatism [that] rely on theoretical knowledge as a prop for a preferred way of seeing the world' (Green, 2006: 657).

Curricular Interpretation and Pedagogy

The manner in which physical education teachers interpret education policy and imposed curricula is likely to be affected by the manner in which they have been socialised into the

profession and the experiences and beliefs that they form will have an important part to play in their interpretation of new curricula:

> Policy developments within education and physical education present many challenges for teachers in terms of interpreting policy documentation and organising and delivering new curriculum. These difficulties are likely to be particularly acute if policy aims are counter to teachers' experiences and beliefs about curriculum and teaching. Additionally, when there is a lack [of] direction, or when support documentation does not provide teachers with sufficient detail about the application of policy, very little change is likely to occur in the ways teachers deliver the curriculum (Thorburn and Gray, 2010: 3).

Thorburn and Gray (2010) suggest here that teachers may have difficulty in interpreting new, imposed, curricula such as the NCPE, in all its forms, if their beliefs do not fit easily with the value orientations that are present within the curriculum and the aims that are proposed within it. This review of literature has already considered views that suggest that NCPE is privileged towards performance-based criteria (Penney, 2000). It follows, therefore, that there is potential for physical education teachers, with social responsibility, self- actualisation and ecological integration orientations, to have found a curriculum that placed importance on disciplinary mastery, and to a lesser extent the learning process, difficult to relate to the school subject that they were expected to deliver (Ennis and Chen, 1993; Chen *et al.*, 1997; Pasco and Ennis, 2009). A critical factor in teachers' decisions to select a teaching strategy, or to accept a curricular approach, relates to the extent to which teachers consider they will work. To work, a curriculum needs to fit the value orientations that teachers hold and the contexts within which teachers teach learners (Silverman and Ennis, 2003).

Reflective Practice and Self-reflexivity in Professional Development

Reflective practice, as an influential tool in shaping good practice in physical education, is based on the development of understanding of, in this case, physical education teachers' own beliefs and practices with the aim of improving learning and understanding, through systematic enquiry into current practice (Gillespie, 2003) or actions. According to Schön (1983), such systematic enquiry, or reflection, is well served through reflection-before action, reflection-in action and reflection-on-action (Moon, 1999). Schön's (1983) suggestion that 'reflection-in-action', in which he proposed the development of reflective practice, was an important part of developing learning. He suggested that at the heart of his research lay 'an analysis of the distinctive structure of reflection-in-action' (1983: ix) which stemmed from his, earlier, consideration of the loss of the stable state which placed

all its institutions [including education] as being in a continuous process of change and transformation. He used notions of changing and transforming learning societies and proposed the need for self-reflection which has resonance in relation to the multiplicity of change in the NCPE and for the physical education teachers involved in its delivery in schools. Through such processes teachers are able to recognise and utilise the values that they, and others, hold and through critical reflection they are more likely to take informed actions (Brookfield, 1995) in relation to the delivery of positive physical education experiences for pupils.

Reflexivity in education may be considered to exist in a range of forms that relate to the manner in which it is used by teachers in their practice. The weakest form of the term views reflexivity as self-reflection designed to lead to the development of effectiveness in teaching skills and pedagogy (Mordal-Moen and Green, 2014). Williams (1993) suggests that reflexivity, in these terms, promotes the identification of specific strategies that are considered to be good teaching practice. In a more developed conceptualisation of reflexivity, teachers who consider different views of teaching to select the most effective teaching style for the delivery of particular activities and contexts use 'reflection as a form of deliberation among competing views of education' (Williams, 1993: 139). In its strongest sense an interpretation of reflexivity as part of a process of self-reconstruction, in which teachers become more aware of their own position and developing roles within the cultures, contexts and environments within in which they operate in education (Mordal-Moen and Green, 2014).

The suggestion that teachers' approaches to teaching and learning exist and develop as part of a reflexive process (Ennis *et al.*, 1992; Stidder and Hayes, 2013) would indicate that physical education teachers are able to recognise their own role in these processes and take them into account in their conscious and unconscious preparations for teaching groups of pupils. Reflexivity, related to the pedagogical practices and processes that physical education teachers are professionally involved with on a daily basis, requires critical self-reflection that engages with, and potentially changes, their values, beliefs and investments (Stidder and Hayes, 2013) towards learning and teaching. Such perspectives, related to physical education teachers' self-reflection and reflexivity regarding professional processes and growth within continuous processes of transformation in NCPE statutory guidance, suggest that their value orientations may, at least in part, be formed through reflection and reflexivity related to curriculum and the

variety of social and professional beliefs, values, life experiences and investments (Stidder and Hayes, 2013) that teachers possess. Resulting, and changing, value orientations inform the way in which teachers plan, teach and regard the curriculum (Shields and Bredemeier, 1995) and are a unique blend of beliefs, intentions and actions (Pratt *et al.*, 2001) that represent philosophical positions, or belief structures, that may be defined, and acted upon, in operational educational settings such as physical education. These are means through which teachers consider pupils within curricular contexts and prioritise the body of contemporary and traditional knowledge (Ennis *et al.*, 1992) that they feel comfortable in using during the educative processes in which they are involved.

Processes of reflexivity promote and inform future practice through self-reflection of prior experience (Stidder and Hayes, 2013). It seems sensible, therefore, to suggest that differences in experiences, including changes in statutory guidance within the NCPE, are likely to lead to differences in processes of self-reflection and reflexivity in physical education and, through them, professional development. Other areas of experience in teachers' socialisation into, and experience of, physical education and sport, as pupils and as teachers, are also likely to affect the use of reflective and reflexive practice in schools. For example, the conservatism of some physical education teachers (Green, 2003; Stidder, 2015), may be traced to their anticipatory, professional and occupational socialisation (Lawson, 1986), through the traditional and conservative institutions of schooling and sport (Fernández-Balboa, 1997). This means that 'their attitudes and actions are more aimed at reproducing the dominant curricular orientations than at transforming them' (Fernández-Balboa, 1997: 162). Self-reflection and reflexive practices in physical education are required to move physical education from conservative notions of education of the physical to developmental processes that promote holistic education through the physical. Thorburn's (2005) attribution of conservatism to old professionals, who he considers to be resistant to change, proposes that new professionals are more likely to embrace collaboration and new ideas.

2.4: Teachers' Value Orientations

Teachers' Professional Values in Physical Education

Teachers' values are constructed, over time, in a variety of settings that may include social interaction at home, within schools and in wider social settings. Such values may be associated with beliefs and approaches to teaching that include commitment to

children's welfare, justice, equality and intellectual growth (Mimbs, 2000) that form part of what teachers altruistically, or pragmatically (Czerniawski, 2010), consider to be worthwhile within their chosen profession in order to 'make a difference in the lives of the children that they teach' (Mimbs *et al.*, 1998: 44). With regard to teachers' decisions to enter the teaching profession, notions of altruism are prevalent in explaining their desire to nurture and inspire pupils as being part of a vocation (Daniel and Ferrell, 1991). However, others have more pragmatic reasons for deciding to train to teach that may relate to economic security, repayment of debt accrued in undergraduate study or financial incentives (bursaries and training grants) that are designed to attract trainees to apply to train to teach in shortage subjects. Some people enter teacher training as a result of positive experiences, as pupils in schools. Others will do so as a result of having had less enjoyable experiences and a desire to take different approaches to those utilised by their own teachers (Czerniawski, 2010). They form, adopt, and adapt values, as they move from childhood, through adolescence, into teacher training and following qualification into teaching (Czerniawski, 2010) which are grounded in their own prior experiences, biographies and backgrounds (Dillon and Maguire, 2001; Stran and Curtner-Smith, 2009).

Physical education students form at least some of their values about teaching, before they engage with ITE, through experiences that occur outside and within formal education processes (Calderhead and Robson, 1991). They carry beliefs related to the purposes of education, and schools, with them, through their own schooling and ITE experiences into the teaching professions, as fundamental parts of their own philosophical and ethical contexts into prevailing values climates (Cribb and Gewirtz, 2001) that relate to the shifting value contexts of, for example, educational and curricular reform. Physical education students and serving teachers hold a range of views that concern the fundamental purposes of education which are reflected in their different approaches to teaching (Connell, 1985) and curricular interpretation. Their different conceptions of the aims of education and the role of schools in society, which may or may not agree with those provided in National Curriculum statutory guidance, for example, make the values debate in education problematic when considered against teachers' own value positions (Cribb and Gewirtz, 2001).

The Revised Value Orientation Inventory (VOI-2)

The Revised Value Orientation Inventory (VOI-2, see Appendix 1) derived from a research project which was undertaken by Ennis and Chen (1993) which reviewed the original VOI which was developed by Ennis and Hooper (1988) as an instrument to assess curricular priorities held by physical educators, in the USA. It was designed and validated to research the effects that teachers' educational values and belief structures had on their curriculum decision making in physical education. It consisted of 90 statements that examined the priority that participants had for each of five different value orientations. Statements were grouped in 18 sets of five items and each group of statements included one that was related to each value orientation (Capel, 2016). Respondents used a 5-point scale to prioritise statements by awarding five points for their highest priority curriculum statement to one point for their lowest in each group. Central to Ennis and Hooper's inventory (1988) and Ennis and Chen's VOI-2 (1993) was the notion that teachers' theoretical stances, and their practice, exist interactively or as part of reflexive relationships (Ennis *et al.*, 1992; Ennis and Chen, 1993) that develop through time as experience articulates and transforms them (Ennis and Chen, 1993). They considered circumstances in which teachers' theoretical stances exist within a process of deliberate curriculum planning related to the discharge of tasks and assessment that contribute directly to pupils' learning (Ennis *et al.*, 1992). This suggests that, provided teachers take thoughtful, self-reflective, reflexive and professional approaches to their teaching, their value orientations have the potential to contribute to a complex curricular view that results in differentiated curricular interpretation amongst teachers of physical education Being reflective, in these terms, includes notions of critical thinking and, in its broadest sense, relates 'a long-term characteristic of a person's behaviour, rather than the description of a mental activity' (Moon, 1999: 5). This is dependent on different, beliefs, ideologies and philosophies (Green, 2000; 2002; 2003) which also ultimately help to form teachers' professional identities.

The concept of value orientations amongst physical education teachers, and resulting differences in interpretation of relevant curricula, is formed through an expectation that teachers participate in deliberate processes of planning, implementation and intentional selection of tasks and processes of evaluation which take place to promote pupils' learning (Ennis *et al.*, 1992) and development. This definition of practice proposes that teachers' philosophies, ideologies, beliefs, judgments and values are important factors in the

curricular decision-making processes that relate to effective teaching (Ennis *et al.*, 1992). On this basis, a link between the influences that form a teacher's educational philosophy, such as socialisation (Lawson, 1983), figurations (Dunning, 1999) , ideologies, discourse and habitus (Fernández-Balboa and Muros, 2006), field (Mayrhofer *et al*., 2004 , doxa (Larrson *et al.*, 2015) and illusio (Hunter, 2004), appear to be important factors in developing physical education teachers' dominant value orientations which, as belief systems develop, structure the rationales that help to determine how curricular decisions are made (Ennis and Chen, 1995):

> Value orientations appear to influence the selection of curricular goals, instructional strategies, and evaluative procedures consistent with teachers' educational beliefs and priorities for students (Pajares, 1992 in Ennis and Chen, 1993: 437).

Value orientations reflect the importance and priority that teachers place on the apparatus, components and art of teaching such that differences in priorities held by teachers include the importance or centrality of the learner, the contexts within which they teach their lessons, learning outcomes and teaching styles. Within such considerations, different educational goals for pupils' learning were identified as relating to five value orientations, namely disciplinary mastery; the learning process; self-actualisation; ecological integration and social responsibility (Ennis and Chen, 1992; Ennis *et al.*, 1992; Ennis and Chen, 1993; Curtner-Smith and Meek, 2000).

Physical Education Teachers' Value Orientations

Following extensive work involving Ennis, and others, in the USA (including Ennis and Hooper, 1988; Ennis *et al.*, 1992; Ennis, 1992; Ennis and Chen, 1995), a small number of studies have been completed into value orientations held by physical education students and serving teachers of physical education in the England (e.g. Curtner-Smith and Meek, 2000; Capel, 2016) and in Europe (e.g. Behets and Vergauwen, 2004; Pasco and Ennis, 2009).

Ennis, Chen and Ross, (1992) investigated the influence of different educational value orientations on curricular decision making, in mainly black metropolitan school districts in the USA, suggested that teachers consistently reflected their priority value orientations by ranking inventory items reliably and with consistency. Further research was undertaken by Ennis and Chen (1995) into physical education teachers' value orientations and curricular decision making in urban and rural schools. It concluded that teachers in urban schools were more likely to place a higher priority on self-actualisation and social

responsibility in their teaching than teachers in rural settings. Conversely, their findings suggested that those in rural schools placed a higher emphasis on disciplinary mastery than their counterparts in urban schools. This, they suggested, indicates that constraints or limitations, that form part of the educational context, have an effect on the way in which teachers are able to teach. This research suggests that pupils in rural areas of the USA, who do not experience crime and violence in the same way as those in urban environments, 'are more likely to sit quietly, listen to their teacher, follow directions, and work cooperatively with others' (p.48). Further, it suggested that physical education teachers in schools in rural areas were less likely to experience disruption and disruptive pupils than those in urban schools. Ennis and Chen's research concluded that teachers and pupils in urban schools in the USA experienced increasing violence and disruption, elements of social exclusion (enduring educational problems, poverty and the influence of poor neighbourhoods). Student resistance to traditional curricula placed a higher emphasis on 'pupil-centred curriculum goals' (p. 48) and use of programmes based on self-actualisation and social responsibility. Teachers in urban schools believed that they were not able to teach a curriculum related to skills and fitness, based on disciplinary mastery and learning process, on the basis that they felt that their pupils could not, or would not, demonstrate the learning behaviours necessary to study knowledge-based content. This research indicated that teachers' value orientations and curriculum priorities may alter according to the characteristics of their pupils and the environments in which they teach.

Research into teachers' value orientations, in England, and their compatibility with early versions of the NCPE (1992 and 1995) reported that physical education teachers in their study possessed 'a number of different priorities other than teaching the subject matter of physical education' (Curtner-Smith and Meek, 2000: 27). This, they held, suggested that the focus of contemporary NCPE policy texts may not be congruent with the value orientations held by the teachers involved in their study. They found that teachers with an orientation towards self-actualisation and social responsibility were likely to find it difficult to deliver NCPE according to its aims and tended to remain consistent to their own philosophy, ideology and values. Ennis and Chen's work (1993) suggested that the VOI-2 was not gender specific and this is supported by findings and conclusions in studies which have used the VOI-2 in this which reported no significant difference in value

orientation based on teaching experience or gender (e.g. Curtner-Smith and Meek, 2000; Capel, 2016).

A study, in New Zealand, focussed on the influences of value orientations, and their particular implications for physical education within a population of secondary school physical education teachers. It cited categories of life experiences, before and during teacher education, influences based in the school setting and reflective practice that included 'teacher philosophy, teacher education, professional development, life experiences, curriculum, colleagues, schools and reflective practice' (Gillespie, 2003: i) as contributing factors.

Value Orientations in Initial Teacher Education

A relatively small number of studies have been completed into value orientations held by student teachers of physical education in the USA (e.g. Stran and Curtner-Smith, 2009; Timken and van der Mars, 2009; Sofo and Curtner-Smith, 2010), Europe (e.g. Behets and Vergauwen, 2004; Pasco and Ennis, 2009) , and in England (Curtner-Smith and Meek, 2000; Capel, 2016).

Capel (2016) researched the value orientations of student physical education teachers who were learning to teach, on school-based initial teacher education programmes, in England from a quantitative standpoint. She considered that interest in the beliefs and values that were developed through socialisation and were experienced by physical education students, in initial teacher education, provided insight into their learning, behaviours and the curriculum. The study statistically analysed VOI-2 results from 272 PGCE and undergraduate student physical education teachers at four universities in England. In relation to value orientations that achieved the highest and lowest priority scores, learning process, ecological integration and self-actualisation were consistent in being the highest priority reflected by participants. Social responsibility and disciplinary mastery were consistently their lowest priority. Comparison of results showed some consistency with those reported in Curtner-Smith and Meeks' (2000) study, although they did not replicate the positive relationship with results that indicated that trainee 'teachers who gave a high priority to disciplinary mastery and learning process were likely to give a low priority to self-actualisation, ecological integration and social responsibility' (Capel, 2016: 178).

2.5: Related Research in Physical Education

Use of Biographies in Physical Education Research

A number of studies have used biographies in physical education-based research, during the past twenty years, the following examples provided methodological guidance in the use of autobiographical narrative in this study.

Autobiographically-based research was used to research the reflexive nature of physical education students' identities and the complexity of beliefs and values they held as they moved between home, university and schools (Devis-Devis and Sparkes, 1999). This research sought to determine how beliefs and values might shape students' development as teachers. The study rejected 'essentialist views of the self that assume it is private, self-contained, pure, independent, consistent, enduring and unitary, with one clear, authentic set of characteristics that make up the person and do not alter over time' (Devis-Devis and Sparkes, 1999: 136). The self is not a stable object that may be described easily or consistently, but is 'something that is social, multiple, fragmented, continuously changing, emerging, fluid, ambiguous, contradictory, contextual, relational and distributed over time and place' (Devis-Devis and Sparkes, 1999: 136). The work of Hall (1992) and Giddens (1991) suggest that we construct a narrative of self, or a comforting story, because our own self is reflexively understood through our own biographies that maintain feelings of our own existence. Devis-Devis and Sparkes (1999) utilised a series of life history interviews to construct a student's biography following his disturbed and disturbing response to a set course book. They reported use of biography to provide an interpretation 'that transcends factual data and cautious analysis and begins to probe into what is being made of them' (Wolcott, 1994: 36 in Devis-Devis and Sparkes, 1999: 138). In suggesting issues that critical pedagogues might need to consider Devis-Devis and Sparkes provide a powerful justification for the use of biography in qualitative and interpretative research.

Research into the impact of biography, teacher education and socialisation on the practices and perspectives of first-year physical education teachers (Curtner-Smith, 1999) explored the influence of one university programme using the biographies of two male teachers to explain their anticipatory, professional and the first year of their organisational socialisation into teaching. Autobiographical research was used 'to make sense of the life

stories of lesbian physical education teachers within the English schooling system' (Clarke in Penney, 2002: 41). An autobiographical methodology was used because, as an approach, it was considered to be appropriate to interpreting data derived from life story interviews from what Clarke described as a closely textured account. Brown and Rich (in Penney 2002: 83-84) located participants, in two different and parallel studies, that focused respectively on male and female physical education student teachers on one PGCE course at an English university. Life history analysis using autobiographical data from semi-structured interview held during and after their training was completed using gendered stories that participants provided.

Harvey and O'Donovan (2013) completed research which used physical education trainee teachers' biographies to indicate an important attachment to competitive sport and the value that physical education recruits gave to sport as a significant factor in their lives. Their study used participants from one university in North-East England, in a practical course module that introduced them to models-based practice within a net-wall games context. One of the authors was a lecturer at the university and the other acted as an independent researcher for ethical purposes in that 'it removed the [other] author from the data collection process which may have led to a perceived bias in relation to module or course grades' (Harvey and O'Donovan, 2013: 772). The University Ethics Committee approved the study which was designed to challenge participants previously held beliefs about teaching and learning.

Sparkes (1992) provides a rationale for the use of data derived from life history approaches by illustrating 'the richness and explanatory power of this approach and the manner in which it can encompass the universal within the particular by anchoring the subject in larger social, historical, political and economic contexts that have a general influence on an individual life' (p. 138).

Use of Observation in Physical Education Research

A number and range of studies in physical education have utilised 'traditional classroom observation research' (Rønholt, 2002) to investigate effective teaching and learning in relation to teachers' and pupils' physical education experiences. However, within this research area, a review of audio and video recording, used during observation in physical

education, provided sparse return. Only three examples were completed across the last twenty years, none of which were completed during the past decade.
Morgan, Sproule and Kingston (2005), in research into the effects of teaching styles on pupils' motivation in physical education, utilised video recording, of trainee teachers and pupils, in athletics lessons which, they reported the use of audio data, which was derived from video recordings, during analysis.

Wright (1996) used video and audio recording in research into pedagogical practices in physical education and their role in constructing social relations. More specifically, her research investigated the construction of gendered contexts in single sex and co-educational lessons in physical education, using what she termed to be close analysis of pedagogical practice. The study used video and audio recording of six male and three female teachers, using lapel microphones, and provided a 'close and systematic analysis of text' (Wright, 1996: 60), based on transcriptions, to provided data which, through social semiotic analysis, indicated how language is able to construct meanings and social relations in physical education contexts.

Derry and Phillips (2004), in a study to compare student and teacher variables in all-girls and co-educational physical education classes, video and audio-taped 18 female teachers during instructional parts of a lesson (nine each from single-sex and co-educational physical education classes).

Use of Semi-structured interviews in Physical Education Research

In qualitative research, designed to explore pupils' and teachers' experiences of physical education, Lewis (2014) utilised semi-structured interviews to determine pupils' feelings towards physical education lessons and their teachers and ways in which they would change lessons if given the opportunity. Semi-structured interviews involving staff members were audio recorded and transcribed verbatim. Template analysis was used in coding transcript data using an initial template derived from a subset of the data (King, 1998 in Symon and Cassell, 2012), which included a priori themes that were derived from literature and in vivo themes which emerged from participants' responses.

Green (2000) used semi-structured interviews with 35 physical education teachers to examine their 'everyday philosophies' (p.109), in secondary schools in the north-west of

England, from a sociological perspective. He used purposive and convenience sampling to provide 'a suitable cross-section of [male and female] PE teachers' (p. 112). Armour and Yelling (2007) collected data related to the 'career-long professional development (CPD) of 85 experienced physical education (PE) teachers in England. They used semi-structured interviews in combination with questionnaires and detailed case studies in 'seeking to understand the issues that PE teachers face in their careers when attempting to access, and engage in, existing CPD opportunities' (p.73).

In research to consider the centrality of pupils to the education process and the lack of consultation in relation to considering practices that promote effective teaching with specific pupil behaviours, Dyson (1995) used semi-structured interviews, together with field notes from non-participant observation. Interviews were held in pupil focus groups using questions that followed qualitative research guidelines to interpret what pupils considered to be 'their teacher's purposes and goals for lessons' (p.396).

Use of Social Semiotic Analysis in Physical Education Research

Much of the research that has engaged with social semiotic analysis of language in physical education has been undertaken by Wright, and others, in Australia, during the past 15 years. Her use of semiotic theory, which utilised systemic functional linguistics, provided the opportunity for her research to go beyond quantitative measurement of teacher-pupil interactions and to consider the complex meanings that operate consciously and subconsciously in lessons (Wright, 1991). Her consideration that language is functional, rather than arbitrary, is based on a foundation that it is socially semiotic, meaning that, over thousands of years, it has evolved in order to create, transform and communicate particular and specific cultural meanings. Language is symbolic and it allows members of communities to learn the culture of the societies and groups that they belong to and, on such a basis, language cannot exist independently of symbolic meaning (Halliday, 1978; Halliday, 1982; Wright, 1991).

In promoting analysis of games centred lessons, Wright and Forrest (2007) suggest that this perspective 'allows for an analysis that goes beyond the immediate context of situation to ask how games centred approaches have wider social and cultural impacts' (p. 273). They suggested, in relation to questioning sequences in games lessons that social semiotic analysis showed an initiation – response – evaluation pattern, used by teachers who expected one correct answer to a question, closed down the opportunity for debate

and the negotiation of meaning. On that basis, such interaction seemed to be 'counter to claims of a student (pupil] centred approach and increased student [pupil] control over knowledge. Explanations of this field of study consider social semiotics to be 'a theory of how people make meaning' (Lemke, 1990: 186) in social contexts (Wright and Forrest, 2007). To date there is no published research that has investigated how physical education teachers interpret meanings in the different contexts of written statutory guidance in curricula.

2.6: Literature Review: Chapter Summary

Historical contexts are used to provide an overview of the development of the National Curriculum for Physical Education and to identify its place in secondary education in England. Arguably the Education Reform Act (1988) provided the best opportunity for reform and development in the physical education department since the Butler Education Act of 1944. However, the potential for holistic development of pupils through physical education, in terms of physical, cognitive, affective and social domains (Laker, 2000; Hellison, 2003) were not fully satisfied by the NCPE in 1992, or in subsequent versions of the curriculum since then (Pickering, 2008).

In relation to the development of the NCPE between 1992 and 2013, discourse suggests that physical education in state schools in England has continued to be characterised as being skills-based, games orientated and male dominated (e.g. Laker, 2000; Penney, 2000; Green, 2003) through the National Curriculum years, as it has been since 1944 (Kirk, 1992a). This, despite NCPE documentation suggesting the curriculum promoted an appreciation of skill and creativity and values related to the benefits of participation; engagement in problem-solving and learning how to learn; the development of self-esteem and inter-personal skills; and the ability to select, refine, judge and adapt movement while developing commitment, fairness and enthusiasm (DES and WO, 1992

In general, the introduction of the NCPE, which allowed flexibility in the programme of study, resulted in 'no, or very little change in PE' (Penney, 1994: 297). Innovation without change occurred (Laker, 2000) because teachers retained existing schemes of work, in the light of flexible programmes of study. However, the notable survivor in the ideologies of successive governments, since 1992, has been the notion that physical education could be used to develop 'elite performance in specific activities' (Penney and Chandler, 2000: 76). NCPE versions which were introduced into state schools in 2005 and 2008 were

discussed in relation to their overall aims, values and purposes; the statutory guidance contained within them; and the assessment criteria that were introduced into the NCPE in 2000, which were then included, in verbatim form, in 2005 and 2008.

Socialisation into teaching physical education, used Stroot and Williamson's (1993) Occupational Socialisation Model, as a basis for discussion related to the anticipatory, professional and organisational socialisation that pupils, trainee teachers and serving teachers experience as part of their acculturation into the physical education teaching profession (Lawson, 1986; Stroot and Williamson, 1993; O'Bryant, *et al.,* 2000; Laker, 2000). The effects of different values, beliefs and ideologies that physical education teachers possess on the interpretation of the NCPE were considered through the work of Green (2006). Thorburn and Gray (2010) suggest that teachers have difficulty in interpreting new, imposed curricula if their beliefs and ideologies do not fit easily with the aims of that curriculum.

Teachers' professional values in physical education which are constructed over time and in a variety of settings are reflected in their value orientations. The revised value orientation inventory (VOI-2) and its early development (Ennis and Hooper (1988) and revision (Ennis and Chen, 1993) are discussed alongside commentary related to research that has utilised this particular research instrument in different physical education contexts. Most of the studies that have used the VOI-2 as a research instrument have taken place in the USA, but there are a few studies that have been carried out in Europe (Behets, 2001; Behets and Vergauwen, 2004; Pasco and Ennis, 2009) and two in England (Curtner-Smith and Meek, 2000; Capel, 2016).

Finally, in this chapter, published research, in physical education, that utilised the methodological approaches and the methods used in this study are identified as follows; use of case studies; use of biographies; use of observation; use of semi-structured interviews; use of social semiotic analysis; and research into teacher behaviour and communication. These sections were included to provide a justification for selecting particular methods that have validity in physical education research, which is discussed further in chapter three.

Chapter 3 – Methodology

Discussion of methodology is presented in this chapter in the following sections:

3.1: Introduction
3.2: Phases of Research
3.3: Content Analyses and the Search for Meaning
3.4: Data Collection and Analysis
3.5: Contribution to Knowledge
3.6: Practical and Ethical Issues
3.7: Methodology Summary

3.1: Introduction

The use of a mixed-methods methodology (Morgan, 2007; Feilzer, 2010) approach to research, in this study, combined critical, qualitative and quantitative paradigms (Biddle and Schafft, 2015) and related methods, in three phases of research. Mixed methods research has been considered to allow researchers to be more flexible and pragmatic (Johnson and Onwuegbuzie, 2004; Mertens, 2014) in the use of research techniques which they use to address complex research questions and to validate quantitative results using data later derived from the qualitative phase of the study (Onwuegbuzi and Leech, 2005). Complexity is constituted, within the focus of this study, by the range of different educational values and beliefs of students and serving teachers that may result in different interpretations of a common curriculum. Such difference may be constructed through different habitus and figurations that form part of their socialisation into physical education teaching careers in a variety of schools. In recognition of the complexity of the contexts (Mason, 2006; Creswell and Clark, 2007; Creswell, 2009), within which this study exists, mixed research methodologies and methods were selected for use.

Building on the themes highlighted in the review of literature this study is based on the following overarching research question and three subsidiary questions:

Research Question: How does socialisation affect the development of secondary physical education teachers' value orientations and how do the value orientations embedded in National Curriculum Physical Education (NCPE) affect their curricular decision making?

Subsidiary research questions:

1. Which value orientations are represented in the National Curriculum and NCPE aims (2005 and 2008) and are they consistent with statutory guidance and assessment criteria presented in the NCPE at Key Stages 3 and 4?
2. Are there statistically significant differences between value orientations held by students at the beginning and end of ITE programmes in physical education and those of serving teachers in schools?
3. Do serving physical education teachers utilise curricular decision making and teaching approaches that reflect the value orientations that they hold?

This study aimed to investigate how specific areas of socialisation and figurations (Green, 2000; Green 2002) manifest themselves in different sets of values, ideologies, philosophies and teaching dispositions amongst physical education students and serving teachers in PE. It questioned the effects of such factors on curricular decision making and development within the NCPE in terms of interpretation and delivery of PE in secondary schools in England. It utilised interpretive, positivist and critical paradigms in three different phases of research to deconstruct NCPE guidance; the effects of anticipatory; professional and organisational socialisation (Stroot and Williamson, 1993; Curtner-Smith, 2001) in the development of PE teachers' values and their interpretation and delivery of physical education policy and curriculum. In order to facilitate interpretation of physical education curriculum documentation and data collected from student and serving teacher participants in this study, theories of socialisation, figurational theory and aspects of coding based on social semiotic analysis (of written and verbal language) were used to explore the inter-dependencies (Velija *et al.*, 2008) that teachers both operate within, and reproduce, in this subject area. This study built upon the notion of a hegemonic triumvirate, proposed by Fernández-Balboa and Muros (2006), that presented ideologies, discourse and habitus, in combination, as an authoritative structure that reflects and explains reality construction in PE and School Sport by also considering social (Bourdieu, 1977; Bourdieu, 1986) and career practice and field (Mayrhofer, *et al.*, 2004; Iellatchitch *et al.*, 2003), illusio (Larrson *et al.*, 2015) and doxa (Hunter, 2004) as important factors in the social construction of PE practices in general and of the development of value orientations in its students and teachers in particular. Ideologies which relate to physical education teachers' value orientations and figurations which, for example, guided thinking and analyses were used in determining the direction of research, methodologies, methods

and interpretation to be used throughout three different phases of research. Different areas of discourse related to a wide range of issues related to physical education were considered in the review of literature and contributed to the research questions and methodologies used. Habitus was important in considering the embodied dispositions which organise the manner in which physical education students and teachers organise and react to the professional world that they are already members of, or that they aim to join. In particular the areas of habitus that relate to beliefs, ideologies and value orientations that include cognitive consideration, perception, appreciation, feeling, and action were important in consideration of the reasons for physical education teachers' development of value orientations and how they affected their approached to teaching and learning. Bourdieu's (1984) suggestion that such thinking allowed people to arrive at new solutions in new situations has particular relevance in this study of teachers' reactions and responses to different versions of the NCPE in 2005 and 2008 that are influenced by their objective past experiences and contemporary statutory requirements of curriculum.

Illusio, provided an opportunity to analyse data provided through autobiographical narratives which considered participants' belief that teaching physical education was worth pursuing that resulted, at least in part, from their own physical education experiences. Doxa provided a theoretical means of considering how the collective beliefs, norms and attitudes about the ideal, orthodox or 'right' practice in physical education may be included in the study. Theories of illusio and doxa also had relevance in analyses related to the observation of serving teachers and the language that they used in the final research stage.

The study further considered how discourse related to stages of socialisation into PE teaching, based on the work of Lawson (1983) in identifying effects of anticipatory, professional and organisational socialisation may help to determine teachers' value orientations, and through them curricular interpretation and choices. Underpinning research using a wide range of different theoretical perspectives only begins to reflect the complexity of physical education teachers' values development and the myriad of factors that affect their interpretation and delivery of the NCPE.

The effects that PE teachers' different value orientations have on the curricular decision making, the choices that they make, and the methods that they use are considered by

Ennis, Chen and others (e.g. Ennis and Hooper, 1988; Ennis *et al.*, 1992; Ennis and Chen, 1993; Curtner Smith, *et al.*, 2001) to be of significance. Their focus on value orientations is combined, in this study, with consideration of the way in which value orientations are formed through socialisation, figurations, discourse, habitus, ideology, capital, field, practice, illusio and doxa in PE. In particular, the question as to whether two different versions of the NCPE (2005 and 2008) were written to provide full scope for interpretation by teachers with different value orientations, was considered as a result of unintended bias and prejudice towards some value orientations over others. To investigate whether this was, or was not, the case, a critical analysis of NCPE documentation (2005 and 2008) was performed to determine its inclusivity, or otherwise, in terms of interpretation across the range of different value orientations present amongst secondary school PE teachers (Ennis and Chen, 1993).

Research Focus

Following a first phase of analysis of the Value Orientations that were included in NCPE documentation (2005 and 2008), this study focused on two further research phases. Phase two research considered the value orientations held by participants at two different stages of Higher Education and amongst serving teachers. Phase three research included observation of, and semi-structured interviews with, serving teachers who strongly held disciplinary mastery, learning process, self-actualisation and social responsibility orientations.

The research strategy employed a theoretical approach that was based upon positivist analyses to demonstrate that there was a case to be considered, which then became more interpretative in approach as research progressed, in order to consider reasons behind the choices that participants made in relation to physical education. However, positivist and interpretivist research paradigms are restricted to measurement and discussion of practice (Cohen *et al.*, 2000) which does not account for political and ideological perspectives of educational research. For this reason, the critical paradigm (Creswell, 2013) was harnessed in order to consider questions related to political power relations within NCPE statutory guidance, for example. Its use in early phases of research enabled a deeper consideration of the politics and values (Alvesson *et al.*, 2009) that underpinned the NCPE (2005 and 2008). The effects of political ideology and values within NCPE statutory guidance could then be considered in relation to physical education teachers' educational purposes and the educational experiences they use to attain them. It was

also used to explore the strategies that PE teachers used to effectively organise educational experiences and in determining whether, or not, such purposes were being attained. Another advantage that critical theory brought to this research was that it enabled analysis and discussion of prescriptive and normative (Cohen et al., 2000) factors that allowed participants to form a view of what provision should entail in their view of equity and inclusion for all pupils in their PE lessons.

Qualitative data collection methods (observations, semi-structured interviews and autobiographical statements in which students and teachers described experiences that helped to form their desire to become PE teachers) were used to gain insight and understanding. In particular, into how different experiences and patterns of socialisation, that led participants into teaching PE, may affect their conceptualisation of the means by which they seek to identify and provide suitable educational experiences for their pupils.

3.2: Phases of Research

Deductive coding (Stuckey, 2015) was used at three different stages of qualitative content analysis (Gale *et al.*, 2013) to provide continuity between indications of value orientations, provided within recent (2005 and 2008) documentation related to the National Curriculum and the NCPE, participants reasons for deciding to teach physical education and those contained within physical education teachers' language that was used in delivering lessons to their pupils in state secondary schools in the South-East of England. In relation to analyses of National Curriculum documentation and teachers' language in observed lessons, codes were pre-defined, or a priori (Stuckey, 2015), in that the existing value orientations were used to colour code National Curriculum Aims, NCPE statutory guidance and the language used by teachers during observed lessons.

Phase One Research – Coding of NCPE Documentation (2005 and 2008).

The first phase of research sought to address the first subsidiary question which was related to the analysis of documentation to see which value orientations are represented in the National Curriculum Aims (2005 and 2008) and NCPE statutory guidance and assessment criteria at Key Stages 3 and 4.

Deductive coding of National Curriculum and NCPE documentation (2005 and 2008) was undertaken to determine whether statutory guidance they contained reflected the five

different value orientations proposed by Ennis and Chen (1993). Within this context, investigation of the value orientations represented in National Curriculum Aims which were relatively briefly presented, for use in all subject areas, using just over one page in 2005 documentation (DfES and QCA, 2004: 10-11) and one page of 2008 documentation (DCSF and QCA, 2007: 7). This analysis was completed in order to compare value orientations with those identified in statutory guidance contained within sections of NCPE policy documentation related to curriculum aims, the importance of physical education and programmes of study which, in common with other subject areas, were presented in approximately 100 words at Key Stages 3 and 4 in 2005 documentation (DfES and QCA, 2003: 118 and 190). 2008 statutory guidance in these areas was presented in approximately 250 words at each Key Stage (DCSF and QCA, 2007: 189 and 199).

2005 NCPE documentation presented statutory guidance related to the programme of study, which were based on knowledge, skills and understanding in six potential activity areas across four pages, two each for Key Stages 3 and 4 (DfES and QCA, 2004: 120-121 and 192-193). 2008 documentation utilised six pages for each Key Stage in relation to statutory guidance for Key Concepts, Key Processes, Range and Content and Curricular Opportunities at Key Stages 3 and 4 (DCFS and QCA, 2007: 190-195 and 200-205). The attainment target for Key Stages 3 and 4 were presented across two pages of statutory guidance in 2005 (DfES and QCA, 2003: 42-43) and 2008 (DCFS and QCA, 2007: 196-197). Analyses of these areas of curricular statutory guidance were central to this study because of their potential to influence delivery of physical education at Key Stages 3 and 4 in state secondary schools in England through teaching approaches and assessment.

Interpretation of statements used in National Curriculum and NCPE documentation aimed to identify (and colour code) language which related to value orientations that were represented within statutory guidance. For example statements which included language which referred to the development of physical competence, physical skilfulness and improving their quality and effectiveness was coded as being related to disciplinary mastery (yellow). Statutory guidance which proposed that pupils should learn how to plan and evaluate, or to think in different ways to suit a variety of activities, was categorised to the learning process (blue). Language which promoted the development of confidence and positive attitudes was identified as being related to self-actualisation (purple).

Involvement in lifelong physical participation and language which suggested that pupils might develop wider participation outside the school environment was allocated to the ecological integration category of statements (green). Finally, coding which related to social responsibility (orange) included statements which related to working with others in groups and teams, development in communication and leadership and consideration for others, for example (see Appendix 2, for further exemplification).

This first phase of research sought to provide a theoretical basis, and justification, for research into, and comparison of, serving teachers potentially different interpretations of the NCPE and the approaches and language that they used in their lessons. Later in the research process, and linked to this stage of research, the same coding processes were used again during observation, transcription and analysis of the language used in lessons by teachers. This was intended to provide consistency within research and as a means of reflecting on, and critiquing, the language used by teachers in order that this study could provide a comparison between language which reflects teachers' indicated value orientations and those present within NCPE documentation. It provided value, as a tool to analyse different social and cultural meanings situated in different approaches to teaching and learning, to investigation of the relationship between teachers and learners and the manner in which PE experiences are constructed and constituted. Use of coding in early, and late, stages of the research process also allowed consistency in investigating whether, or not, PE teachers with different value orientations were able to deliver broad, balanced and relevant NCPE to all pupils, between 2005 and 2013, or whether their teaching was restricted by imposed curricula that did not relate to teachers' educational value orientations.

Phase Two Research: Value Orientations and Narrative Amongst Physical Education Students and Serving PE teachers.

The second phase of research sought to answer the second subsidiary question related to whether, or not, there were statistically significant differences between value orientations held by students at the beginning and end of ITE programmes in physical education and those of serving teachers in schools?

This phase of research investigated how physical education students and serving physical education teachers arrived at their career choice and their reasons for taking the decision to pursue a career in teaching physical education in secondary schools and the value

orientations that they possessed on entry to and on leaving Higher Education. Initially this research phase utilised the positivist paradigm to examine and collect quantitative data related to value orientations held by physical education students using a slightly modified VOI-2. The inventory was adapted to ask students to rank order statements that reflected ways that they would like to teach. Serving physical education teachers completed the VOI-2 in the same format that was presented by Ennis and Chen in 1993 which asked them to consider statements according the way that they would teach.

The first part of this phase of research focused on university students at early and late stages of undergraduate and postgraduate PE-based programmes at one southern English university (n = 82) that were delivered by a team of teacher trainers that included myself. It was important to the underlying philosophy and rationale of this research, undertaken as part of a professional doctorate, to include students that were known to me, because of the potential for information collected about the student value orientation demographic to later be used to advise future course development and delivery at the University. This meant that ethical considerations were more complex than would have been the case had students from other higher education institutions been involved (see ethics in section 3.6) but professional and educational relevance were considered to be important here. This phase of research involved students in undergraduate and PGCE programmes, who had experienced complete Key Stage 3 and 4 PE courses in English state schools since 1992 and who expressed a desire to teach PE.

In order that comparison may be made between physical education students' value orientations and reasons for entering the profession and those of their serving counterparts, serving PE teachers were asked to complete the VOI-2 and autobiographical narrative. VOI-2 questionnaires were used in order to gather data related to the values that teachers brought to bear in the approaches that they adopted in their teaching. Autobiographical narratives, provided by serving teachers, were analysed to validate and triangulate data collected from university students with regard to socialisation and experiences that led to their decisions to become PE teachers.

The autobiographical narrative section, which asked participants to provide commentary about the key people and experiences that affected their decision to become a PE teacher, was included at the end of the VOI-2 to enable the inclusion of interpretative research into students' and teachers' socialisation into physical education and the experiences behind their choice to pursue a teaching career. Responses from early-stage students (n=39/42),

late-stage students (n=38/40) and later serving teachers (n=30/53) asked about factors that affected their decision to become PE teachers by seeking information related to significant people and experiences that they considered to have contributed to their career choice. Early-stage students provided the greatest detail in the highest number of categorised responses, late-stage students were somewhat less forthcoming in their narratives and provided fewer responses. Serving teachers who engaged with this part of the research process provided fewer responses in much less detail.

Autobiographical narratives also provided an opportunity to gather evidence about how pre-vocational and relevant vocational experience may contribute to the value orientations that students and teachers of physical education develop. It sought to investigate the effects of ideology and discourse (Fernández-Balboa and Muros, 2006; Koca *et al.*, 2009) related to career choice and whether hegemonic philosophies, or ideologies (Green, 2000, 2003 and 2006), and value orientations, have an effect in acting as precursors to entry into the PE profession. Coding and analyses of statements provided by participating students into categories related to positive teacher/pupil interactions; negative teacher pupils interactions, liking for or success in physical education and influences that lay outside the school environment. Categories used in analysis of responses provided by serving teachers included the same four categories as those used for student responses but added the influence of training and teaching experiences as a result of an increased range of commentary provided.

Table 3.1: Responses Received from Participants (Autobiographical Narratives).

Category	Number of Responses from Early-stage students (n=39/42)	Number of Responses from Late-stage students (n=38/40)	Number of Responses from Serving teachers (n=30/53)
Positive teacher/pupil interaction	73	46	15
Negative teacher/pupil interaction	5	1	3
Liking for/success in the subject	47	29	19
Outside influences	43	28	17
Influence of training			8
Teaching experience			9

See Appendix 3 for the full version.

In considering the VOI-2 as being a specific, and closed, questionnaire it was necessary to justify the use of such a positivistic data collection instrument in research that aimed to take an interpretative stance in its later stages. There is a degree of controversy involved in using questionnaires as a data gathering technique in research. Burton (2000) discusses questionnaires in terms of them being a survey instrument that should maximise 'the relationship between the answers recorded and what the researcher is trying to measure' (p. 335), which proposes the utilisation of closed questioning techniques as a means of satisfying such a need. This would appear to promote the use of questionnaires as being suited to positivistic, quantitative and objective forms of research and reduce their effective use in research located within the interpretive paradigm. In consideration of this argument, the VOI-2 questionnaire was used as a tool to collect quantifiable data and use of autobiographical narratives, related to students NCPE experiences during Key Stages 3 and 4 enabled use of the interpretative paradigm to provide depth of understanding related to the way in which prospective physical education teachers, make sense of their worlds (Munroe-Chandler, 2005; Pitney and Parker, 2001) and their choices.

The rationale for the use of autobiographical narrative, as a means of data collection, was to reveal uniqueness within different people's knowledge, attitudes (Thomas, 1998) and beliefs that may help to explain why people develop different value orientations in their professional lives. Open-ended questions aimed to elicit respondents' descriptions, understanding and meanings, whilst accepting that responses would be influenced by respondents' perception and interpretation of their world and may be highly subjective (Thomas *et al*, 2005). In order to make sense of wide-ranging responses in this area of research, categorising and coding of responses was undertaken in order to analyse the qualitative responses produced (Burton, 2000) by the identification of patterns of similarity or difference. Analyses sought to identify factors which contributed to the professional values, beliefs and identities that physical education students and serving teachers develop during different stages of anticipatory socialisation. Research in this area had not been carried previously and provided a unique focus to this study.

Phase Three Research: School-based Observation and Interviews involving Teachers with Different Value Orientations

The third phase of research sought to investigate whether, or not, serving physical education teacher participants utilised teaching approaches that reflected the value orientations that the VOI-2 that they completed suggested that they held.

This stage of research provided a necessarily limited illustrative extension to research which provided an indication of the potential influence of serving teachers' value orientations in curricular decision making and application to teaching and learning in core physical education lessons. A much greater number of lessons would need to be observed in order to determine whether any categorical link between value orientations, curricular interpretation and application to teaching and learning existed. Research in this phase started with the identification of PE teachers who held each of the four exclusive value orientations (disciplinary mastery, learning process, self-actualisation and social responsibility) particularly strongly so that they could be approached to become involved in the final, school-based phase of follow-up research. Coding of responses from teachers who recorded high scores in the ecological integration value orientation proved to be difficult and contentious. Determination as to whether meanings behind the language teachers used as a result of an ecological integration orientation, or whether that language was being used because it related to one, or more, of the other orientations proved to be highly problematic. On that basis ecological integration was excluded from this phase of research. Following comparison of serving teachers' VOI-2 results, purposive sampling selected teachers with distinct and highly developed value orientations. The a priori nature of selection which identified the respondent with the highest score for each of the four exclusive value orientations meant that four male teachers were asked to participate in this final research stage because their VOI-2 results reflected the highest scores for each of the four value orientations included in this phase of research.

Participants who agreed to take part in this final stage of research were asked to engage in a two-fold research process of lesson observations and semi-structured interviews. It is important to state here, that participants in this final phase of research were not informed of the value orientation that was represented in their previously completed VOI-2 until after this research phase had been concluded. The first part of this phase of the research process, in which lessons were observed and audio recordings of their teaching were made, aimed to collect data related to the language used by teachers and its relevance to

the value orientation their VOI-2 suggested that they held. Coding was later used to analyse whether the language they used was consistent with the value orientations that their VOI-2 return identified. It used the same processes as had been used in analysing the language used in National Curriculum and NCPE documentation during the first research phase to provided consistency between the analyses of NCPE statutory guidance and language used by teachers during observed lessons. The second part of this stage of the research process involved semi-structured interviews that sought to determine whether teachers holding particular value orientations felt that they were able to interpret NCPE guidance more easily than others and remain faithful to their own value orientations and curricular aims. This area of research considered the potential for teachers' value orientations to differently affect interpretation of the NCPE that placed an emphasis on performance and the teaching of physical skills (Laker, 2000).

The four male teachers who displayed particularly high value orientation scores, one in each exclusive value orientation, were asked to select a lesson that they considered would allow them to undertake their normal teaching and to teach the lesson as they would if they were not being observed. A digital voice recorder and a lapel microphone were used to record what teachers said throughout the lesson. Following observation and audio recording the language used by PE teachers was transcribed and compared, through coding, to the range of value orientations under investigation. Examples of language used by teachers in their delivery of the lesson was colour coded to the same value orientations as had been used in earlier research phases, for comparison with the value orientations that the VOI-2 suggested that observed teachers held. Examples of language coded to the disciplinary mastery included technical instruction designed to develop technique, skill and performance; the learning process was ascribed to language related to problem solving and questioning; self-actualisation to language that provided positive feedback; and social responsibility to language related to pupils working together co-operatively and in the promotion of positive behaviour (see Appendix 3 for further examples). No statements were coded to ecological integration in observed lessons and only one comment, during semi-structured interviews, could be interpreted as being related to ecological integration.

During their semi-structured interviews teachers were asked whether aims and learning outcomes that they intended to achieve were accomplished. Teaching methods, styles and strategies used in lessons and teachers' reasons for using them were also discussed.

Finally, teachers were asked whether they had experienced any particular difficulties in interpreting the NCPE to fit in with their value orientations and approaches to teaching PE. Semi-structured interviews were selected for this phase of research because they are suited to gaining an understanding of people's subjective experiences and to gaining rich interpretative data. This form of interview enabled research to 'adopt a flexible approach to data collection' (Gratton and Jones, 2004: 116) because questions could be adapted around a central structure in order to take account of differences in the personal circumstances of the respondents, while additional questions could be added to follow up issues raised by the interviewee or to probe issues as they arose (Kelly and Waddington, 2006). In common with research completed by Lewis (2014) into pupils' and teachers' experiences in physical education, coding of interview transcript data used an initial template derived from a subset of the data (King, 1998). Analysis included the same a priori themes that were used during the first phase of research and in vivo codes (Saldaña, 2015) which were derived from participants' responses.

3.3: Content Analyses and the Search for Meaning

Content analyses in this study utilised deductive and interpretative methods to generate coding categories (Drisko and Maschi, 2015) in areas of research (e.g. The National Curriculum Aims, NCPE statutory guidance and autobiographical narratives provided by physical education students and serving teachers) in which more literal and quantitative statistical analytic methods were not available.

The 'search for meaning and understanding' (Arksey and Knight, 1999: 150) within narrative attempts to create order or construct texts in particular contexts (from transcripts of interviews, responses to questionnaires and autobiographical statements) and inevitably represents the interpretation that participants place upon their own experiences and ideologies (Reissman, 1993). The search for meaning is 'concerned with the way in which people understand things' (Denscombe, 1998: 207) and this is represented, in this study for example, by the different contexts of their experiences, as pupils, in physical education or with reference to interpretation of NCPE according to their unique teacher value orientations. Transcription provided a record of the interview and captured the spoken aspects but missed the feel, the setting, the context, body language, pauses and hesitations (Arksey and Knight, 1999). However, in personally undertaking the transcription of the taped interviews I was able to develop a familiarity with the data, and to be reminded of the particular tone and intonation in observed lessons and interviews

represented. This approach also helped in deciding to edit out unhelpful conversational characteristics such as abbreviations, verbal tics ('er' and 'um'), pauses and repetitions that provided no emphasis to meaning:

> There is a good case for weeding these features out during transcription… For most social science purposes, where it is the ideas, logic, beliefs and understandings that are wanted, this editing is acceptable (Arksey and Knight, 1999: 146).

In addition, undertaking transcription myself allowed me to maintain confidentiality and security of data. The nature of the audio equipment used to record teachers communication in lessons allowed storage of interviews on a lap top computer and allowed access for review purposes later in the analytical process. Following full transcription of interview data and collation of written responses, provided by the subjects of this research, all data were arranged into common clusters or categories of meaning (Saldaña, 2015) that became apparent from the responses to questions and guidance as part of the data collection processes. Categories of meaning were refined during repeated and progressive revisiting of transcriptions, coded data and in reference to field notes. Initially the categories used were based upon the themes developed during the literature review such as the identification of value orientations, interpretation of National Curriculum Aims and NCPE statutory guidance according to value orientation, official documentation, teaching styles and socialisation into teaching PE. These categories were refined and developed as issues such as the perceived differences between teachers' interpretation of their roles and approaches to teaching become apparent. Such refinement was also relevant to student and teacher narratives which provided a variety of explanations, related to their socialisation into teaching and teachers' responses in interviews, emerged during collation of data.

The methods of data collection used, including VOI-2, semi-structured interviews, autobiographical narratives and observations were intended to complement each other and to be 'combined to produce differing but mutually supporting ways of collecting data' (Denscombe, 1998: 84). The use of a variety of research methods in 'data collection to explore a single phenomenon' (Gratton and Jones, 2004: 108) allowed research into value orientations in PE curriculum and teaching, and identification of means of socialisation into PE teaching from different perspectives, to provide a more rounded and complete understanding of the topic than might otherwise have been possible (Denscombe, 1998). Such cross-validation and 'triangulation' (Keats, 2000: 81) may be seen as corroborating

findings in order to 'enhance the validity of the data' (Denscombe, 1998: 85). Research during Phase 1 of the study concentrated on National Curriculum Aims, which were related to all school subjects at Key Stages 3 and 4. It also focused on all the statutory guidance within the NCPE documentation for the same Key Stages in 2005 and 2008. In relation to saturation point related to interpretative research, the smallest sample size is suggested to be around 15 (Bertaux, 1981; Guest *et al.*, 2006) which was exceeded in the substantive areas of research in phase 2 of this study.

The different perspectives offered by methodological triangulation that provide the opportunity to corroborate findings and enhance the validity of data gathered to give:

> …some confidence that the meaning of the data has some consistency across methods and that findings are not too closely tied up with a particular method used to collect the data (Denscombe, 1998: 85).

The reliability of data collected was demonstrated by the repetition of views and responses in a number of different formats and at different times in the research process. For example, participants were shown a transcript of their interview and asked to comment upon their responses and make changes to statements that they felt did not reflect their views and ideologies. In all cases subjects accepted the transcripts as being accurate and reflective of their attitudes and everyday philosophies related to teaching ideologies held. In terms of consistency, interviews were conducted with the same format for each of the participants whose responses were sought in terms of questions asked, the manner in which they were asked and the environment in which they were conducted.

3.4: Data Collection and Analysis

National Curriculum Documentation

Data were derived from National Curriculum and NCPE documentation (2005 and 2008), the VOI-2, autobiographical narratives and analysis of transcripts of observed lessons and semi-structured interviews. Analyses of data were collated to identify common or dissimilar perspectives in terms of 'themes, dimensions, codes and categories' (Creswell, 2013: 20) for which processes of data reduction were utilised in coding, summarising and discarding irrelevant data (Gratton and Jones, 2004).

Phase One: Deductive coding (Hassandra *et al.*, 2003) of National Curriculum Aims and NCPE statutory guidance (2005 and 2008), used the names of value orientations as a priori descriptive codes (Stemler, 2001). Commentary that appeared in this documentation

was analysed to determine which phrases and statements reflected which value orientations. Meaningful and relevant phrases and statements within text were identified through content analysis (Bowen, 2009), then colour coded to indicate the value orientation that they represented. The number of phrases and statements were recorded and the percentage of each value orientation present in each section of curriculum documentation was determined.

Value Orientations (VOI-2)

Phase Two: In completion of the VOI-2, all participants were asked to rank order eighteen sets of five descriptive statements which were related to physical education objectives, one representing each different value orientation in each set. Participants' rank order related to the pedagogical choices that they were most, to least, likely to include in their teaching. They allocated five marks to their highest priority, down to one point for their lowest pedagogical priority. For example:

> **SET I:**
> 1. I teach students rules and strategies for efficient performance in games and sport. (4)
> 2. I guide students to find a balance between their personal abilities and the goals of the team. (2)
> 3. I teach students that disruptive behavior limits others' abilities to learn. (3)
> 4. I teach students to select goals consistent with their unique abilities. (5)
> 5. I teach students to solve problems by modifying movements and skills based on the demands of a given situation (1) (Ennis and Chen, 1993).

In the example, above, question one was related to disciplinary mastery; question two to ecological integration; three to social responsibility; four to self-actualisation and five to the learning process. The order of questions related to each value orientation was allocated randomly in ensuing sets (see Appendix 1).

Completed VOI-2 questionnaires produced a score for each of the five different value orientations which ranged between 18 and 90. Standard tables, which were available with the VOI-2 questionnaire, provided 'cut scores' which allocated high, neutral and low priority to participants overall scores for each value orientation, as follows:

	Low	Neutral	High
Disciplinary Mastery	18.00-48.92	48.93-64.05	64.06-90
Learning Process	18.00-46.62	46.63-59.37	59.38-90
Self-actualisation	18.00-46.45	46.46-58.14	58.15-90
Ecological Integration	18.00-44.51	44.52-55.44	55.45-90
Social Responsibility	18.00-51.08	51.09-65.93	65.94-90

(Ennis and Chen, 1993).

The full VOI-2 questionnaire and score charts are presented in Appendix 1.

Autobiographical Narrative

Physical education students and serving teachers were asked to provide an autobiographical narrative which contained information related to the people and experiences that they considered to be important in their choice of physical education teaching as a career. As part of the process of analysis, transcribed autobiographical narrative data were collated, using in vivo codes, to identify common or dissimilar perspectives in terms of 'themes, dimensions, codes and categories' (Creswell, 2013: 20) for which processes of data reduction were utilised in coding, summarising and discarding irrelevant data (Gratton and Jones, 2004). In vivo coding (Saldaña, 2015) which stemmed from responses provided by participants in autobiographical narratives aimed to enable the inclusion of interpretative research into students' and teachers' reasons for making their choices to pursue a career in physical education. It also provided an opportunity to provide evidence about how pre-vocational and relevant vocational experience, socialisation, figurations and habitus may help to determine the value orientations that students and teachers of physical education develop (see Appendix 3).

In terms of coding data, the following categories were identified from responses received from physical education students:

1. Positive teacher/pupil interaction.
2. Liking for, or success in, the subject.
3. Outside influences.
4. Negative teacher/pupil interaction.
5. Altruism.
6. Previous experience in teaching.

Categories were reduced following the coding process, within which process Altruism and Previous Experience were removed from the list of categories to be analysed and the statements contained within them were reassigned to other areas where possible.

Comments related to negative teacher/pupil interactions were retained in order to provide some balance and to reflect that not all pupils make decisions to teach physical education for positive reasons. In relation to this process, two additional categories emerged from responses provided by serving teachers which reflected the influence of their training and teaching experience.

Teacher Observations

Phase Three: Consistency between the analyses of language that teachers used in the delivery of lessons and that which was used in curricular documentation was achieved through the use of the same a priori coding. Commentary that was used by teachers in the delivery of their lessons was analysed to determine which phrases and statements reflected which value orientations. Meaningful and relevant phrases and statements within transcriptions of teachers' language were identified through content analysis (Bowen, 2009), then colour coded to indicate the value orientations that were represented. The number of phrases and statements were recorded. The use of in vivo coding (Saldaña, 2015) of language was used to analyse recorded and transcribed responses to open questions during semi-structured interviews.

This multi-dimensional approach to analysis was selected because of its particular relevance to the presentation of a detailed view of links between teachers' socialisation, figurations (Green, 2002; Green 2006), values within imposed curricula, curriculum requirements and guidance and the responses of teachers with different value orientations.

3.5: Practical and Ethical Issues

Permission was sought and obtained from the University Research Ethics Committee and head teachers at schools involved, prior to participants being contacted or any research being undertaken. The purpose of the research was fully explained to all participants, in order that they could give informed consent (Gratton and Jones, 2004), prior to involvement or to make a decision not to participate. At all stages of the research process feedback was given to those involved and copies of transcripts were sent to teachers who were observed and interviewed for their approval prior to use in this study. Amendments in this research were not necessary but they could easily have been made where participants considered them necessary to clarify points they made at all other stages of research (transcriptions of interviews, responses to questionnaires and in the provision of

autobiographical narratives). In these areas care was taken to ensure that the process remained visible and open to suggestions (Denscombe, 1998).

Ethical issues that take into account protection for researchers and participants and the protection of participants' personal well-being, details and identities (Clough and Nutbrown, 2012) were considered in detail to ensure that research design was both morally and socially acceptable (Gratton and Jones, 2004). Pseudonyms were used throughout the research and writing stages of this study (Bryman, 1984; Cohen, *et al*., 2000) to maintain confidentiality in terms of identification of the university, its staff and students and schools, their staff and pupils who participated in the study. Information provided was securely kept on a password protected laptop and backed up in order that confidentiality was maintained and was only accessible to the researcher.

During the research process I was acutely aware of the issue of bias, related to my own understanding and conceptualisation of PE teaching and I, therefore, tried to be led by the attitudes and perceptions of a social reality presented by the materials and participants of the study. Within research we attach meanings to findings and use language to describe them in terms which reflect our own social background, culture and prior personal experiences (Denscombe, 1998). It is arguable, therefore, that this research represents different constructs of reality and that different interpretations of data need to be acknowledged and considered.

The potential for a conflict of interest was identified during the planning of research. Including volunteer students, who were involved in programmes and courses on which the researcher taught, was particularly important because this study was undertaken as part of this professional doctorate. Its relevance to the professional practice and programme development, undertaken by staff, would have been diminished if students from another HE institution were asked to participate. An administrator, in the role as a gatekeeper, to ensure anonymity for students and teachers, was put in place prior to commencement of research. Conflict of interest was avoided by use of the administrator who was not directly involved with participants.

In order for teachers to submit information anonymously, 'on-line' submission of responses via SurveyMonkey.com was made available. Teacher respondents were asked

whether, or not, they wished to volunteer to take part in future phases of research and contact details provided by them were handled by the administrator until such time as full and voluntary informed consent has been forthcoming from prospective participants who wished to take part in observations and semi-structured interviews at their schools. Initial research was conducted using volunteer participants from the undergraduate and postgraduate student populations of the University who had indicated their intention to enter the PE teaching profession. Informed consent was sought from them all and anonymity and security of data was assured. Teachers who held different value orientations particularly strongly and those whose values indicate marked similarity, or difference, to the pupils they taught were to be invited to take part in further research. Participants involved in observations and semi-structured interviews were assured of research undertaken in the same ethically sound environment as before. All participants were informed that they were free to withdraw from the research process at any stage without penalty.

3.7: Methodology Summary

The analyses and discussion of findings in Chapter 4 are presented in chronological order in relation to completion of three phases of pragmatic mixed methods research. Phase 1 considers findings related to coding and categorising of National Curriculum and NCPE statutory guidance presented in 2005 and 2008. Interpretation of meaning, of phrases and statements included in curriculum documentation, attribute five different value orientations to related documentation. This provides justification for consideration of male and female physical education students' and teachers' value orientations and socialisation into teaching in Phase 2 of the study. The third phase of research provides a limited extension to research which investigates and analyses the language used, by male physical education teachers, during delivery of lessons.

Chapter Four – Analyses and Discussion of Findings

Analyses and the discussion of findings are presented in this chapter in the following sections:

4.1: Introduction
4.2: Value Orientations Represented in National Curriculum Aims (2005 and 2008).
4.3: Student and Serving Teachers' Value Orientations and Socialisation Related to Career Choice.
4.4: Observation of PE Teachers.
4.5: Key Findings and Connections across the Data.

4.1: Introduction

Findings that have been produced using pragmatic mixed methods research, during three different phases of research provide integrated and consistent analysis of quantitative and qualitative data which Bryman (2007) considers to be important in promoting the development of mixed methods research. His fundamental concern related to the means by which analysis and interpretation when written up do not 'genuinely integrate' (p. 8) and that this represents one of 'several barriers to the integration of quantitative and qualitative research' (p. 21). It is in this light that this chapter is presented in a manner that allows the reader to consider qualitative and qualitative data analyses in a chronological and progressive order, rather than 'being presented with parallel accounts, in separate chapters, that barely connect' (Bryman, 2007: 21).

It was important that this chapter allowed writing to reflect the mixed methods approaches to the analyses of NCPE statutory guidance, for example. The first phase of research, in this study, required deductive interpretation of language, using deductive coding, to provide a basis for qualitative analysis of the number and proportion of statements that represented each of the five value orientations under consideration. On the basis that two, out of three research phases combined quantitative and qualitative research (phase three was based on qualitative research) it seemed to be sensible to present findings in a manner that reflected the pragmatic means through which research was conducted. Research design provided the possibility to 'build in greater opportunity to bring the two sets of findings together and for the quantitative and qualitative components of projects not to drift apart' (Bryman, 2007: 20). The combination of discussion with the presentation of analyses, in this chapter, allowed movement from analysis and discussion of quantitative date to that of the qualitative data that were produced during the same research phase. This is intended to provide the reader with the opportunity to integrate

discussions that derive from data collected contemporaneously and in doing so, relevant data are provided alongside analysis and discussion in chronological order of research.

4.2: Value Orientations Represented in National Curriculum Documentation (2005 and 2008).

The initial stage of analysis sought to compare value orientations contained within the Aims of the National Curriculum (2005 and 2008) with those apparent in NCPE statutory guidance in the same versions of the curriculum that formed the focus of this analysis. In order to complete analyses consistently, the same coding methods were used to analyse National Curriculum and NCPE documentation according to the meanings and expectations that were communicated, through their pages, to physical education teachers. Specifically, language that was indicative of each value orientation was used to qualitatively colour code and categorise NCPE documentation in order to provide data indicating which value orientation(s) were represented within the texts (see Appendices 1 and 2). Comparative analysis of DfES and QCA (2004) and DCSF and QCA (2007) National Curriculum Aims with NCPE statutory guidance was completed by coding phrases and sentences into categories of meaning which represented the five different value orientations that comprise a key part of this study.

The Aims of the National Curriculum (2005), presented in two paragraphs in the Values, Aims and Purposes section of The National Curriculum in England (DfES and QCA, 2004) were interpreted as representing each of the Value Orientations (Ennis and Chen, 1993). Examples of statements contained within the National Curriculum's aims for the school curriculum and its values and purposes (DfES and QCA, 2004) were presented within two statements of aims which provided statutory guidance that:

> 'The school curriculum should aim to provide opportunities for all pupils to achieve [and] the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities an experiences of life' (DfES and QCA, 2004: 11).

Examples of the statutory guidance within these aims which were interpreted as being related to the disciplinary mastery value orientation included statements in the Values, Aims and Purposes section of statutory guidance which proposed 'learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils (DfES and QCA, 2004: 10) and in 'providing rich and varied contexts for pupils to

acquire, develop and apply a broad range of knowledge, understanding and skills' (DfES and QCA, 2004: 11).

The value orientation related to the learning process within the NCPE (2005) was interpreted to be present within statements which guided teachers to 'promote an enquiring mind and capacity to think rationally' in their pupils and to develop a curriculum which 'should enable pupils to think creatively and critically, to solve problem' (DfES and QCA, 2004: 10). Self- actualisation was indicated in phrases that provided statutory guidance to develop pupils' confidence and their sense of identity. Ecological integration was identified as being present in statements which considered pupils' 'awareness and understanding of, and respect for, the environments in which they live' (DfES and QCA, 2004: 11). Interpretation that social responsibility was communicated in statements which included mention of teamwork and collaboration, moral and social heritage 'of Britain's diverse society' and notions of leadership, distinguishing between right and wrong, contribution to a just society and relating to others and working for the common good' (DfES and QCA, 2004: 11). Further exemplification is available in Appendix 2.

Table 4.1: Value Orientations in National Curriculum Aims (2005 and 2008).

National Curriculum Aims (2005 and 2008)						
	Disciplinary Mastery (%)	Learning Process (%)	Self-Actualisation (%)	Ecological Integration (%)	Social Responsibility (%)	n =
2005	16.7	8.3	16.7	27.8	30.5	36
2008	6.2	9.4	18.7	46.9	18.7	29

Table 4.1 indicates that the overarching Aims of the National Curriculum (2005) included statements that reflected all five value orientations in different proportions. In 36 coded and categorised statements all five value orientations were represented, social responsibility and ecological integration value orientations appeared most often in National Curriculum Aims. These dominant value orientations were represented within language used in the National Curriculum Aims (2005) and were related to social relationships and a potentially wider sphere of influence for physical education in society. The learning process value orientation was represented in the fewest statements and disciplinary mastery and social responsibility were represented in a below average

number of statements. However, their inclusion in curricular aims for all subjects suggests that they signify important elements in the educational development of children at key Stages 3 and 4 in English state schools.

Statements, within National Curriculum Aims (2008), were interpreted as containing language related to ecological integration which included, for example, 'Responsible citizens who understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world' (DCSF and QCA, 2007: 7). Social responsibility was interpreted as being present within statements which included 'the curriculum should enable all young people to become responsible citizens who make a positive contribution to society' (DCSF and QCA, 2007: 7) and self-actualisation through statutory guidance which promoted 'confident individuals who have a sense of self-worth and personal identity [and] are self-aware and deal well with their emotions' (DCSF and QCA, 2007: 7). Data (see Table 4.1, above) indicate that value orientations which were represented within such language in these Aims of the National Curriculum (2008) appeared markedly more often than those which communicated disciplinary mastery and learning process orientations. Ecological integration and social responsibility were reflected in 84% of the statements included in these aims which reflected National Curriculum statutory guidance which proposed that 'the whole curriculum develops learners' knowledge, understanding, skills and personal qualities in order that they become successful learners, confident individuals and responsible citizens' (DCSF and QCA, 2007: 4).

Using the same basis for interpretation as had been used to analyse the presence of Value Orientations within the language of the 2005 National Curriculum Aims, all five value orientations were identified in language used to deliver statutory guidance in relation to curricular aims across all school subjects in the 2008 curriculum. Language consistent with the learning process, which included statements related to 'successful learners who are creative, resourceful and able to identify and solve problems' (DCSF and QCA, 2007: 7) appeared in three statements out of the 29 which made up National Curriculum Aims. Disciplinary mastery was represented in phrases which indicated that all young people should become 'successful learners who enjoy learning and are motivated to achieve the best they can now and in the future' (DCSF and QCA, 2007: 7). This value orientation was reflected in two statements out of 29. One promoted the importance of successful learning related specifically to the development of confident individuals who are 'physically

competent' (DCSF and QCA, 2007: 7). The other provided statutory guidance that 'the curriculum should enable all young people to become successful learners who have the essential skills of literacy, numeracy and information and communication technology' (DCSF and QCA, 2007: 7).

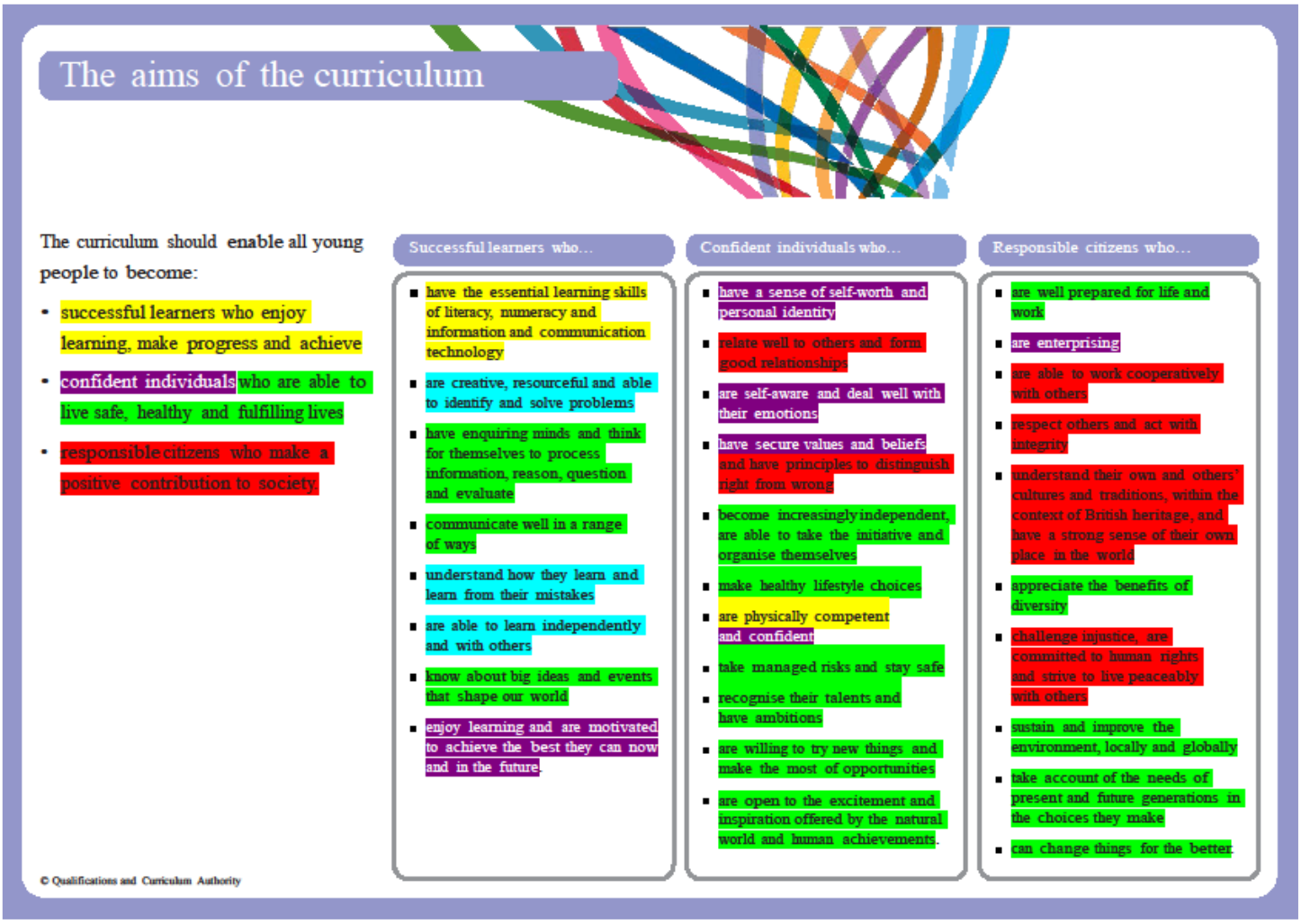

Figure 4.1: **2008: Colour Coded National Curriculum Aims** (DCSF and QCA, 2007: 7).

Disciplinary Mastery Learning Process Self-Actualisation Ecological Integration Social Responsibility

A Comparison of National Curriculum Aims (2005 and 2008).

Comparison of analyses of National Curriculum Aims, which appeared in documentation in two different formats in 2005 and 2008, suggest that there was a curricular focus in state secondary schools on teaching and learning that related to ecological integration, social responsibility and, to a lesser extent, self-actualisation. National Curriculum Aims contained language which represented ecological integration more often, in both versions of the curriculum, than the other value orientations. These aims proposed that pupils search for their own relevance in relation to their own needs and interests within society

and the natural environment in order to determine their own futures (Ennis and Chen, 1993). Ecological integration, in relation to individual and societal development were considered to be equally important on developing pupils' understanding and ability for them to function successfully in wider social contexts (Stran and Curtner-Smith, 2009).

Analysis of National Curriculum Aims related to social responsibility, in this study, ranked this value orientation second in prevalence in the 2005 curriculum and equal second in the 2008 version. In the 2005 curriculum, statutory guidance, in this area of the curriculum, which included statements that required teachers to 'pass on enduring values to [pupils which] help them to be responsible and caring citizens capable of contributing to the development of a just society' (DfES and QCA, 2004: 11). Similarly, the 2008 version of the National Curriculum, promoted the notion that education should reflect the enduring values that contribute to personal development in a society in which people care for others (DCSF and QCA, 2007). Both versions of the curriculum, in these terms, aimed to provide pupils with the opportunity to learn social rules and norms for personal conduct intended to develop appropriate social interactions including cooperation, teamwork, group participation and respect for others (Ennis and Hooper, 1988). Aims interpreted as being related to self-actualisation, in which pupils' personal development, learning and growth (Stran and Curtner-Smith, 2009) utilised language which provided statutory guidance in which 'the school curriculum should promote pupils' self-esteem and emotional well-being' (DfES and QCA, 2004: 11) and 'in recognising that we are unique human beings capable of spiritual [and] moral growth and development (DCSF and QCA, 2007: 6). Statements which were related to the social responsibility value orientation ranked third in prevalence in both the 2005 and 2008 curricula.

Disciplinary mastery and learning process value orientations were represented less often in both the 2005 and 2008 National Curriculum Aims than ecological integration, social responsibility and self-actualisation. In particular disciplinary mastery is represented in only two aims in the 2008 version of the National Curriculum. Such a relative lack of inclusion may have suggested a lower level of importance, to teachers, in relation to National Curriculum Aims (2008). This is relation to the development of the traditional bodies of knowledge, understanding, skills and proficiency that are proposed by Ennis, Chen and Ross (1992). Data also suggest that the learning process, in which pupils 'learn how to learn … and how to use information from the body of knowledge to solve related

problems' (Ennis and Chen, 1993: 439) also reflected a low level of representation in National Curriculum Aims across the two curricula under consideration in this study.

NCPE Statutory Guidance (2005)

Analyses of Value Orientations present within National Curriculum aims provided a baseline against which analyses of statutory guidance contained within three sections of the 2005 NCPE and five sections of the 2008 NCPE could be compared.

'The Importance of Physical Education' section of the NCPE (2005) provided statutory guidance, at Key Stages 3 and 4, for learning and pupil experience in physical education that claimed the potential for the subject to develop:

> …pupils' physical competence and confidence, and their ability to use these to perform in a range of activities… physical skilfulness, physical development and a knowledge of the body in action… opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams… positive attitudes towards active and healthy lifestyles (DfES and QCA, 2004: 190).

The same coding methods were used as a means of identifying whether, or not, the aims for the NCPE contained within 'The Importance of Physical Education' at Key Stages 3 and 4 promoted disciplinary mastery; the learning process; self-actualisation, ecological integration and social responsibility as values that physical education teachers should aim to develop in their pupils, or not. In 41 statements all five value orientations were identified within statutory guidance. Phrases which used language such as 'developing control of whole-body skills and fine manipulation skills' (DCSF and QCA, 2004: 190) were interpreted as being representative of disciplinary mastery. 'Critically evaluating how well it has been achieved' (DCSF and QCA, 2004: 190) suggested that language represented the learning process. 'Develop the confidence to take part in different physical activities' (DCSF and QCA, 2004: 199) indicated self-actualisation. 'Take part in a range of physical activities that become a central part of their lives, both in and out of school' (DCSF and QCA, 2004: 199) ecological integration and 'work with others to organise, officiate and run festivals, tournaments, competitions and events' (DCSF and QCA, 2004: 205), social responsibility. In contrast to National Curriculum Aims, the disciplinary mastery and social responsibility value orientations were evident in the highest number of statements related to the Importance of Physical Education and the learning process, self-actualisation and ecological integration were also represented in a relatively high number of statements. Statutory guidance appeared to possess some balance in that all value orientations were

represented in between six and twelve statements each, within statutory guidance related to the importance of physical education in the 2005 version of the NCPE.

Table 4.2: Comparison of Values in National Curriculum Aims and NCPE Statutory Guidance (2005).

Value Orientation	National Curriculum Aims %	The Importance of Physical Education %	Programme of Study: Aspects of Learning %		Breadth of Study: Six Activity Areas %	
	2005	KS 3 and 4	KS3	KS4	KS3	KS4
Disciplinary Mastery	16.7	29.3	72.7	68.7	85.7	100
Learning Process	8.3	17.1	18.2	0.0	14.3	0.0
Self- actualisation	16.7	17.1	0.0	18.7	0.0	0.0
Ecological Integration	27.8	14.6	9.1	6.3	0.0	0.0
Social Responsibility	30.5	21.9	0.0	6.3	0.0	0.0
Total number of coded statements	36	41	11	16	21	17

Data, in Table 4.2, suggest a different proportion of language, related to value orientations, in the statutory guidance contained within the Programmes of Study for Physical Education in NCPE documentation (2005) at Key Stages 3 and 4. For example, at Key Stage 3 interpretation of language suggests that disciplinary mastery and the learning process, which Ennis and Chen (1993) suggest are moderately linked are represented more than 90% of statutory guidance. No guidance which was interpreted as promoting social responsibility or self-actualisation was present, with the remaining 9.1% of statutory guidance suggesting that development of ecological integration had a place in the Programme of Study for pupils aged between 11 and 14 in physical education in state secondary schools.

In relation to Aspects of Learning (2005) at Key Stage 4, disciplinary mastery continued to be represented in the majority of statutory guidance provided for teachers of physical education. However, data indicate that the learning process is not represented at all in this section of the NCPE and ecological integration appears in the language used in statutory guidance at the same level as it did at Key Stage 3. Two value orientations which were not included at Key Stage 3, self-actualisation and social responsibility, are included within the statutory guidance provided to physical education teachers in state

secondary schools for pupils at Key Stage 4. This suggests discontinuity between the inclusion of language used in statutory guidance, related to the Programme of Study across Key Stages 3 and 4 in this version of the curriculum. In particular, statutory guidance related to the learning process was included in four statements at Key Stage 3, did not appear at Key Stage 4. Similarly, self-actualisation and social responsibility which were not present at Key Stage 3, were included in language used in statutory guidance at Key Stage 4. Had teachers followed such guidance to the letter, they may have experienced difficulty in promoting progression and continuity in these areas of teaching and learning across the Key Stages in secondary schools.

Statutory guidance within the Breadth of Study, in relation to Activity Areas in the NCPE (2005) at Key Stage 3 included statements which reflected disciplinary mastery with some mention of the learning process. However, statutory guidance at Key Stage 4 contained no language which could be interpreted as relating to four of the value orientations which Ennis and Chen (1993) suggested was present in physical education teaching. Language which reflected disciplinary mastery was identified within all statements which made up statutory guidance, in documentation related to this Key Stage, to the exclusion of any other value orientation.

A Comparison of National Curriculum Aims (2005) and NCPE Statutory Guidance (2005)

The results shown in Table 4.2 (above) indicate an imbalance between 'National Curriculum Aims' and the statutory guidance provided in NCPE (2005) documentation which related to Programmes of Study (Aspects of Learning) and Breadth of Study (Six Areas of Activity) at Key Stages 3 and 4 (DfES and QCA, 2004). Statements that related to disciplinary mastery in NCPE statutory guidance at Key Stage 3 in these areas appeared, on average, in 79.2% of statutory guidance. During Key Stage 4 their inclusion represented 84.3% of all statutory guidance included in these sections. Data indicate that official statutory guidance given to physical education teachers, within the NCPE, does not include all five value orientations or relate proportionately to 'National Curriculum Aims' or, indeed, those contained within 'The Importance of Physical Education'. It is interesting to note that there are statements that represent social responsibility and self-actualisation in Key Stage 4 'Aspects of Learning' statutory guidance in circumstances in which they were absent in the equivalent Key Stage 3 statutory guidance in the 2005 version of the NCPE. However, statutory guidance related to disciplinary mastery continued to dominate

(68.7%) and there was no statutory guidance related to the learning process value orientation, which was included at Key Stage 3 in this curriculum.

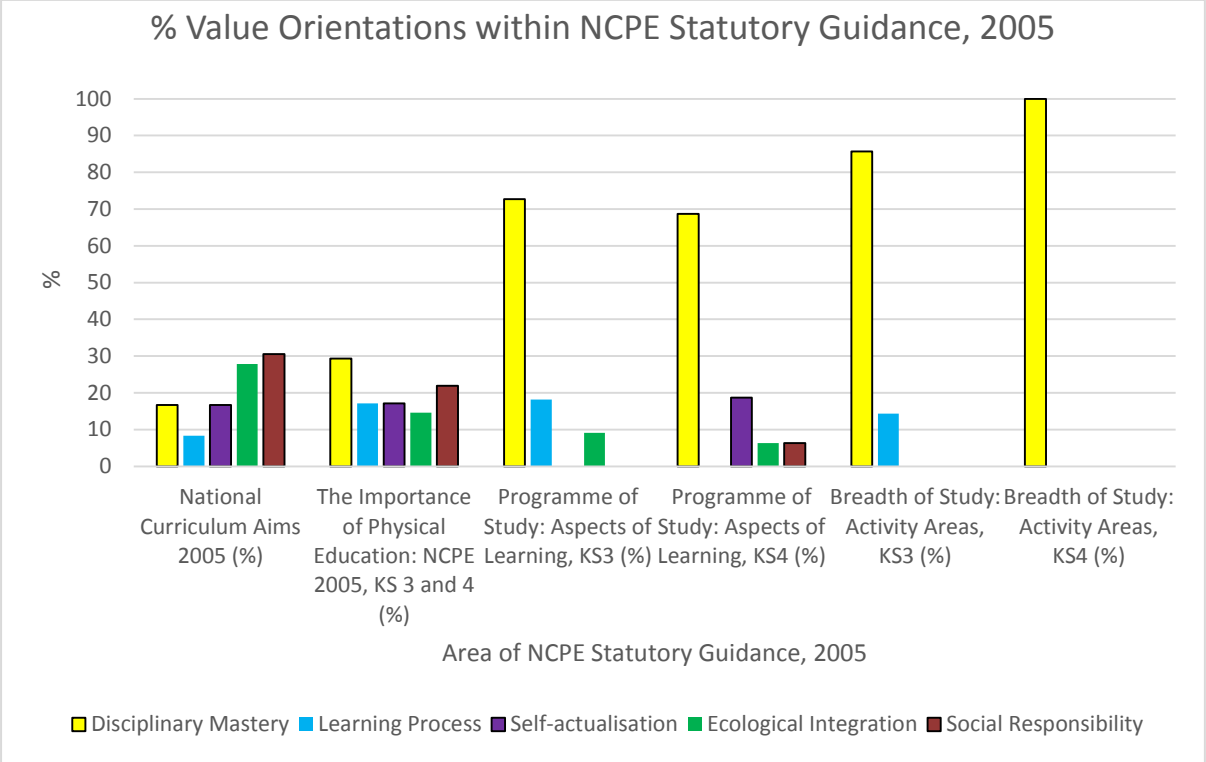

Figure 4.2: Comparative Representation of Value Orientations in NCPE Statutory Guidance (2005).

Statutory guidance related to the six 'Activity Areas' that were included in the 2005 version of the NCPE continued the story of imbalance and the dominance of language that, when analysed, signposted the dominance of disciplinary mastery as an area of interest for the NCPE (2005). Here data suggest that 14.3% of statutory guidance were interpreted as symbolising the learning process and 85.7% symbolised mastery of disciplines (see figure 4.1 above). At Key Stage 4 data analyses indicated that statutory guidance related to 'Activity Areas' was entirely related to disciplinary mastery. Results related to statutory guidance, connected to activity areas, at Key Stage 4 provide a particularly stark picture in which no other value orientations are represented.

NCPE Statutory Guidance (2008)

The Programmes of Study for Key Stages 3 and 4 represented a different structure for the delivery of physical education than had been the case prior to September 2008 in English state secondary schools. In addition to a section related to The Importance of Physical Education, statutory guidance was organised according to the following four strands;

- Key Concepts, which promote notions of competence, performance, creativity and healthy, active lifestyles;
- Key Processes that aim to develop skills in physical activity, making and applying decisions, developing physical and mental capacity, evaluating and improving and making informed choices about healthy, active lifestyles;
- Curriculum Range and Content that suggests that teachers should draw upon activities that include stimulating pupils to outwit opponents, accurately replicate actions and sequences and to perform at maximum levels; and
- Curriculum Opportunities that promote a broad range of different activities, promote specialisation in specific activities and follow pathways to other activities in and beyond school.

Similarity in the results shown in Table 4.3 in statutory guidance at Key Stages 3 and 4 in relation to Key Concepts was a result of the use of largely the same criteria being used in some statutory guidance across the Key Stages and some which use progressive language to differentiate between levels of attainment. For example, in relation to Key Concepts, the same statutory guidance was used in each Key Stage with both using the following statements:

> 1.1: Competence
> a Developing control of whole-body skills and fine manipulation skills.
> b Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity
> c Responding with body and mind to the demands of an activity
> d Adapting to a widening range of familiar and unfamiliar contexts
> (DCFS and QCA, 2007: 191 and 200).

Value orientations represented in the National Curriculum Aims (2008) and in five different sections related to statutory guidance in the NCPE were as follows:

Table 4.3: Comparison of Values in National Curriculum Aims and NCPE Statutory Guidance Related to Four NCPE areas (2008).

	National Curriculum Aims %	The Importance of Physical Education %	Key Concepts %		Key Processes %		Range and Content %		Curriculum Opportunities %	
	2008	2008	KS3	KS4	KS3	KS4	KS3	KS4	KS3	KS4
Disciplinary Mastery	6.9	33.3	52.6	52.6	63.1	63.1	55.6	50	50	45.4
Learning Process	10.3	5.6	26.3	26.3	15.8	10.5	22.2	30	0	0
Self-actualisation	17.2	11.1	5.3	5.3	0	0	0	0	0	0
Ecological Integration	44.8	27.8	10.5	10.5	15.8	21.0	22.2	20	50	45.4
Social Responsibility	20.7	22.2	5.3	5.3	5.2	5.2	0	0	0	9.1
Total number of coded statements	29	18	19	19	19	19	9	10	10	11

In relation to Key Processes, there were differences in the criteria used in statutory guidance but, in general, the subject of the content used remained similar which led to many statements being independently interpreted as being related to the same value orientations. Statutory guidance related to Range and Content and Curriculum Opportunities relied on fewer statements.

Analyses of statutory guidance contained within The Importance of Physical Education section of curriculum documentation (see Table 4.3, above) utilised coding of its statements with a view to determining Value Orientations present in the aims for the NCPE (2008) that were contained within its language. Data suggest that in 18 coded and categorised statements and that, in common with National Curriculum Aims (2008), all five value orientations were represented within this section of statutory guidance. Three out of five value orientations, ecological integration, social responsibility and disciplinary mastery, were equally represented in The Importance of Physical Education but the learning process and self-actualisation had lower levels of representation.

A comparison between National Curriculum Aims (2008) and NCPE aims within The Importance of Physical Education (2008) suggested that although all five Value

Orientations were present within both of these areas of statutory guidance there was particular disparity between the proportions of statements related to disciplinary mastery and ecological integration. Phraseology, which included statements such as 'a high quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity' (DCSF and QCA, 2007: 189 and 199) contributed to results which indicated that the disciplinary mastery orientation was present in more statements in the Importance of Physical Education section of the NCPE (2008) than were represented in National Curriculum Aims. This value orientation was not as prevalent as was the case in the 2005 NCPE. Ecological integration, which dominated statutory guidance in the National Curriculum Aims (2008) using statements which included 'confident individuals who are open to the excitement and inspiration offered by the natural world and human achievement' (DCSF and QCA, 2007: 7) were not included in similarly high proportions in NCPE statutory guidance related to The Importance of Physical Education.

Comparison of Values in NCPE Aims and NCPE Statutory Guidance within Key Concepts (2008)

Data, in this study, indicate that disciplinary mastery was again the dominant value orientation in terms of the number of times that each was represented in the statutory guidance. The variety and number of statements that could be interpreted as being related to value orientations, other than disciplinary mastery, were restricted in the 'Key Concepts' section of the curriculum in comparison to the 'The Importance of Physical Education' sections that are included in Key Stage 3 and 4 statutory guidance (DCSF and QCA, 2007: 190 and 200).

Analyses of other areas of statutory guidance, of sections related to Key Processes, Range and Content and Curriculum Opportunities, also indicated significant and disproportionate representations of value orientations when compared to the statutory guidance contained within National Curriculum Aims and The Importance of Physical Education. Disciplinary mastery was the least represented value orientation in National Curriculum Aims in 2008, but the most represented in NCPE statutory guidance. Key differences between the proportions of statements, in relation to the disciplinary mastery value orientation are represented in 6.9% of statements (n = 29) in National Curriculum Aims; 33.3% of statements (n = 18) in The Importance of Physical Education and 54% of statements (n = 116) in statutory guidance related to Key Concepts, Key Processes, Range and Content and Curriculum Opportunities areas of NCPE (2008). The proportions

of statements which were interpreted as representing this value orientation ranged from 63.1% to 45.5% in statutory guidance provided in these areas. Analysis of the curricular areas in relation to representation of the learning process value orientation provided the only other overall increase in that National Curriculum Aims contained 10.3% (n = 29) of statements; this reduced to 5.6% (n = 18) of statements in The Importance of Physical Education; but increased to 16.4% (n=116) in remaining areas of statutory guidance.

Ecological Integration provided the highest proportion of statements within National Curriculum Aims which were interpreted as being related to this value orientation at 44.8% (n = 29); The Importance of Physical Education contained 27.8% (n = 18) of statements which were related to this area; other statutory guidance within this version of the curriculum represented ecological integration in 24.4% (n = 116) of interpretable statements. Disciplinary mastery and ecological integration were the only value orientations that were represented in all areas of statutory guidance that are compared in this study. For example the learning process in not present within statutory guidance in the Curriculum Opportunities sections at Key Stages 3 and 4; social responsibility is not included in Range and Content at Key Stage 4 or in Curriculum Opportunities at Key Stages 3 and 4 and is only included in 5% of statements in other areas of statutory guidance. Self-actualisation is represented in the lowest proportions of statements in statutory guidance with an overall representation in 1.3% of statements (n=116) within Key Concepts, Key Processes, Range and Content and Curriculum Opportunities sections of the NCPE (2008) with 0% reflection of this value orientation in statements included in the last three of these curricular areas (n = 78). This in comparison to 17.2% representation within National Curriculum Aims (n = 29) and 11.1% in The Importance of Physical Education (n = 18).

Differences between the NCPE 'Importance of Physical Education' section of curriculum documentation and those reflected in the statutory guidance related to Key Processes at Key Stages 3 and 4 are apparent. It is interesting to note the increase in the proportion of comments and phrases, such as 'make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs' (DCSF and QCA, 2007: 203) which relate to the ecological integration value orientation at Key Stage 4, which may reflect a concern that pupils were soon to leave school and that the place of physical education within the community should be included in assessment criteria at this stage.

The fourth section of the 2008 revision of the NCPE was concerned with Curriculum Opportunities that pupils should be offered across Key Stages 3 and 4. In this part of the curriculum's statutory guidance teachers were expected to provide opportunities for pupils to experience a broad range of different activities, a range of roles, specific activities and roles that they could specialise in and to be introduced to pathways that would enable them to experience other activities in and beyond school (DCSF and QCA, 2007). Once again analyses suggest that differences between these two areas of NCPE statutory guidance appeared to reflect an imbalance in favour of statements which symbolise disciplinary mastery values in the statutory guidance related to the 'Curriculum Opportunities' section, when compared to NCPE aims within' The Importance of Physical Education'. Analyses of these data suggest that when compared to 'The Importance of Physical Education' (NCPE, 2008), statutory guidance within all four sections of NCPE (2008) did not reflect a balanced approach which may develop pupils in a holistic sense. Neither did it provide a curriculum in which all the value orientations, that teachers and pupils potentially hold, were promoted equally in curriculum documentation which provided statutory guidance for the physical education experiences of pupils. Even on the basis that disciplinary mastery retained a pre-eminent presence in general NCPE aims, imbalance towards this value orientation is more developed within advice related to the 'Curriculum Opportunities' content within NCPE documentation.

In summary, increases in the representation of disciplinary mastery and the learning process value orientations are contrasted in lower proportions in language used to communicate NCPE statutory guidance in ecological integration and particularly markedly in relation to social responsibility and self-actualisation when compared with National Curriculum Aims. A lack of consistency in the representation of social responsibility and, in particular, self-actualisation in which these value orientation are not represented in three and five sections (out of eight, across both secondary Key Stages) of NCPE statutory guidance at all. The lack of balance and inconsistency in NCPE statutory guidance had the potential to create difficulty in the provision of a broad and balanced physical education to pupils which privileged (Penney, 2000) practical and academic achievement over the development of positive characteristics in children and young people. In particular, it had the potential to adversely affect pupils who were not able to demonstrate high levels of disciplinary mastery or in success related to elements of the learning process. This suggests that official documentation reflected lower interest in the inclusion of learning experiences for pupils in the development of commitment to secondary school pupils

related to self-actualisation and social responsibility and in a role for physical education within the wider community in all its potential manifestations. It also raises questions about the potential lack of real opportunity for breadth in assessment in physical education given that areas of potential personal development are not included in a number of areas of statutory guidance within the curriculum. Assessment criteria are examined in the next section in this chapter.

NCPE Assessment Criteria (2005 and 2008)

Analyses of the 'End of Key Stage Statements' which, from 2000 until 2013, were designed to assess and determine levels at which pupils' performance was accomplished at the end of Key Stages 3 and 4. This section of statutory guidance contained advice that pupils should generally be between level 4 and Exceptional Performance at the secondary stage of their physical education experience. It is reasonable to expect that criteria used to assess pupils at the end of a Key Stage would have reflected statutory guidance included in the National Curriculum Aims, and 'The Importance of Physical Education' sections of the 2005 and 2008 curricula. Analyses of statutory guidance in NCPE assessment criteria (2005 and 2008), provided evidence that the same criteria were published, in verbatim form, in statutory guidance related to the 'End of Key Stage Statements' in both versions of the curriculum. This, despite the very different approaches to teaching and learning that physical education teachers were required engage with. Such an approach to assessment within the statutory guidance of the NCPE raises the question as to whether the use of the same End of Key Stage criteria was appropriate for two different curricula in physical education in secondary Schools between 2005 and 2013. Indeed as Black and Wiliam (2006) suggested 'the quality of [criteria] test items that is their relevance to the main learning aims … requires scrutiny (p. 8) and has relevance here. Data derived from analyses are presented to indicate the differences in value orientations that were apparent within the 2005 and 2008 versions of the NCPE. In these terms, results from analyses indicate significant differences between the criteria that physical education teachers have been required to use in order to determine End of Key Stage Levels of pupils.

Table 4.4: Comparison of Values in 'The Importance of Physical Education' and Statutory Guidance Related to Attainment Levels (2005 and 2008).

	The Importance of Physical Education %	Level 4 %	Level 5 %	Level 6 %	Level 7 %	Level 8 %	Exceptional Performance %
Disciplinary Mastery	33.3	66.7	66.7	63.6	61.5	66.7	63.6
Learning Process	5.6	22.2	22.2	27.3	7.7	11.1	27.3
Self-actualisation	11.1	0	0	0	7.7	0	0
Ecological Integration	27.8	11.1	11.1	9.1	7.7	22.2	9.1
Social Responsibility	22.2	0	0	0	15.4	0	0
Number of Statements	18	9	9	11	13	9	11

Analyses were carried out on the data (shown in Table 4.4) to compare statutory guidance contained in the 'The Importance of Physical Education' with that contained in 'End of Key Stage Statements' between Level 4 to Exceptional Performance in NCPE statutory guidance. Data suggest that an imbalance between value orientations represented within statutory guidance in these different curriculum areas existed. Once again the data suggests that NCPE statutory guidance privileges disciplinary mastery related, on this occasion, to the criteria by which physical education teachers graded their pupils at the end of Key Stages 3 and 4.

Pupils who were talented in terms of performance could achieve high levels at the end of each Key Stage, but students with lower levels of practical ability (disciplinary mastery) did not have an opportunity to demonstrate ability in other areas that were considered to be important in the aims of the National Curriculum generally, or of those that were related to 'The Importance of Physical Education' within the NCPE. Pupils who might have been successful in terms of social responsibility and self-actualisation assessment criteria were not able to reflect that ability as a result of a relative absence of relevant criteria in many of the different levels, particularly Levels 4, 5 and 6, that pupils were expected to achieve. For example, criteria that were related to self-actualisation were absent in four out of seven sets of assessment criteria Levels four, five, six and eight contained no criteria which

symbolised the self-actualisation values, which meant that teachers with this value orientation were not be able to give pupils credit for developing self-confidence or self-discipline, for example, through physical education lessons. In an example of inconsistency, a small proportion of assessment criteria that relate to this value orientation are included at level seven.

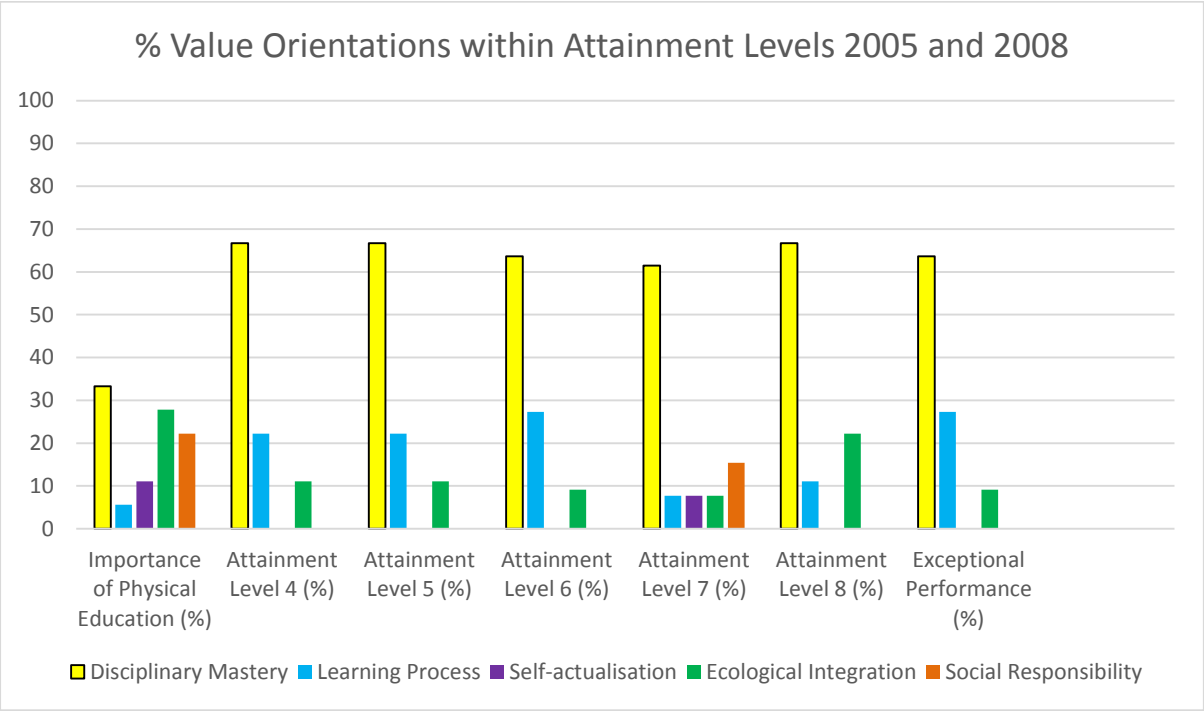

Figure 4.3: A Comparison of Value Orientations in NCPE Attainment (Levels 4 – Exceptional Performance, 2005 and 2008).

Figure 4.3 indicates a disparity between End of Key Stage Attainment levels and statutory guidance contained within The Importance of Physical Education area of the NCPE. It also provides a clear indication of the dominance of statements which related to disciplinary mastery and the absence of criteria which were related to self-actualisation and social responsibility in particular. This despite rhetoric in which physical education claims an ability to contribute to the education of the whole person (Laker, 2000). In terms of progression from level four to exceptional performance, the differences in criteria at Level 7 were marked in terms of the value orientations that are contained within them. Level four, five, six, eight and exceptional performance criteria represented just three value orientations, disciplinary mastery, the learning process and ecological integration. Level seven criteria could be attributed to all five of the value orientations, which could be called upon by teachers to assess, and pupils to reflect and achieve in relation to social responsibility and self-actualisation. A similar proportion of statements related to

disciplinary mastery and a decreased proportion of statements reflected attainment with regard to the learning process. Such an apparent lack of balance within assessment criteria must have meant that, if correctly understood and used accurately by physical education teachers, pupils were likely to find progression between some levels difficult unless they were able to respond differently to the disparate requirements placed upon them in relation to different and developing levels of attainment. The dominance of assessment criteria that related to disciplinary mastery were represented at all levels of assessment at Key Stages 3 and 4 in physical education. Pupils with high levels of mastery of the activities they experienced in lessons were clearly privileged in relation to assessment at Key Stages 3 and 4 in English Secondary Schools.

4.3: Student and Serving Teachers' Value Orientations and Socialisation.

Following analysis of the NCPE (2005 and 2008), the focus of research considered the value orientations which were held by student and serving teacher participants in this study. The first stage of participant-based analyses sought to determine the value orientations that male and female students at university, at early and late stages of their physical education ITE and male and female teachers in schools, had developed as part of their socialisation into teaching physical education. Table 4.5 presents analyses of, male and female, students' and teachers' VOI-2 scores for disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility and reflects Ennis and Chen's (1993) suggestion that value orientations do not differ according to the gender of participants:

Table 4.5: T-Test Analyses of Male and Female Physical Education Students' and Teachers' Value Orientations.

T-test for comparing male and female participants' scores for each value orientation.	Early Stage Male Students n = 24		Early Stage Female Students n = 18		Significance (2-tailed)
	Mean	SD	Mean	SD	
Disciplinary Mastery	51.7	10.2	54.8	7.3	0.277
Learning Process	57.0	6.1	58.8	7.4	0.395
Self-Actualisation	54.3	6.6	52.3	4.5	0.276
Ecological Integration	51.3	5.5	50.6	5.1	0.686
Social responsibility	55.6	6.5	53.4	9.7	0.377
	Late Stage Male Students n = 24		Late Stage Female Students n = 16		
	Mean	SD	Mean	SD	
Disciplinary Mastery	51.9	14.2	49.3	10.7	0.533
Learning Process	61.6	9.0	62.5	9.0	0.831
Self-Actualisation	53.4	7.9	53.5	6.3	0.958
Ecological Integration	51.7	8.1	51.8	7.5	0.980
Social responsibility	51.3	11.0	53.1	8.5	0.572
	Male Teachers n = 32		Female Teachers n = 21		
	Mean	SD	Mean	SD	
Disciplinary Mastery	49.7	11.8	49.5	14.4	0.533
Learning Process	62.4	8.8	59.8	8.6	0.831
Self-Actualisation	54.7	6.0	54.6	7.8	0.958
Ecological Integration	51.7	7.4	52.7	7.3	0.980
Social responsibility	51.5	10.4	53.6	10.6	0.572

No significant differences between value orientations held by male and female students and teachers are indicated in these results. Therefore, a focus on gender, in the analytical processes in this phase of research, did not form part of the research plan.

A comparison of value orientations between early-stage undergraduates and serving teachers sought to determine whether students that had recently completed experiences in the NCPE held similar value orientations to serving teachers. The second comparison, between early-stage undergraduates and late-stage undergraduates sought to determine whether HEI physical education programmes brought about change in value orientations held by students across three, or four, years of study. Finally, the third comparison, between late-stage undergraduates and serving teachers was undertaken to determine differences between physical education students at the end of undergraduate and postgraduate study and a group of teachers with various lengths of school service.

Table 4.6 shows that, in common with research undertaken by Sofo and Curtner-Smith (2010), students gave priority to the learning process orientation before qualifying as physical education teachers, the cohort of students who participated in this study also provided information that indicated their preference for this particular value orientation, as did serving teachers.

Table 4.6: A Comparison of Physical Education Students' and Serving Teachers' Value Orientations.

Value Orientation	Dominant Value Orientation of Early-stage Physical Education Students (n=42) (%)	Dominant Value Orientation of Late-stage Physical Education Students (n=40) (%)	Dominant Value Orientation of Serving Teachers (n=53) (%)
Disciplinary Mastery	17.9	10.7	9.5
Learning Process	36.9	46.4	43.8
Self-Actualisation	17.4	14.2	20.5
Ecological Integration	18.7	23.2	19.1
Social Responsibility	8.9	5.3	6.8

Independent T-tests were undertaken to compare early-stage and late-stage physical education students and serving teachers value orientations (see Table 4.7, below). A significance (alpha) level of <0.05 was used to indicate statistical differences in value orientations, held by the three different groups of participants, for disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility.

Table 4.7: T-test Comparisons of Physical Education Students' and Serving Teachers' Value Orientations.

T-test for Comparing the proportions of members who hold each value orientation strongly.	Early Mean	Early SD	Late Mean	Late SD	Serving Mean	Serving SD	Significance (2-tailed)
Early Stage and Late Stage Students' Disciplinary Mastery	53.0	9.1	50.9	12.9			0.378
Early Stage Students' and Serving Teachers' Disciplinary Mastery	53.0	9.1			49.6	12.7	0.143
Late Stage Students' and Serving Teachers' Disciplinary Mastery			50.9	12.9	49.6	12.7	0.636
Early Stage and Late Stage Students' Learning Process	57.8	6.6	61.9	8.9			***0.022***
Early Stage Students' and Serving Teachers' Learning Process	57.8	6.6			61.4	8.7	***0.031***
Late Stage Students' and Serving Teachers' Learning Process			61.9	8.9	61.4	8.7	0.781
Early Stage and Late Stage Students' Self-Actualisation	53.7	5.9	53.5	7.2			0.895
Early Stage Students' and Serving Teachers' Self-Actualisation	53.7	5.9			54.6	6.7	0.452
Late Stage Students' and Serving Teachers' Self-Actualisation			53.5	7.2	54.6	6.7	0.417
Early Stage and Late Stage Students' Ecological Integration	50.7	5.8	51.8	7.8			0.483
Early Stage Students' and Serving Teachers' Ecological Integration	50.7	5.8			52.0	7.3	0.355
Late Stage Students' and Serving Teachers' Ecological Integration			51.8	7.8	52.0	7.3	0.890
Early Stage and Late Stage Students' Social Responsibility	55.1	8.5	52.1	10.0			0.145
Early Stage Students' and Serving Teachers' Social Responsibility	55.1	8.5			52.3	10.5	0.168
Late Stage Students' and Serving Teachers' Social Responsibility			52.1	10.0	52.3	10.5	0.912

(SD = Standard Deviation. Significant difference between groups is indicated by T-test results which are lower than **0.05**).

Mean values shown in Table 4.7 represent low, neutral and high affinity with value orientations according to the VOI-2 'cut scores' (see page 65). This analysis indicates a significant difference (p = 0.022) in the proportions of learning process orientations between early and late-stage physical education students. Early stage students reflect a neutral learning process value orientation (Mean = 57.8, SD = 6.6) whilst late stage students reflect a significantly stronger affinity with the learning process (Mean = 61.9,

SD = 8.9). This is reflected in a high value orientation towards the end of their occupational socialisation in physical education programmes that they followed. Comparison of the proportion of early stage students and serving teachers who strongly hold the learning process value orientation similarly reflects significant difference. However, comparison between late stage students' and serving teachers' affinity to the learning process appears to be maintained and indicates no significant difference in the learning process value orientation.

Analyses suggest that there is no significant statistical difference in the respondents, in the three different groups, who strongly held value orientations in disciplinary mastery, self-actualisation, ecological integration and social responsibility. These data provide general support for the rhetoric that pupils develop similar value orientations (Sofo and Curtner-Smith, 2010) to their teachers. It seems likely that they begin their Professional Socialisation (Lawson 1983) at university with such values that, assuming little or no change in orientations (Curtner-Smith and Meek, 2000; Meek and Curtner-Smith (2004), may lead them to later teach in a similar manner to their own physical education teachers when they qualify and begin to pursue their own careers.

Findings, in this study, related to differences in the proportions of early-stage undergraduates and more experienced peers at university and in schools might suggest that ITE in physical education-based programmes may serve to socialise students more closely to the learning process value orientation. Comparison of the value orientations held by early-stage physical education students against those held by their late-stage counterparts served to indicate whether, or not, ITE programmes in physical education make a significant difference to the value orientations held by students as they reach the end of their professional socialisation (Curtner-Smith, 2001). With the exception of differences in relation to the proportions of early-stage undergraduates and late-stage students with strong learning process value orientations, university programmes experienced by students were found to be generally ineffective, in changing the value orientations of physical education students, in agreement with findings reported by Curtner-Smith (2001) and Sofo and Curtner-Smith (2010). Such findings support notions that beliefs formed during early childhood, and particularly during adolescence are not easily changed (Green, 1998; Placek, *et al.*, 1995; Curtner-Smith, 1999; 2001). These findings are similar to those recorded by Templin and Schempp (1989), Curtner-Smith and

Meek (2000) and Sofo and Curtner-Smith (2010) that suggest that ITE courses in HEI have little effect in changing physical education trainees' values and beliefs as to the purpose of physical education.

Early-stage Physical Education Students: Narrative Analysis.

During this stage of the research process early stage students were asked to provide an autobiographical narrative which contained information related to the people and experiences that they considered to be important in their choice of physical education teaching as a career that they aspired to follow.

Table 4.8: Early-stage Physical Education Students Motivation to Teach Physical Education.

Category	Coding Examples	Frequency
Positive Teacher/ pupil interaction	Good relationships with physical education teachers or a particular physical education teacher	**73**
Negative Teacher/ pupil interaction	Poor teaching (secondary) Staff negative attitudes	**5**
Liking for the subject/ success	Being good at the subject, success/experience in school sport, competition, understood the subject	**47**
Outside influences	Friends/Peers/Family(sport) Family (Physical Education) Love/Passion for sport	**43**

The coding of autobiographical narratives related to early-stage students' (n = 42) positive statements related to teacher-pupil interaction on 73 occasions (the highest number of responses). The greatest frequency of comments in this category related to students who, as pupils in schools, reported good relationships with their teachers. In addition, some students indicated a particular member of staff as having had an important role in their decision to follow a teaching career in physical education, which, combined, suggest that a teacher or teachers had a particular influence on 26 students from a participation cohort of 42 students who participated in this stage of research (see a full version of table 4.7 in Appendix 3). Students used phrases that related to having 'great relationships with my teachers' and 'physical education staff used to be so welcoming and approachable to pupils' and 'I want to be that kind of person'. Others suggested that they 'enjoyed physical education and liked my physical education teachers' and had 'good relationships with physical education teachers, particularly in the latter stages of my education' and 'when I was at school everyone's favourite teacher was one of our physical education teachers'. Interpretation of data in this section of research indicates that early-stage physical

education students used statements that suggest strong Pupil-Teacher relationships that formed within the physical education field (Warde, 2004). Physical education teachers were cited as having particular influence on their pupils' decision to become physical education teachers, which indicates their ability to promote lasting emotional engagement (Garrigou, 2006) in which pupils develop an interest in physical education teaching that they consider to be important and worthy of being pursued (Bourdieu and Wacquant, 1992).

Early-stage physical education students' autobiographical narratives indicated the development of illusio (Bourdieu and Wacquant, 1992; Hunter, 2004; Garrigou, 2006) as part of the development of a set of particular dispositions that appear to be firm and unwavering at this stage. For example, one early-stage physical education student, Emma, reported that the influence of her physical education teacher helped to form her identity in ways that influenced deep dispositions of habitus (Shilling, 2004) that she wants to reproduce in her own teaching:

> I enjoyed her lessons the most. She helped me a lot in GCSE physical education [and was] easy to get along with, always approachable, willing to help pupils, she had a real passion for sport. I will try to influence my pupils the way [that] she influenced me (Emma, early-stage physical education student).

The relationships that existed between physical education teachers and their pupils, as reported in their former students' autobiographical narratives, reflect that teachers were part of the lived reality of students in terms of physical education and school sport. As such, physical education teachers helped to form pupils' identities in ways that influence their decisions to enter the same profession through interdependent networks of support, of which they were part, and that influenced what they, as physical education students, think and do in the name of physical education (Green, 2006). This included the development of social and professional capital (Bourdieu 1977; 1986) related to physical education teaching, through successful participation, and conformity, in physical education and school sport activities and the development of (physical education) related capital (Mayrhofer, *et al*., 2004) within social field (Bourdieu, 1977; 1986) in physical education. Social field, from a Bourdieuian perspective can be considered to be a playground, or battlefield, in which actors who possess field-relevant capital try to advance their position through competent action in conformity with rules and roles (Bourdieu, 1977; 1986). The concept of social field defines many interlinked and overlapping social networks that are hierarchically structured in terms of rules and participants (Koca, *et al.*,

2009). It provides an explanation of the complexity of hierarchical relationships between pupils and teachers that affect the development of their values, ideologies and philosophies in physical education. Career field may be defined as the social context within which members of student populations undertake similar practices as their own physical education teachers, during which they, as physical education students, attempt to move through ITE and their early, and later, careers. To do so they use prior experiences, capital and field to promote themselves within the profession as part of professional and occupational socialisation.

It appears that the development of physical education students' unconscious, embodied and durable sets of transposable dispositions (Mutch, 2003) were acquired through interactions and experiences (Reay, 2004) within the context of the kind of relationships described by physical education students at an early stage of the undergraduate studies in physical education. In these terms their own physical education teachers played an important and active role in the development of beliefs, attitudes, behaviours (Templin and Schempp, 1989) and value orientations. These are the same beliefs, attitudes and behaviours that physical education students bring to physical education programmes in Higher Education. Such relationships and development may, of course, be complicit in reproducing much of the doxa, or taken for granted assumptions, and beliefs associated with physical education (Hunter, 2004). Students describe their physical education teachers as being approachable, positive, encouraging and helpful, dedicated and enthusiastic (19.4%) and good teaching is cited as a positive influence (11.1%) in their decisions to enter physical education-related programmes in higher education:

> My physical education teachers always encouraged, helped and guided me (Becky early-stage physical education student).
>
> PE teachers understood problems [that] other staff did not. [They] made me feel welcome [and] showed [me] how to release anger and emotions through sport (Diane early-stage physical education student).
>
> [I] always looked up to them [physical education teachers] and respected the way they treated me compared to other teachers (Rob early-stage physical education student).
>
> Teachers were always a massive influence, most supportive and always had a close bond (Harry, 19, early-stage physical education student).

Some (8.3%) students suggested that physical education teachers had specifically provided guidance and encouragement that helped them to decide to engage with HEI

programmes that would allow them to train to teach physical education, which, in some cases, went as far as suggesting which HEI they should attend in order to eventually gain a place in physical education-related ITE programmes, following completion of their undergraduate qualifications. Other early-stage physical education students looked upon their teachers as being role models and proposed aspirations to emulate such teachers as part, in some cases, of long held ambitions. Respect, liking, admiration and even love were expressed by some as having been influential in their decision to follow a career in physical education. Despite following a curriculum that promotes government ideologies towards the use of physical education in schools to promote exceptional performance, fewer students suggest that their teachers' ability to develop high quality performers was part of their decision to select physical education teaching as a prospective career.

Further examination of the narratives indicated that a limited number of physical education students (6.9%) appear to have entered ITE programmes in HEI as a result of negative experiences such as poor teaching in primary or secondary schools, negative attitudes towards pupils from physical education teachers or from having experienced negative attitudes from other pupils that adversely affected lessons. One student cited negative attitudes towards teaching pupils of lower ability:

> They [physical education teachers] had negative attitudes towards weak performers with tasks being set only for a few better pupils (Jason early-stage physical education student).

This quote provides an example of symbolic violence (Beltrán-Carrillo, *et al.,* 2012) in which physical education teachers reinforced notions of performativity and the importance of ability (Strean, 2009) that reflect disciplinary mastery for able pupils and not their lower ability peers (Laker, 2000). In Jason's experience some people were rewarded and others were sanctioned (Ball, 2003) when tasks were either set for them, or not. It may not be surprising that, in a group of physical education students, that a small number mentioned negative experiences in the autobiographical narratives. However, that does not mean that physical education, as a profession, should not learn from them, rather we should critically reflect on such experiences rather than unquestioningly consider physical education experiences to be good for all pupils (Beltrán-Carrillo, Devís-Devís, Peiró-Velert and Brown, 2012).

In accepting that experiences help to shape and form attitudes and behaviours in pupils there is a need to promote positive attitudes towards physical education, that pupils find

attractive, rather than negatives ones which are disliked and aversive (Bradley *et al.*, 2013). Perhaps part of the reason that there are so few negative comments from physical education students in this study is that others were prevented from following the same career path as a result of negative experiences. In a profession which should encourage its pupils towards lifelong participation, past experiences in physical education need to be recalled positively. Negative recall is more likely to influence non-participation (Beltrán-Carrillo *et al*., 2012) in pupils who are then, perhaps, less likely to seek to enter the profession.

A wide-range of reasons were included in narratives as affecting students' decisions to follow a career in physical education teaching that were categorised, during analysis, as being related to a 'liking for physical education or success in physical education or sport'. Highest in this category, the notion of being good at physical education was mentioned as a reason for pursuing a route into physical education teaching:

> Being good at physical education and successful with the school's sports teams (Dave early-stage physical education student).
>
> Felt successful in physical education at school (Rob early-stage physical education student).
>
> Loved playing and studying PE (Phil early-stage physical education student).

This reflection of the development of physical social capital (Bourdieu, 1984) provided students with the confidence that they had the ability to be successful in physical education-related programmes at university and later as teachers of physical education.

Other citations in this category included 'fun and enjoyment', 'a wide range of different activities', 'competition', 'specific courses' such as The Junior Sports Leader Award (JSLA), GCSE Physical Education and an education studies course at FE College. Success in school sport was only mentioned by two students as a motivation to apply for a physical education-based course in Higher Education.

The final category used to classify students' reasons for seeking to enter physical education teaching related to 'outside influences' that included 'Friends and Peers', 'Family', 'Positive experiences in sports clubs and coaching', 'not managing to achieve other aims in sport' and 'knowing they were good at sport'. While it is important to recognise that influences other than those that occur in schools are important in shaping

value orientations in a similar way to those that have been described as existing in relationships between physical education teachers and their pupils, these generally lie beyond the scope of this study.

An interpretative analysis of the characteristics of physical education students' experiences of physical education, as pupils, in secondary schools, indicates that they considered the relationship with their physical education teachers as being important and points to the early development of figurations (Elias and Dunning, 1986; Green 2002) and habitus (Bourdieu, 1990b; Bourdieu and Wacquant, 1992). Generally students identified experiences in secondary schools that helped to form motivation to follow a career in physical education, one student identified experiences in primary school. These experiences were part of a quite complex socialisation and acculturation processes (Lawson, 1983; Dewar and Lawson, 1994; O'Bryant, *et al.*, 2000) that encouraged young people to emulate their role models in physical education teaching and to follow a similar path into employment as physical education teachers themselves. The complexity in such decision making is highlighted by the number and range of different comments that students made that related to individuals, groups of people and related experiences that they suggest had an effect in socialising them towards deciding upon a career in physical education teaching while they were at secondary school.

Early-stage physical education students' reasons for making decisions to enter physical education-related programmes at undergraduate level included commentary which related to experiences that they had at primary and, particularly, secondary school. For example, good relationships with role model physical education teachers, liking for and success in the physical education and activities that they experienced as pupils are found in the interpretations of Hutchinson (1993) who purports that anticipatory socialisation begins in childhood and represents a powerful influence on such decisions. Stroot and Williamson (1993) explain the relevance of their occupational socialisation model by suggesting that anticipatory socialisation strongly influences the decision to enter physical education teaching as a career. Lortie (1975) further suggested that such apprenticeships of observation in childhood significantly influence future practice, ideologies and values. This indicates that students, at an early stage of their preparation for teaching, use their own experiences and habitus to confirm their principles and philosophies (Placek, *et al.*, 1993; Soloman and Ashy, 1995), or ideologies (Green, 2000, 2002 and 2003), that they

developed as a result of experiences in NCPE and close observation of the means, processes and methods used by their own physical education teachers. Such childhood experiences in physical education serve to socialise physical education students towards accepting the purpose and nature of physical education and bring an ongoing influence to bear on their values, thoughts and practices (Green, 2002), at the beginning of their preparation for teaching as a career. It is interesting to note, however, that no students suggested that the NCPE itself had any influence on their decision to follow university programmes that would enable them to engage with it.

Late-Stage Physical Education Students: Narrative Analysis.

This phase of research utilised the same categories and codes as those used to analyse autobiographical narratives provided by early-stage physical education students, but added a number of codes to reflect feedback that considered issues related to subject knowledge, teaching styles and university programmes that led to the realisation for one student:

> That perhaps my physical education teacher was not the best after all. When I think back I remember other girls sitting on the side-lines as we participated in lots of games (Clare, Late-stage physical education student, aged 20).

This phase of research which investigated the autobiographical narratives of late-stage physical education students suggests that students are able to reflect on school experiences from the context of what they have learned during university-based programmes and have the capacity to question their view regarding the effectiveness of physical education teaching that they experienced at school. What appeared, at the time, to be positive personal experiences for the student, may not have been experienced by other, potentially less-able, pupils.

In relation to coding statements made by late-stage physical education students, the same categories were used as those used in analysis of their early-stage compatriots:

Table 4.9: Late-stage Physical Education Students Motivation to Teach Physical Education.

Category	Coding Examples	Frequency
Positive Teacher/ pupil interaction	Good relationships with physical education teachers or a particular physical education teacher.	**46**
Negative Teacher/ pupil interaction	University course – realisation that maybe physical education teacher was not that good**.**	**1**
Liking for the subject/ success	Fun and enjoyment, range of activities/variety, favourite subject. Being good at the subject, success/experience in school sport, competition, understood the subject.	**29**
Outside influences	Friends/Peers/Family(sport) Family (Physical Education) Love/Passion for sport	**28**

Late-stage students (n=40) included positive statements related to positive teacher/pupil interaction on 46 occasions which, in congruence with autobiographical narratives provided by early-stage contemporaries, provided the highest number of returns. A good relationship with their physical education teachers continued to provide the highest proportion of comments from students who, after three or four years at university, commented as follows:

> I had a good school with great physical education teachers that I got on well with (David, 22, late-stage physical education student).
>
> They [PE teachers] were very good at making lessons fun but also enabled me to take a teachers' pet role as I was good at sport (Bryony, late-stage physical education student, 21).
>
> A number of great physical education teachers who encouraged me to participate in as many different sports as possible (Simon, late-stage physical education student).

This group of respondents did not identify a particular teacher to have been influential in their decision to follow a pathway towards teaching physical education, but also considered their teachers to be role models that had an effect on the decisions that they made. 22.5% of students (n=40) considered fun to be an element in their choice of career and 5% cited good teaching to be a reason for their decision to teach physical education. This group of students provided only one response that indicated a negative teacher/pupil interaction.

The suggestion that students' anticipatory socialisation began at an early stage of their experiences in physical education, and continued through secondary physical education

programmes was provided by a 26 year old male late-stage physical education student who indicated that:

> PE teachers at primary school had me gripped in each lesson. Their knowledge and enthusiasm for sport was contagious and every lesson was fun to be part of. They expected nothing less than 100% commitment from everyone and, if this wasn't attained, you would be punished with detention. They respected you, so you were expected to respect them, which we did. In secondary school physical education teachers' attitudes were exactly the same. Each teacher had [a] vast knowledge of the activities they taught and were committed to, getting each student involved to a decent level (David, late-stage physical education student, 26).

The figurational notion of interdependence (Dunning, 1999; Hopkins, 2008) involving mutual respect appears to transcend notions of commitment or punishment, in this quote, and seems to be a strong motivation for following his teachers into the teaching profession. This student continued his autobiographical narrative by indicating that he was involved in a number of extra-curricular activities and did not leave school before 5.00 p.m. on many days. He stated that he was rewarded for his efforts when he received an unanticipated reward for excellence in physical education lessons, at Secondary School in Year 7, which confirmed his love for physical education and sport and established that he would always be involved with sport. It is difficult to determine how important the physical education award was in influencing David's decision to teach physical education, but the fact that it was recalled, some 15 years later, suggests that it was an important part of his anticipatory socialisation and that it may have influenced his career choice at an early stage in his 'apprenticeship of observation' (Lortie, 1975).

Autobiographical narratives provided by late-stage physical education students reflected their experience and learning during three years undergraduate experience at university. They included notions related to subject knowledge and teaching styles that were not included by early-stage compatriots who had yet to complete programmes and courses that this more experienced cohort of students had followed. This suggests that there is interpretative evidence of the effects of HEI programmes in physical education developing students at a pedagogical level, which may not be available through other research methodologies:

They were very different types of teachers, but as a team they gave a very wide range of teaching styles (Ben, late-stage physical education student, 21).

Once again, no late-stage physical education students mentioned the NCPE in their autobiographical narratives, as having had any influence of their decision to teach, which

suggest that teachers may have been involved in delivering a curriculum that they did not identify to their pupils who, as students, could identify a number of other courses (e.g. GCSE, A Level, BTEC, JSLA etc.). The students provided comments related to their liking for the subject (n=27) and successes that they experienced in physical education which, when compared to responses that were provided as part of their autobiographical narratives related to positive teacher/pupil interactions (n=44), might suggest that relationships with teachers provided a more important influence in their decisions to follow a route into teaching than the positive emotions and achievements that they experienced during physical education lessons and school sport. Their comments reflect the apparent importance, and durability, of developed figurations (Green 1998, 2002), which students describe as relationships, formed with their physical education teachers. In sociological terms data indicate that the figurations (Elias and Dunning, 1986; Green, 1988, 2002) that develop between pupils and physical education teachers appear to have a strong, and lasting, effect on decisions that lead to students' decisions to follow physical education-related programmes at university. It appears that such figurations exist in students' memories, long after any proximity to their teacher role-models has ceased to be as important to them as they had been in schools.

This group of late-stage physical education students cited a similar number of outside influences (n=28), as their early-stage counterparts, in the key experiences that they considered to be important in their choice to follow a career-path into teaching physical education. The most important influences in this category related to sport, rather than physical education, and reflected the role of friends, peers and family in promoting general participation (25%) and particular participation in sport (14.2%).

Serving Teachers: Narrative Analysis

Autobiographical narratives provided by serving teachers differed from those that were provided by students at early and late stages of their undergraduate physical education programmes in terms of tone and content. For instance, relationships with their own teachers were expressed in less emotive terms than those used by physical education students and comments that related to their teacher training and to experiences that related to earlier stages of their teaching careers were included in autobiographical narratives. For that reason two more categories (Influence of Training and Teaching Experience or Aspirations) were included as part of the autobiographical narrative analysis

to reflect the different experiences that they reported when compared to students. They had not reflected on training experiences to the same degree as serving teachers and had not experienced the teaching environment in the same way. The four original categories were retained and provide comparison between serving teachers and physical education students in training.

Table 4.10: Serving Teachers Motivation to Teach Physical Education.

Category	Coding Examples	Frequency
Positive Teacher/ pupil interaction	Staff were approachable, positive, encouraging, helpful and understanding. Good teaching/Teachers subject knowledge.	**15**
Negative Teacher/ pupil interaction	PE teacher ignored me for poor ability. I had a few bad physical education teachers.	**3**
Liking for the subject/ success	Success/experience in school sport Specific courses (e.g. JSLA, GCSE) Favourite subject	**19**
Outside influences	Friends/Peers Continue involvement in sport	**17**
Influence of Training	University added to my success/ developed interest Share love of physical activity without being elitist	**8**
Teaching Experience	Help improve the performance of children Working in the outdoors, develop teamwork in pupils	**9**

A difference between the three groups of respondents was that serving teachers were less likely to provide commentary in this section that followed the VOI-2, and a relatively high proportion of forms (35%) that were otherwise fully completed, were returned without comment. Other serving teachers completed this section in a shorter and more concise fashion than early or late-stage physical education students.

There was a contrast between the autobiographical narratives, provided by teachers when compared to both early-stage and late-stage students who were engaged in programmes that lead to physical education teaching. Physical education students suggested that positive teacher/pupil interactions were influential in their desire to teach physical education. However, serving teachers' reasons for entry to the physical education teaching profession were couched in terms that appear not to relate to the kind of relationships and figurations that university students were more likely to include in their narratives. This may represent a weakening of figurations that were once held to be important because new and more relevant figurations were formed by teachers during

their careers. Early-stage and late-stage students were keen to describe relationships between themselves and their teachers. For example:

> Teachers were always a massive influence, most supportive and always had a close bond (Harry, 19, early-stage physical education student).
>
> I had a good school with great physical education teachers that I got on well with (David, 22 late-stage physical education student).

Serving teachers were more likely to describe teachers as being part of the inspiration for their decision to train for and enter the profession, but were less likely to comment on relationships between them and their own physical education teachers in the same glowing terms that physical education students did. In particular they did not comment about the kind of relationship that they may have had with them and were more likely to suggest that inspiration was the key to their motivations here:

> My inspirations were my own physical education teacher at school and some of the teachers I worked with during my training (Peter, 25, with three years teaching experience following his PGCE).
>
> My physical education teacher at school was my role model who inspired me to try different sports. I believe it is because of her that I knew I wanted to teach PE (Jen, 28, with six years teaching experience, following her PGCE).

This suggests that figurations that existed between serving teachers and those who taught them were no longer at the forefront of the memories of this group of respondents because they may have formed different, highly relevant, contemporary figurations since starting their teaching careers. Earlier figurations, which may have been strongly held through their training, appear to have lost their former significance for serving teachers as they have formed interdependencies within the schools and physical education departments that they are now involved with.

Serving teachers also provided commentary related to negative reasons for pursuing a career in physical education teaching at similar proportion to that of the two cohorts of physical education students at university. In comparison to the majority of positive statements, only two negative reasons were provided:

> I wasn't inspired by any of my teachers (Karen, 33, with eleven years teaching experience, following a B.Ed).
> I had a few 'bad' physical education teachers (Tom, 29, with seven years teaching experience, following a BA with QTS).

These were the only two negative comments made by serving teachers, against the vast majority of comments that suggested positive reasons for decisions to teach physical education which dominated responses from this group of respondents in common with groups at an earlier stage in their development.

This group of serving teachers also reported that they had a liking for, or success in, physical education and school sport:

> As a young girl physical education was always my best subject and the one that I enjoyed the most (Fran, 28, with six years teaching experience, following a PGCE).
>
> I always had a keen interest in PE, but it was only when I started GCSE physical education at school I realized that I had a natural passion for the theory underpinning PE (Dennis, 25, with three years teaching experience, following a PGCE).

Outside influences were also an important factor in determining the career paths of this group of serving physical education teachers. Included in this category were teachers who sought to train to teach physical education because they wanted to continue their interest in sport, which reflects findings reported by Lawson (1983) and suggests that his seminal work related to teaching warrants may still be relevant in relation to physical education teachers and their choice of physical education teaching as a career in contemporary physical education departments:

> I love sport (Tom, 29, with seven years teaching experience, following a BA with QTS).
>
> I have always enjoyed playing a variety of sports and wanted to continue doing so (Karen, 33, with eleven years teaching experience, following a B.Ed).
>
> I have always been interested in sport from a young age and during Sixth Form decided I wanted to pursue a career in sport. Towards the end of completing my BSc in Sport and Exercise Science I realized teaching was the best option open to me (Peter, 25, with three years teaching experience following his PGCE).

Continuing in sport-related activity appears to have been important to some teachers in deciding on their career path and becoming a physical education teacher emerges from narratives as a way in which they felt that they would be able to do so.

4.4: Observation of Physical Education Teachers

Four teachers who held different value orientations which Ennis and Chen identified as being exclusive of each other, were observed teaching a normal physical education

lesson. A priori selection was made of teachers who had recorded the highest value orientation score in one of disciplinary mastery, learning process, self-actualisation or social responsibility. Given that the ecological integration orientation contained characteristics in common with all the other value orientation categories, it was excluded from the final phase of observational research. Those physical education teachers who consented to take part in this section of research were asked to select a lesson that was a normal part of their teaching within NCPE delivery in their respective schools. They were asked to teach lessons as they would normally, without taking the observation and audio recording of the lesson into account. Their lessons were audio recorded, transcribed and analysed, against value orientations, to produce language profiles which are represented as lesson observation language profile graphs in this chapter.

Steve's Value Orientation Profile: Disciplinary Mastery (Context)

Steve (pseudonyms were used for all participants), Head of Department in a mixed comprehensive school in East Anglia, held a strong disciplinary mastery orientation that was reflected in the highest score achieved in this category across the serving teachers who completed the VOI-2. He had taught in six different schools across a career that spanned ten years and took up the post in his current school four years earlier. The variety of experience that he gained was derived from schools as diverse as a private middle school, a rural school and a school in a working class urban environment, all of which were situated in East Anglia and the South East of England. This followed the successful completion of a PGCE in physical education that followed a BA degree in Sports Science. Steve had a history of participation in elite level sport during which he represented Great Britain as a martial artist, and he reported that he took an interest in a wide range of games at school. His current appointment was in a satisfactory and improving school according to its latest Ofsted report. In terms of examination attainment at GCSE the school had achieved consistent improvement in examination results (44% of pupils, achieved five A* to C GCSE grades in 2012, up from 21% in 2006). The school had relatively recently (February 2010) moved out of 'special measures' that it had been placed in by Ofsted a few years earlier. It held specialist status related to sport and science and catered for approximately 800 pupils in 2012, from a largely middle class catchment area with the number of pupils eligible for free school meals below the national average according to the schools most recent Ofsted report.

Steve became a physical education teacher because a professional route was not available in martial arts, and pathways towards professional involvement in sport were restricted in that field. Becoming a teacher of physical education appeared to be an opportunity to utilise the social and professional capital that he had developed in his chosen field. The implication here is that Steve chose to follow a career pathway that took him into physical education as a means of continuing his involvement and illusio in sport and in the hope of developing similar figurations that he had been part of during his own school days and in the sporting environment that he experienced in martial arts at club and elite levels.

Steve's Value Orientation Profile (figure 4.4, below) indicates that he holds a high inclination towards the learning process and disciplinary mastery approaches to teaching, which coincides with the relationship between these areas that was proposed by Ennis and Chen (1993). He holds a neutral disposition towards the development of areas of self-actualisation in his pupils and lower levels of interest in ecological integration and social responsibility value orientations. As part of the analysis of the observed lesson, the language used by Steve to communicate with pupils was categorised according to the five value orientations.

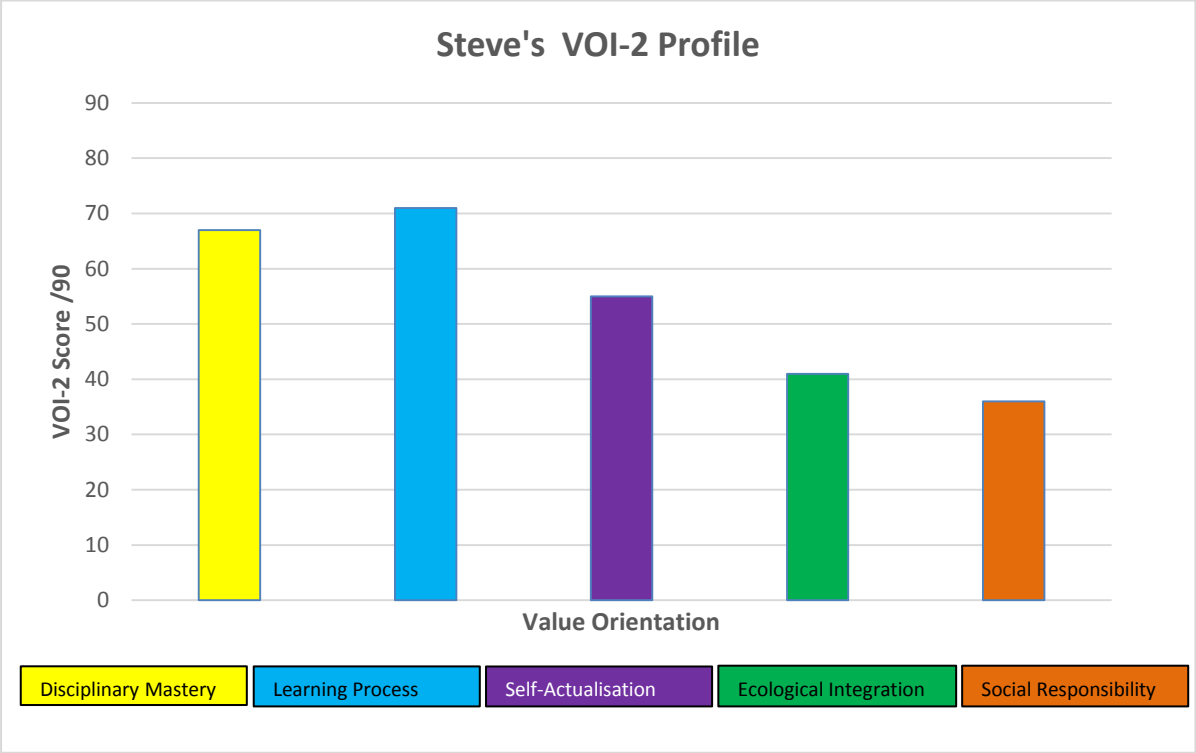

Figure 4.4: Steve's Value Orientation Inventory Profile.

Observational Analysis of the Disciplinary Mastery Orientation – 'Steve'

Steve provided high levels of feedback and questioning to individuals and to pupils who were working in small groups. On that basis he was able to keep the lesson flowing and to provide an environment in which pupil learning was not interrupted for whole group consideration of progress and knowledge and understanding. The lesson included instruction and demonstrations which were based around developing understanding of a variety of skills and techniques related to batting and the need for organisation and class management were also high. Organisation of pupils was pre-determined and purposive so that they were able to work with others of similar ability levels. Coding of Steve's communication with pupils allowed a lesson profile to be developed to reflect the value orientations within the language that he used. Analysis of the value orientation-based language that Steve utilised in his teaching is represented in the graph (below):

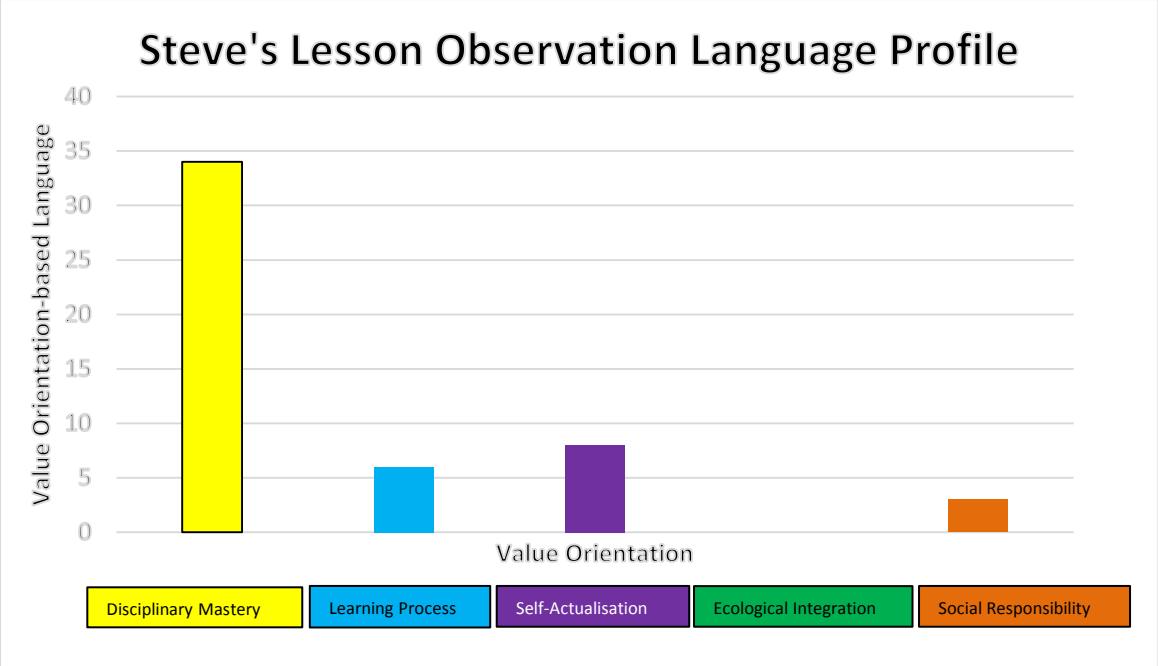

Figure 4.5: Steve's Lesson Observation Language Profile.

It appears from analysis of figures 4.4 and 4.5 (above) that the language that Steve used during the observed lesson was consistent with the disciplinary mastery value orientation that his VOI-2 suggested that he held strongly. Data here also supported low VOI-2 scores related to ecological integration and social responsibility in terms of the relative lack of language related to these value orientations. The proportion of language used that was related to self-actualisation seems to be higher than might have been expected from his neutral VOI-2 score in this area. But, in this case, analysis of field notes suggests that much of the praise and positive feedback that was received by pupils related directly to

their mastery of the disciplines of cricket and celebration of their success. However the Lesson Value Orientation Profile does not appear to support the high learning process orientations that were suggested by Steve's VOI-2, but this may be explained by the relationship between the disciplinary mastery orientation and learning process, as suggested by Ennis and Chen (1993).

Transcripts of the audio recording of Steve's language and lesson commentary, together with data derived from field notes provided the opportunity to qualitatively analyse an observed lesson which explored the value orientations that were symbolised in the language that he used during the lesson. A group of year nine boys were engaged in developing batting techniques and skills in cricket.

Before leaving the changing room, and from the outset of the lesson, the language used to deliver the warm up and to introduce the lesson appeared to be related to mastery of various related disciplines. The first part of the lesson was concerned with reminding pupils of the work that they completed during the previous week, in developing their abilities in bowling, before introducing the skills that pupils would work on during the forthcoming lesson:

> Last week we did, er, some bowling and you worked quite well as a group to get your bowling up to a certain speed [level]. This lesson we are going to look at your batting because ... lots of you were getting out because you were holding the bat at an angle and showing me the whole stumps to bowl at. ... People like Liam were playing [with] a lovely straight bat but [were] hitting it in the air and getting out. So now we are going to look at playing shots on the ground.

The introduction to the lesson reflected Steve's desire for pupils to develop and improve their batting techniques and he completed his lesson introduction by stating that he did not want to take up too much time in introducing the activity that pupils would undertake because he wanted them to spend as much time as possible in actually 'doing the skill' or 'looking at some batting skills'.

The warm up offered pupils the opportunity to lead static stretches, following a 'pulse-raiser' that was teacher-led. As part of this process pupils were asked to select stretches that were related to particular areas of the body and to explain which muscles and joints were the intended foci of their selection. During this process pupils were asked to explain why they had selected each stretch, the purpose for completing the stretch and in some cases how the stretch related to cricket and batting in particular. This reflected Steve's

interest in developing pupils' understanding of scientific principles of fitness associated with increased [improved] performance; these are important considerations in the promotion of disciplinary mastery (Ennis and Chen, 1993, Curtner-Smith and Meek, 2000).

In early stages of the lesson Steve was at pains to ensure that pupils understood the skills that they were to use in execution of the drive in cricket:

> I am going to give you three skills and you are going to go off, three things to remember and you are going to see if you can do them yourselves. You stand here and take a step forward towards the ball... My elbow pointing back down at the person that is bowling at me and then I am playing the ball here... if you look at the angle of my bat … So I am looking to play over, and hit it into the ground. If I hit it into the ground and hit it hard it is still going to go a long way and I am going to score a lot of runs, but I am not going to get caught out. So, the game we are going to play, later on, is going to depend on your ability to hit that skill.

This quite technical explanation, of playing a straight drive, and the demonstration that followed, motivated pupils to work hard at mastering the discipline. In telling them that the game that they would play at the end of the lesson would depend on their ability to successfully complete the skills that they were to work on provided further incentive towards improved performance. In satisfying statutory guidance in the 2008 iteration of the NCPE, Steve prompted pupils to develop Key Concepts of competence by 'developing control of whole-body skills and fine manipulation skills' and 'selecting and using skills, tactics and compositional ideas effectively in different types of physical activity' (DCSF and QCA, 2007: 202). In relation to the Key Concept of performance pupils were able to demonstrate 'understanding how the components of competence combine and applying them to produce effective outcomes' and 'knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve' *(*DCSF and QCA, 2007: 202).

Key Processes related to developing skills in physical activity by improving the range, difficulty and quality of their skills and techniques; developing the consistency with which they use and perform skills with precision, control and fluency (DCSF and QCA, 2007) were promoted. Pupils were encouraged to make and apply decisions to select and use tactics and strategies imaginatively in complex and demanding competitive contexts (DCSF and QCA, 2007). Pupils were also expected to informally 'evaluate, analyse and judge the quality and effectiveness of performances and to make informed decisions about

how to improve the quality and effectiveness of their own and others' performances' (DCSF and QCA, 2007: 203).

In his use of language in early parts of the lesson Steve's focus on pupils gaining 'proficiency in fundamental movement, skill and sport activities' (Ennis and Chen, 1993; 483) specifically the description of the value orientation of physical education teachers who aim to promote disciplinary mastery as an important outcome for learning in their lessons. The emphasis on a traditional body of knowledge related to batting in cricket, to rules related to grounding the bat during completion of a run (and in bowling in previous lessons) were an important focus for learning outcomes and they were reflected in Steve's feedback to individuals and small groups of pupils and in plenary sessions that included the whole group. Here Steve tested pupils' knowledge and understanding based upon that which they had learned during the lesson by commenting on what they should do in playing a drive by prompting responses from pupils:

> So, if we remember, Max... first point? (Max: Protect your stumps). OK, so I am protecting my stumps... The next point, Sam? (Sam: No reply). I am going to play a drive (Sam: Move towards the ball). I just point there, alright? What else do I do then, if I want to play the shot? (Sam: Big step). Big step, yes. Big step, what's the next thing then? (No answer). Elbow pointing... Angle of the bat.

In feedback to individual pupils and to small groups of pupils Steve was generous in his praise when pupils effectively carried out skills that they had been tasked to work on during the lesson. In as much as pupils were successful in their performance in batting, bowling or fielding Steve would use phrases such as:

> That's a lovely shot.
> Well fielded Sam... Well done, nice throw Max.

At the end of the lesson Steve discussed the mastery of batting skills within the context of work that pupils had completed in previous lessons by suggesting that:

> …we are actually getting something that resembles a proper game of cricket, which if you think we started off with Kwik Kricket, plastic bats, not particularly an amazing ball, we've now developed onto actually knowing things like where to field, where to bowl, playing shots, bowling, calling each other... Batting is something that you definitely need to work at, going towards the ball, too many of you are stepping backwards.

This lesson summary reflects Steve's determination that pupils would master cricket techniques and develop their levels of knowledge and understanding. It provided evidence that his dominant value orientation related to the development of elite

performance or, at least, to the development of the highest potential that each of his pupils were capable of producing. On that basis, Steve appeared to support the performance rationale (Whitehead, 2010) that was reflected in contemporary NCPE documentation. There was no doubt that Steve's disciplinary mastery orientation sat comfortably with NCPE's propensity for curricular aims which, earlier analyses in this study suggest, provide evidence of the domination of the same value orientation. This may go some way to explain his assertion, in interview following the lesson, that NCPE statutory guidance provided him with a lot of scope for teaching and that it provided physical education teachers with freedom in terms of choosing what to teach and assess:

> I think the National Curriculum is quite open, it allows you to adapt things, so that's quite good because it is not so prescriptive. It allows you to assess activities that you and your pupils feel comfortable with (Steve, Head of Physical Education with a disciplinary mastery orientation).

Steve's value orientation profile reflects the moderate relationship, proposed by Ennis, Chen and Ross (1992) between disciplinary mastery and learning process orientations. On the basis that the end products of skill, sport and fitness content, within disciplinary mastery approaches, are reached through processes and means of learning that are important to learning process orientation teachers:

> Students learn how to learn movement, sport, and fitness content and how to use information from the body of knowledge to solve related problems. Process skills are integrated across lessons and units in systematic progressions to facilitate the learning of increasingly complex skills (Ennis and Chen, 1993: 439).

The lesson was organised to enable pupils to progress systematically through practices and drills that became gradually less structured i.e. a sympathetic hand feed for the successful completion of the drive off the front foot was gradually developed to feeds that required pupils to make decisions related to shot selection for the drive. Later pupils would be required to attempt shot selection and successful completion of the drive from bowled deliveries with mixed success. Lesson organisation also contained purposive selection of pairs of batsmen and bowlers or feeders that Steve considered would work well together in both practice and drill scenarios as well as in game situations during the lesson

Interpretation of Steve's value orientation profile and analysis of the language that he used in the delivery of this lesson, suggested that his curricular decision making was based on two value orientations that dominated his teaching, namely disciplinary mastery and the learning process. His propensity towards the use of language that would suggest an interest in the development of self-actualisation in his lessons was neutral and, as

suggested previously, related largely to successful completion of aspects of batting, bowling or fielding. The use of language that may indicate an interest in an ecological integration orientations was low, and very much below average, which suggests that his vision of physical education was based quite centrally within the school and that the subject's place within the wider community may not have been considered to be as important as other value orientations. Use of language suggested that Steve's social responsibility orientation was very low which may reflect the middle class nature of the school that he was working in at the time of the observation. The school, in common with those in Ennis and Chen's (1995) study, did not experience disruption, or disruptive pupils to the same extent as schools in more deprived neighbourhoods. It appears that, in such terms, findings in this study appear to be congruent with Ennis and Chen's (1995) findings that suggested that teachers in schools in which pupils 'sit quietly, listen to their teacher, follow directions and work cooperatively with others' (p. 48) placed a higher emphasis on disciplinary mastery than their counterparts in urban schools. Pupils appeared to be keen to carry out instructions and, apart from one occasion, they did not need to be reprimanded for misbehaviour or lack of discipline during the lesson. The only infraction of expected rules and behaviours was borne of over-enthusiasm for competitive game playing that led to loud, and very active, appeals and some argument as to whether batsmen were out, or not. A swift reprimand, and the threat of withdrawal from physical education lessons, was enough to refocus pupils to the focus of the lesson, to apply themselves and pay necessary attention to the expectations of their teacher:

> Whoa, whoa, whoa, whoa, whoa... you three, you wanna behave like idiots, you won't do physical education again... OK, carry on. If you are going to run round like idiots don't carry on.

This would suggest that pupils wanted to conform to their teacher's expectations of them, in terms of behaviour and mastery of disciplines, and it may point to reasons for their teacher's low commitment to the development of social responsibility in this school.

No commentary, or mention, that related to NCPE requirements or assessment levels was recorded, which may provide evidence for late-stage physical education students not mentioning the NCPE in their autobiographical narratives in terms of teachers not identifying the NCPE as part of their teaching.

Len's Value Orientation Profile: The Learning Process (Context)

Len, who was Head of Department in an 11 - 18 boys' comprehensive technology college, with a mixed sixth form, in South-East England, held a strong learning process orientation. He had taught in two schools, the first of which was co-educational and based in the West Country. His entry to the physical education profession came about as a result of illusio (Hunter, 2004) derived from his own experiences in physical education and school sport and figurations (Green, 1998, 2000, 2003) that were formed with physical education teachers at the school that were strong enough for him to return to the same school as a physical education teacher upon completing his teacher training. He described his second appointment, to his current school, eight years previously, as being different in the level of challenge that pupils could expect to experience. He suggested that his previous, co-educational, school was less challenging in comparison:

> Students were not really challenged at any great level. Here, everything is about driving standards forward. A boys' school and sport … Traditional sport being very, very important.

Such data appear to suggest that Len's interest in traditional sport reflects important notions of doxa, which form part of his motivation towards maintaining what he considers to be the norms of physical education.

Len's current appointment was in a large (1400 pupils) school that had been considered to be outstanding in a 2007 Ofsted inspection. The school held a Technology specialism and reflected free school meals entitlement at around 5.0%, in 2010, which is below the national average. Boys came from a range of social and economic backgrounds although the surrounding areas were generally more advantaged than average. He followed a PGCE route into teaching physical education as a result of an interest that developed from his experiences in physical education and school sport. An interest in pedagogy developed during Len's early years at university and continued through his PGCE year. In terms of his experiences in physical education ITE he was quite critical of the general approach to teaching physical education that his lecturers promoted:

> It was skills-based, you had to have great subject knowledge. It was the ability to improve skilled performance within a class and to show learning and progress. There was very little emphasis on physical education specific pedagogy, it was basically, how good a coach am I? Can I manage behaviour? … Very infrequently we would have a session which was focused on physical education specific pedagogy and the idea of how I could put together a learning episode [that would] allow the students to achieve, without having to focus so much on skill development.

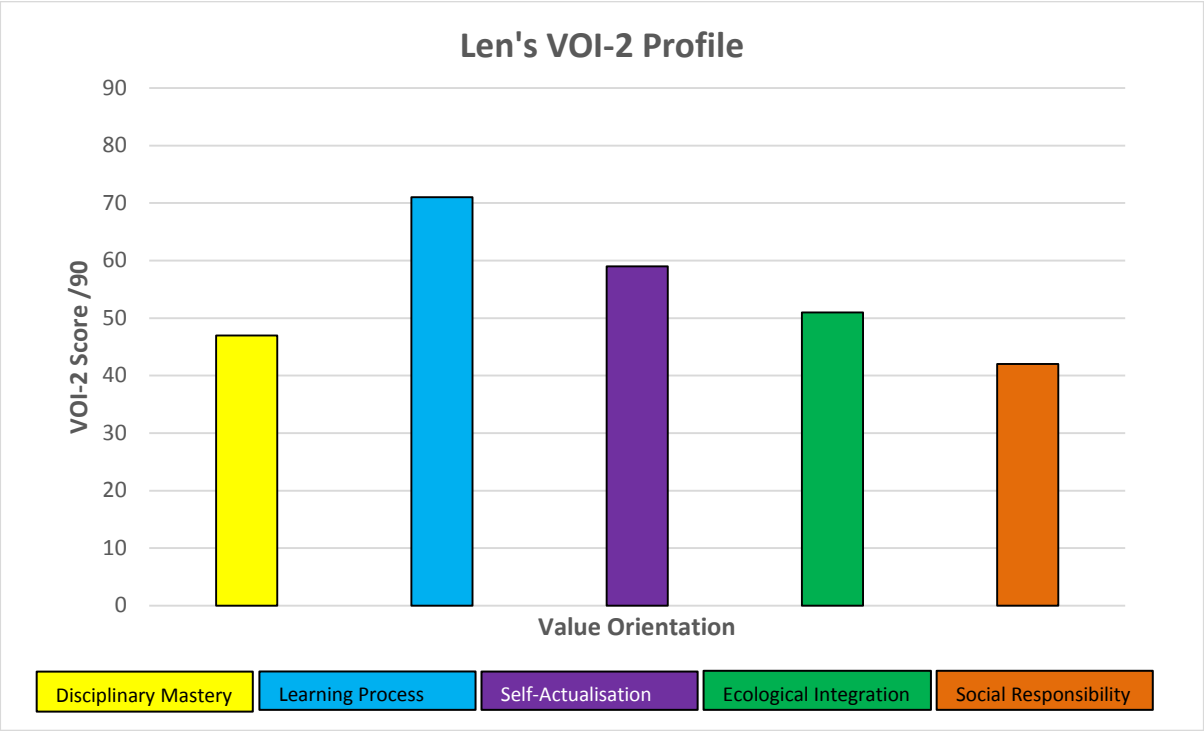

Figure 4.6: Len's Value Orientation Inventory Profile.

The result of Len's completed VOI-2 (figure 4.6) indicated a high level of interest in the learning process area of Ennis and Chen's inventory and a high score related to the development of self-actualisation in his pupils. Ecological integration provided a neutral score and teaching aims related to the development of social responsibility and disciplinary mastery were low.

Observational Analysis of the Learning Process Orientation – 'Len'

In comparison with his VOI-2, the lesson profile that was determined by deductive analysis suggests that Len's dominant value orientation was based upon an interest in the learning process. This, the same value orientation as was dominant in his VOI-2, suggests consistency between the way in which he taught the observed lesson and the indicated VOI-2 result.

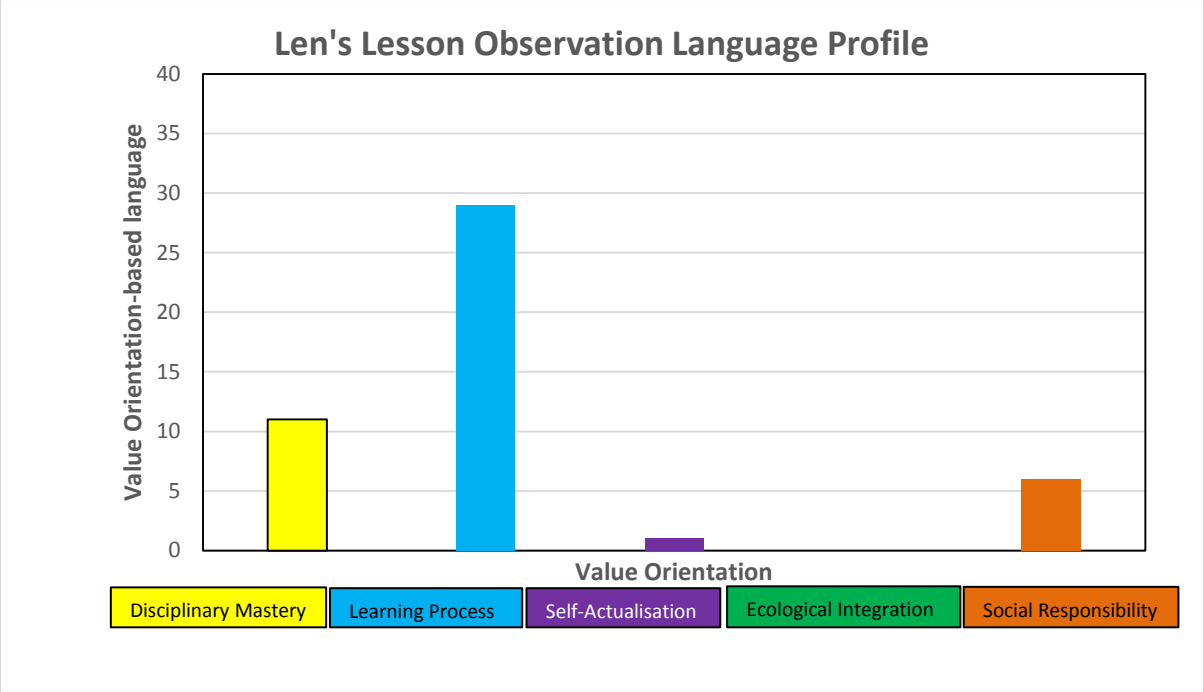

Figure 4.7: Len's Lesson Observation Language Profile.

However, coding the language used by Len in his teaching suggests that, in this case, other less favoured value orientations were not as would have been expected when compared to his VOI-2 data. Disciplinary mastery and social responsibility orientations were recorded as being low in his VOI-2 but scored more highly in his teaching. Language used in the lesson that was related to an interest in developing the self-actualisation of pupils was lower than would have been expected and, in common with other teachers whose lessons were observed. No lesson commentary related to ecological integration.

Following organisation, instruction and demonstration which largely occurred early in the lesson, the main characteristic of delivery related to whole group feedback and questioning. Len used elements related to the learning process to allow pupils to respond to tasks that were set for them to respond to. However, members of this Year 7 'high ability' group did not manage to recall and revise content from a lesson that occurred nine months earlier during the early stages of their physical education experiences at the school. So, although pupils were asked to work in small groups, their inability to satisfy the expectations of their teacher led to the largely whole group nature of the feedback and questioning that ensued. Whole group feedback and questioning occurred during pupils' activity periods and at times when pupils were called in to be addressed by their teacher between activity periods.

The focus of the lesson was related to problem solving in cricket, with particular emphasis on fielding. It was undertaken, in July 2012 by a group of Year 7 boys who had already experienced a half unit of cricket, during the first six weeks of the academic year in September 2011. Following what was intended to be a pupil led, cricket related warm up, organisation of the lesson focused on the learning process that pupils would experience in that they were given tasks which were related to work that they had already experienced. They were expected to utilise their previous experiences of learning to provide the answers for tasks they had been set:

> Your task is a revision of your first lesson of Year 7 PE. You are going to go away and you are going to take part in a pulse raiser with some stretches and some mobilising exercises, but here is the task and here is the revision. You must make it specific to the actions that you will have done in the first six weeks of your cricket block.

Following introduction of this rather vague task, one pupil was nominated to lead each group of five pupils through a cricket related warm up. However, what they produced did not satisfy the expectations of their teacher who wanted them to include whole body actions that related to bowling and other actions in cricket:

> We have done lots of work in those first six weeks and you're telling me that's all you've got. Let me give you more of a suggestion of what I expect to see. If you imagine, the majority of actions are in our body, for performance of skills in rugby, football, basketball and cricket all these actions come from our legs … so we are looking at whole body actions, we are looking at warming ourselves up, we are looking at transfer of momentum from our legs, through our body, while bowling, OK? In terms of batting we are looking at mobilisers that enable us to move our shoulders, move our legs and lunges, yes we might want to do that. You have the opportunity to be specific like that. I have had to stop you, call you in and give you examples. Go away and make better use of your time. Stand up and off you go.

On the basis that pupils did not remember the cricket related actions that they had experienced at the beginning of the year the opportunity to undertake a pupils-led warm up was quickly withdrawn and a teacher-led first stage of the warm up then followed:

> Race in to me please, three, two, one, zero. Sit down please. I don't know if this microphone is emitting another language, because you, boy, have done something that is entirely different… So because of Davies, you are going to do a warm up that I suggest you do. OK, so blame Davies for that, because it is now going to be much, much harder… Now this warm up is entirely teacher-led, Davies, rather than entirely student-led … Now this isn't as enjoyable as an entirely student-led warm up, is it? You have lost your opportunity because you acted like burks. OK, we need to do this for a little bit longer, so I can get Davies sweating, so he knows he's done something wrong.

This approach to teaching suggests that Friere's (2007) notion that teachers of physical education reproduce the configurations of power and oppression is credible in terms of the manner in which this particular lesson was delivered. In terms of social practice, within physical education, reproduced through field and habitus, oppressive practices of discipline and compliance in physical education relate to a form of symbolic violence in which pupils appeared to be complicit in their acceptance and potential misrecognition of their experiences. Reflections of notions of surveillance and control of pupils' bodies that have been a dominant area of discourse in schooling were apparent in this observed lesson through pupils' efforts not to be the last to change, not to be the first to make a mistake, the struggle to remember fleeting and ephemeral experiences that occurred months before and in the acceptance of punishment for minor unavoidable transgressions.

After the completion of the teacher-led pulse-raiser pupils were asked to complete stretches and mobilising actions before the main task of the lesson was introduced. Pupils were questioned to determine how best to field the ball and ensure that four members of the group could send and receive it before the fifth member could complete an out and back run across a set distance. They were asked to consider decision-making and to determine how many times the ball could beat the man. Upon completing the task, in which the man beat the ball on a greater number of occasions than their teacher expected, pupils were asked to discuss criteria for success in the drill:

> OK, let's now try to think about success criteria that we can put together in order to play this game successfully. What must we do, in terms of sending and receiving, David … what must we do in terms of sending and receiving to make sure that we are successful and the ball beats the man? Give me one thing.

Pupils were encouraged to consider how they might transfer skills and strategies from other activities such as football, rugby and basketball that included elements of sending and receiving that may be relevant to this cricket fielding activity. Following discussion within their groups, pupils made a number of good suggestions, that related to aiming at a target, flatter trajectory of throws, communication, and the importance of following through in the direction of the throw that satisfied their teacher and then led to improved completion of the task in terms of performance and consistency. Ennis and Chen's (1993) definition of the learning process proposes that students use information that they have learned to solve problems and utilise process skills across lessons and units of work to facilitate learning related to increasingly complex skills. This, I would suggest, was the main aim of Len's approach to learning and teaching. The work eventually undertaken by pupils in this lesson reflected such notions of transferability of skills and application of

common ideas and strategies in a problem solving capacity. Successful completion of the later tasks attracted praise for the group that, towards the later stages of the lesson. Analyses of language used suggest that eventual successful completion and mastery of the discipline that they were asked to work towards, promoted an increased positive commentary that was related to self-actualisation. On such a basis, connections between readiness to promote elements of self-confidence seem to be linked quite strongly to success in problem solving (learning process) and disciplinary mastery. Pupils, who appeared to have been unable to work in the self-directed, responsible and independent fashion (Ennis and Chen, 1993) required by their teacher during the first part of the lesson were able to answer tasks with a greater level of teacher-led input.

During interview, discussion of NCPE and the effects of statutory guidance on teaching through a learning process orientation provided an interesting area of conflict for Len in his teaching. He suggested that, for him, learning to learn was an important aspect of his approach to teaching and that it was more important than disciplinary mastery in his approach:

> My view on teaching is that I do not want it to be centred around 'these are the three key points', 'this is the skill', 'this is what we are going to do'. I prefer students to turn around and say, well the task is to overcome this, how can I go about doing it? Trial and error, then when they come to the right ideas we create the successful criteria which we roll out for everybody else.

In order for him to deliver his lessons in a manner related to developing pupils' ability to utilise prior experience to learn how to learn, Len felt that the NCPE statutory guidance was lacking in that which he required in order to assess pupils according to their mastery of a number of disciplines. For that reason he tended to teach according to his own learning process value orientation and ideology, but he felt the need to rush through task-led content in lessons in order to teach the material that pupils would need to satisfy NCPE-based assessment criteria, which he recognised as being performance led. However, he also suggested that pupils could satisfy performance led criteria through formalised assessment after focusing on learning process criteria in four or five lessons in a six week unit of work.

Len's VOI-2 suggested that disciplinary mastery and social responsibility criteria had less effect on his teaching. During observation of his lesson, there was little discussion of criteria required to perform skills effectively because pupils were expected to remember

how to perform cricket related skills and to recall, or transfer, ideas and strategies, from transferrable prior experiences, that were related to the focus of tasks set. His scores for social responsibility were low which, in common with earlier findings (see Figure 4.5, Steve's Lesson Observation Language Profile) provides support for the notion that teachers in schools in middle class areas were less likely to consider developing pupils' social responsibility to be important. Such findings were consistent with Ennis and Chen's conclusions that pupils in more affluent areas were more likely than those from disadvantaged neighbourhoods to more readily conform to the expectations of their teachers.

David's Value Orientation Profile: Self-Actualisation (Context)

David was in his fourth year of teaching at a mixed Comprehensive School in London, following successful completion of a bachelor's degree in physical education with QTS. He had an interesting rationale for entering the physical education profession as a result of not experiencing the same positive means of socialisation into the profession as seems to be the case with the majority of respondents in this study. They suggested that they entered the profession as a result of success in physical education and school sport and a general liking for their physical education teachers. David, however, was very critical of his physical education teachers who were:

> Completely focused on the physical, the skill, the success, but also focused on only those pupils that could do it and everyone else [was] ignored and even bullied at times.

He considered the process of learning, rather than the product, to be more important for pupils because of what he called 'other benefits', such as developing self-confidence and improved self-image. He provided examples from his own experiences, as a pupil, to explain his approach to teaching and learning. He disliked a physical education teacher, at his secondary school, who insisted on high practical standards and who criticised pupils publicly for making mistakes and regularly picked him last when allocating pupils to teams. David continued to participate in physical education because he was not inclined to give up despite suffering negative experiences, not least to maintain his standing with his peers which may suggest that figurations formed with his peers were important to him. Eventually the influence of a 'new' physical education teacher who recognised the effort that he put into his work in later years provided him with the realisation that there might be different approaches that could be utilised in teaching:

> I think it is important to say that I did not dislike PE, I disliked my physical education teacher.

It appears, from David's description, that he had developed figurational connections (Smith and Green, 2004, Shilling, 2012) with physical education as a subject, that he certainly maintained relationships with his peers, but that any interdependency with his physical education teacher was based on largely negative experiences which reflect notions of symbolic violence (Bourdieu and Wacquant, 1992) and power and oppression (Friere, 2007). David reported that, at university, having started on the route towards teaching physical education, he started to develop a philosophy that took his own experiences into consideration. In doing so he took the opportunity to consider means by which he could ensure that his pupils would not need to go through the negative experiences that he had experienced when making errors in performance. He had continued to develop his self-actualisation orientation, as an underlying philosophy, during four years in his first, and current, post and now considered this approach to be a strength in his teaching.

David's current appointment was in a large mixed Comprehensive School in London that achieved a 'good' report from Ofsted in 2010. The school had recently moved into new premises, which included a new Sports Hall and a floodlit Astroturf area, but a number of outdoor lessons continued to be held off-site while waiting for newly laid playing fields to develop. The school served a community that faced increasingly difficult economic and social challenges and over a quarter of pupils were eligible for free school meals, which was much higher than the national average in secondary schools indicating a high level of deprivation. A quarter of pupils were identified as having special educational needs and/or disabilities, with the largest proportion of these relating to behavioural, emotional and social difficulties. Despite this the school was considered to be improving by Ofsted and had demonstrated improved performance in GCSE results across the previous three years.

The scenario described here would appear to comply with Ennis and Chen's (1995) findings that teachers in urban schools were more likely to adopt a self-actualisation orientation as a result of finding that pupils were less prepared to comply in lessons that were aimed at disciplinary mastery. However David, in explaining his teaching within this school was quite insistent that his underlying philosophy would dominate his teaching

regardless of the attitudes of pupils he encountered. He recognised that many of the physical education teachers that he worked with considered disciplinary mastery to be important and there were a number that he considered to hold similar characteristics to those of his own former, highly disliked, physical education teacher:

> We have pupils, very talented pupils, who don't like physical education because Mr. so-and-so shouts at me when I miss the ball ... these are the people that you have to work with, and it upsets me sometimes to be honest.

However, despite his predilection towards self-actualisation David recognised that he needed to work within the requirements of NCPE which he suggested included criteria that he found to be extremely vague and that this opened the possibility to interpret it in different ways. He did not feel comfortable with the manner in which pupils were assessed in physical education because of the dominance of performance (disciplinary mastery) in the assessment criteria. This was a similar notion to that proposed by Steve (disciplinary mastery) who took comfort from his interpretation of NCPE criteria as being adaptable because of the lack of prescription within them that was arrived at from very different ideological positions. The suggestion that teachers with different values and ideologies experience the curriculum differently according to the level of agreement between their own teaching philosophy and that of a curriculum that was imposed upon the physical education teaching profession is pertinent here. Difference is shown by comparison of their different attitudes and interpretations of NCPE assessment criteria:

> I find the criteria to be extremely vague … you can interpret it in different ways … I would say that I disagree with the way that pupils are assessed in PE (David, physical education teacher with a self-actualisation orientation).

> I think the National Curriculum is quite open, it allows you to adapt things, so that's quite good because it is not so prescriptive. It allows you to assess activities that you and your pupils feel comfortable with (Steve, Head of Physical Education with a disciplinary mastery orientation).

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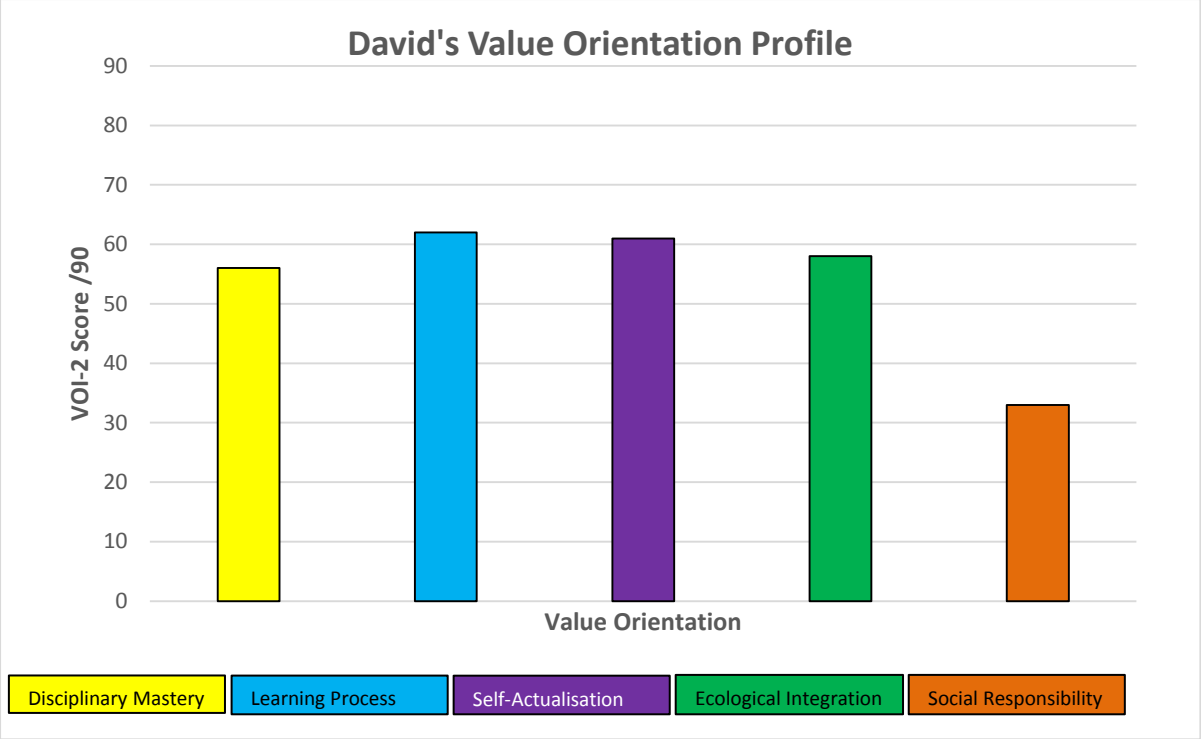

Figure 4.8: David's Value Orientation Inventory Profile.

David's profile was the most balanced in terms of the scores across the five value orientations. He provided the only example, across all participants (n = 135) in this stage of research, of recording three value orientations that indicated a high affinity (learning process, self-actualisation and ecological integration). Disciplinary mastery was neutral and social responsibility was low. He recorded the highest self-actualisation score amongst serving teachers (n = 53).

Observational Analysis of the Self-Actualisation Orientation – 'David'

In relation to the language used by David during the observed lesson, transcription and coding of the language that he used in delivering a rounders lesson to a group of Year 7 boys is presented in figure 4.9 (below):

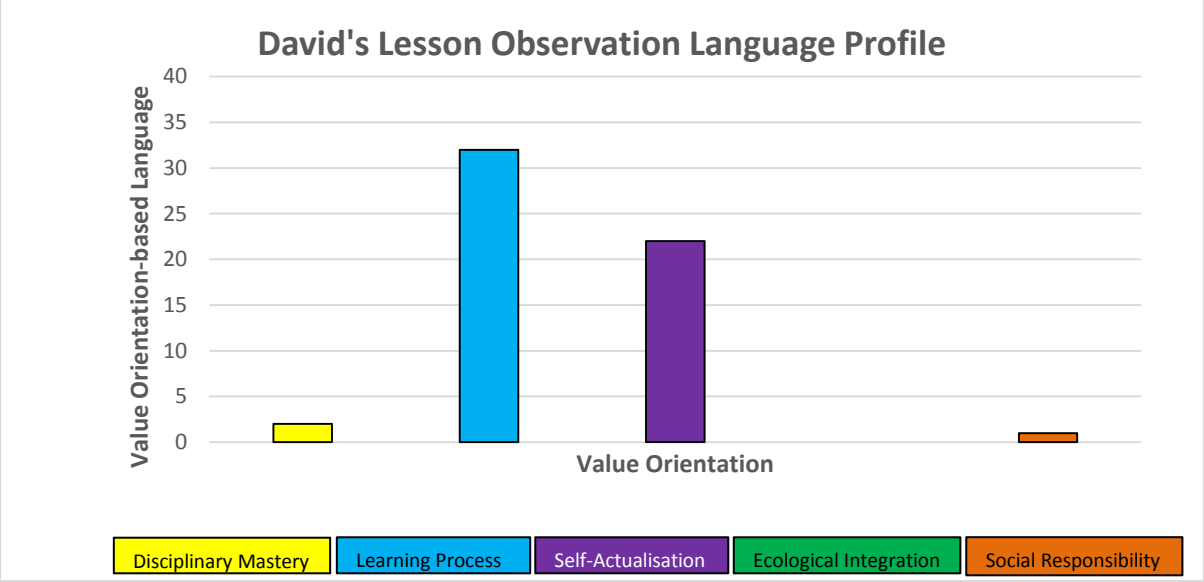

Figure 4.9: David's Lesson Observation Language Profile.

A comparison of David's VOI-2 (figure 4.8) and the lesson observation profile (figure 4.9) indicated that, unusually, he possessed three value orientation categories that were measured as being high, according to his VOI-2. Learning process, self-actualisation and ecological integration were high on the VOI-2 scale, disciplinary mastery was neutral and social responsibility was very low. The language that David used in the delivery of his observed lesson reflected high proportions of language that matched his high value orientations for the learning process and self-actualisation. Language related to disciplinary mastery and social responsibility was used less often. David's use of language signposted an interest in ecological integration which, in common with other participants in this study, was not present, despite the high interest in this value orientation that was indicated by his VOI-2.

Field notes record that David used whole group feedback and questioning more than individual and small group feedback in the delivery of the lesson. However, much of the whole group feedback related to a game situation that all pupils in this small group of boys (n = 18) were involved in. The same field notes indicate that David was concerned with allowing pupils to be as active as possible and not to keep stopping activity to provide feedback to pupils.

Data derived from the observed lesson and field notes of David's teaching indicated that he knew, and used, the first name of every year seven pupil that participated in the lesson. These data collection methods also provided evidence that every pupil took part and got

ready for the lesson with enthusiasm despite having to walk a significant distance to the park in which the lesson took place. In relation to the context of the lesson, pupils changed in an old council changing room and made their way to the area of the park in which the lesson was to be undertaken in a relaxed manner and gathered around their teacher, when asked, at the beginning of the lesson. The lesson was based around fielding in rounders and was delivered to a group of year seven boys. During early instruction, at the beginning of the lesson, coding data related to David's communication with the group reflected his interest in the self-actualisation and the learning process and contained very little content that related to disciplinary mastery. His first comment related to how well they had worked during the previous lesson:

> Right, last week you were brilliant, so I want the same this week.

As part of the learning process pupils were asked to recap what they had done during the previous week's lesson so that they could include it in the skill-based part of their warm up. Pupils were put into groups and a group leader was appointed to lead the warm up:

> Stand up if you led the warm up last week ... if you led the warm up. I am putting you all together, sit back down please. So this week we will have Jamie, Henry, Omar and Ben [leading the warm up]. Right, last week you were absolutely brilliant, so I am going to make it even harder for you four at the front [group leaders] this week.

Following questioning that was designed to help pupils recall and revise warm-ups that they had experienced in previous lessons, instruction was kept to a minimum. Pupils, and especially group leaders, were asked to combine the first part of the warm up to include a pulse raiser and dynamic stretches before developing the skill-based part of the warm up to include two rounders balls instead of the one that they had been used in previous weeks.

Almost immediately groups had begun to work on their warm-up they were bombarded with praise and positive commentary from their teacher:

> Good, one group has started … … Nice idea Ben, see if it works … … Good, well done. Good Henry's group … … Well done Jamie. Omar, come on, you are the only team that hasn't started … … … … … … Good [Omar], we've got lunges, good … Yea … … … … … … Who just said do a demo (Me) Good boy.

Even, in circumstances in which pupils were being identified as being the only group that were yet to start, it was carried out, and responded to, in a positive manner. Pupils were set a task, in which two groups of five boys were asked to play a fielding game, using two rounders balls, within a restricted area. The aim of the game was to successfully use

fielding techniques to pass both rounders balls between team members whilst keeping both balls moving. Questions related to how pupils might complete the task more successfully were posed and pupils proposed improved communication as being important in the game which resumed with great enthusiasm and a lot of shouting. At another pause in activity pupils were, positively, guided towards responses related to assessment of misfielding and means by which they could improve performance. Higher order thinking skills were called upon as pupils compared, contrasted and sought to solve problems that were apparent from their own performance. During this process David reminded one of the pupils about an answer that he had given in the previous lesson:

> What did you say last week Harry that was brilliant? What did you have to do [when performing a high catch] before the ball comes to you? … No, that's not what you said, you gave a fantastic answer. Where do you have to go? To where the ball is going to go, thank you, fantastic.

Field notes indicate that Harry was one of the least able pupils in the group in practical terms, but his teacher provided him with an opportunity to successfully participate in the lesson and to relive the positive contribution that he made in earlier work. His responses and the notion of avoiding misfielding the ball were used to introduce the focus of the lesson which was for pupils to learn and successfully perform a long barrier when fielding the ball. A pupil with experience in cricket was asked to demonstrate the long barrier and others were asked to explain, verbally, what he had done before practicing the skill in groups of three. As before David rained down praise and encouragement on his pupils for all to hear:

> Good Toby … … … That's it, see your barrier worked there. Thomas well done. It doesn't matter, as long as you stop the ball, that's your primary objective. Right I want your knee to go towards your foot, you have got it perfect. … … … … … That's it Josh, well done … … … … … That's it, done it, good.

Pupils then returned to the groups that they had used for the fielding game, with instructions to use the same criteria for playing the game, but to use the long barrier to field the ball when appropriate this time. After being motivated to keep the ball moving, pupils returned to their task with enthusiasm and after a few moments monitoring performance David, true to form, provided a very positive commentary for the group:

> Get in your squares, do it properly, go … … … … … … … That's better, good … … … … … Soloman, you are applying yourself, now you are stretching for it, move to the ball … … … This is so slow, faster … … … … … Faster … … Watch your language … … … … … Omar, Omar, that was brilliant, that was brilliant, well done.

Pupils did not work on their newly learned skill in a pressurised situation for very long before David called them in to provide feedback and to introduce the skill into a game situation:

> OK, I have seen enough, come in boys … … You did a brilliant long barrier stop on a difficult ball, that's all I wanted to see. That's it lads, in you come, well done, well done … … … … Right, second time was much better, well done for that. I know I kept saying faster, faster, faster, that's because I wanted to put you under pressure. In the game you will be under pressure, all eyes are on you, which makes it a very er… (a pupil offered the word pressurised) nerve wracking, pressurised, good words good. You can all do it, Omar there was a very good long barrier stop I saw there on a very, very, difficult moving ball. You did very, very, well to hold it.

Observation, analysis and interpretation of such interactions suggest that pupils were confident enough to offer suggestions during the lesson which reflects the focus and attention that pupils gave to the lesson as a result of the positive atmosphere that their teacher created for them by his approach to teaching. He quite intentionally provided opportunities for pupils that were not of a high ability level to experience and contribute to his lesson. They were quite prepared to volunteer, to contribute ideas and to respond positively to their teacher and their peers. When one of the group successfully completed a high catch, using good technique and the lessons learned during the previous lesson David celebrated it with the phrase 'High catch, in all my days blood' which provided another pupil with the opportunity to mimic the street language used by his teacher to the amusement of everyone. At the change of innings pupils were praised for the way that they had approached the lesson:

> I was just saying how absolutely fantastic your attitudes are. You are prepared to play fairly, you are prepared to give each other a chance and you are prepared to have a bit of banter. It's very, very, very good. I am very proud of you. Let's swap over please.

High praise for a group of pupils, that reflected the attitudes and values of their teacher, who were quite prepared to single out peers for praise on successfully making a catch, fielding or batting well, even in circumstances in which those that they singled out for praise had consistently failed throughout earlier parts of the lesson. No pupils highlighted failure, but they consistently celebrated success, in a school in which a quarter of pupils were identified as having behavioural, emotional and social difficulties. A very impressive characteristic related to the way that the lesson was delivered by its teacher, and experienced by its participants, was that at no time did any of the positivity appear to be

in the least patronising. The group liked their teacher and their teacher liked them, a mutual respect existed between all members of the group.

Data suggest that self-actualisation and a focus on maintaining and developing the self-image and self-confidence of others were at the forefront of everything that happened in the lesson especially when pupils made mistakes. It appears that David used the memory of negative experiences from his own participation in physical education at school to ensure that his pupils experienced very positive teaching approaches in their physical education lessons with him. For example, when Soloman did not use the technique that he had been taught, and failed to stop the ball, humour was used to motivate him to use the learned technique next time:

> David: 'Soloman, you are about level 2a at the moment, use the long barrier stop … as long as you use it well [you can be] about a 5a or 6c. As long as you can bat, bowl, throw, communicate, be nice to your parents, if you can do all those things you can be a 6a'.
> Soloman: 'I aint getting no 6a then'.
> David: 'Why 'cos you can't bowl'?
> Soloman: 'Can't bowl, can't throw, be nice to my parents'.

Seconds after this conversation:

> David: 'Soloman, that's much better, well done … Oh my god, one rounder scored, good'.

During conversation after the lesson had finished David continued to provide evidence of the rationale behind his approach. To him, the process of learning was important and the ability for physical education to provide enhanced levels of self-image and self-confidence and to contribute to self-discipline and motivation were high on his agenda:

> The fact that he can't do it [catch or throw] isn't important because … I saw him catch a ball in practice. For his confidence, it depends how public it [failure] is, and that's down to me as a teacher to make sure that he cannot fail … but no matter how much he succeeds, whether that be great, or minimal, he still comes over feeling a success … he still comes away from the lesson thinking I still succeeded somehow.

During the lesson, one of the pupils, Sam, who considered himself to be 'not very good at PE' was provided with opportunities to show that he had a good knowledge of the activities that formed part of the lesson and David successfully manipulated opportunities for him to gain some success because his raison d'être for teaching physical education made it an obvious thing for him to do. He wanted pupils to enjoy lessons and to feel that they could all make a contribution to them, regardless of their previous experience and ability levels. He wanted to avoid pupils:

> ...not wanting to do sport when they leave. That's the tragedy of it. I want these kids to enjoy sport, no matter how good they are at it. I want them to enjoy being active, enjoy their exercise and do it when they leave.

This quote represents the only part of the research process in schools in which a teacher mentioned a wider role for physical education that encompassed what pupils would do outside school. On that basis it relates to ecological integration.

Harry's Value Orientation Profile: Social Responsibility (Context)

Harry was approaching his fourth year in teaching physical education at a boys' 11 -18 Foundation Technology College in the South-East of England. The school served a community with a set of demographics that were reported in their most recent (2012) Ofsted report as including nearly 20% of pupils being eligible to claim free school meals, 14% of pupils that used English as a second language and in which 56% of pupils had been identified as having one or more special needs. Ofsted considered the school to have improved, in their 2012 inspection, from satisfactory to good. This was largely a result of improved examination results at rates that were faster than those seen nationally, good leadership, positive relationships between teachers and pupils and good levels of teaching in a positive and safe environment. This was Harry's first appointment and he had worked at the school since qualifying through the PGCE route after gaining a Sports Science degree.

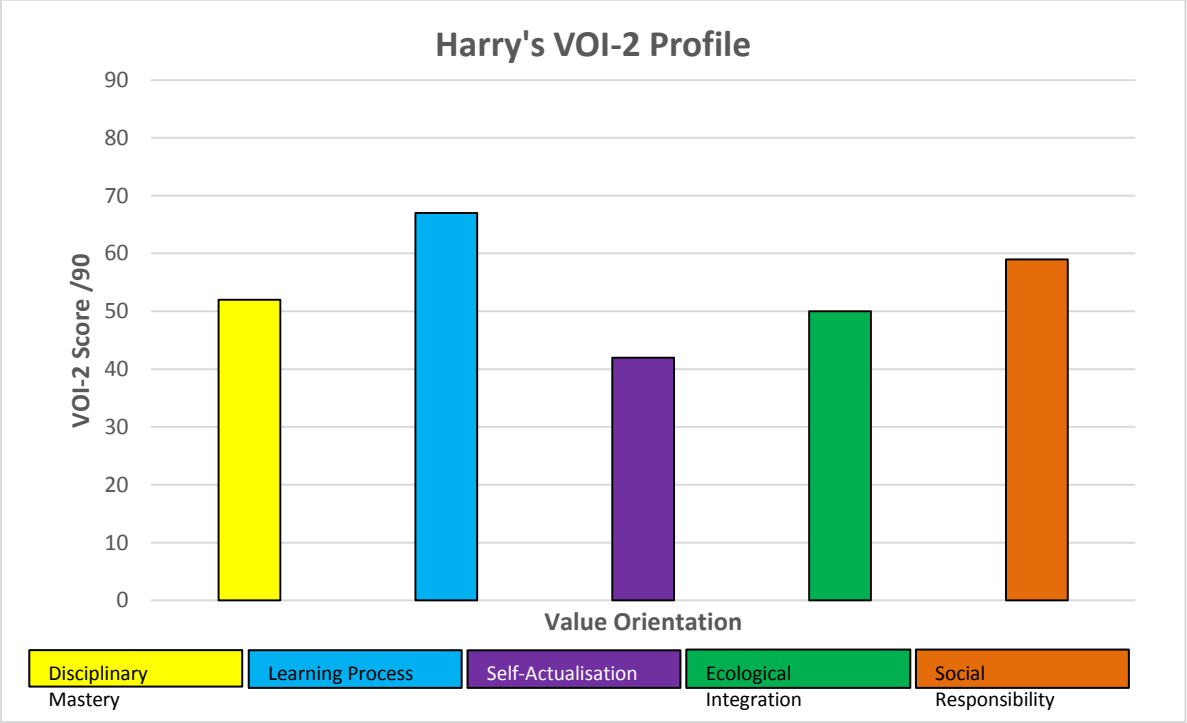

Figure 4.9: Harry's Value Orientation Inventory Profile.

Harry's VOI-2 indicated high orientations towards social responsibility and the learning process. His interest in teaching with ecological integration and disciplinary mastery approaches were neutral, and his orientation towards self-actualisation was very low, because, as interview data suggests, there was a feeling in the school that pupils were over-confident already.

Observational Analysis of the Social Responsibility Orientation – 'Harry'

In comparison with his VOI-2, the lesson profile suggests that Harry's dominant value orientation was based upon an interest in the learning process and disciplinary mastery. He recorded the only relatively high score in relation to the language that he used which reflected the social responsibility that his VOI-2 suggested that he had greatest affinity with. His lesson observation profile is presented below:

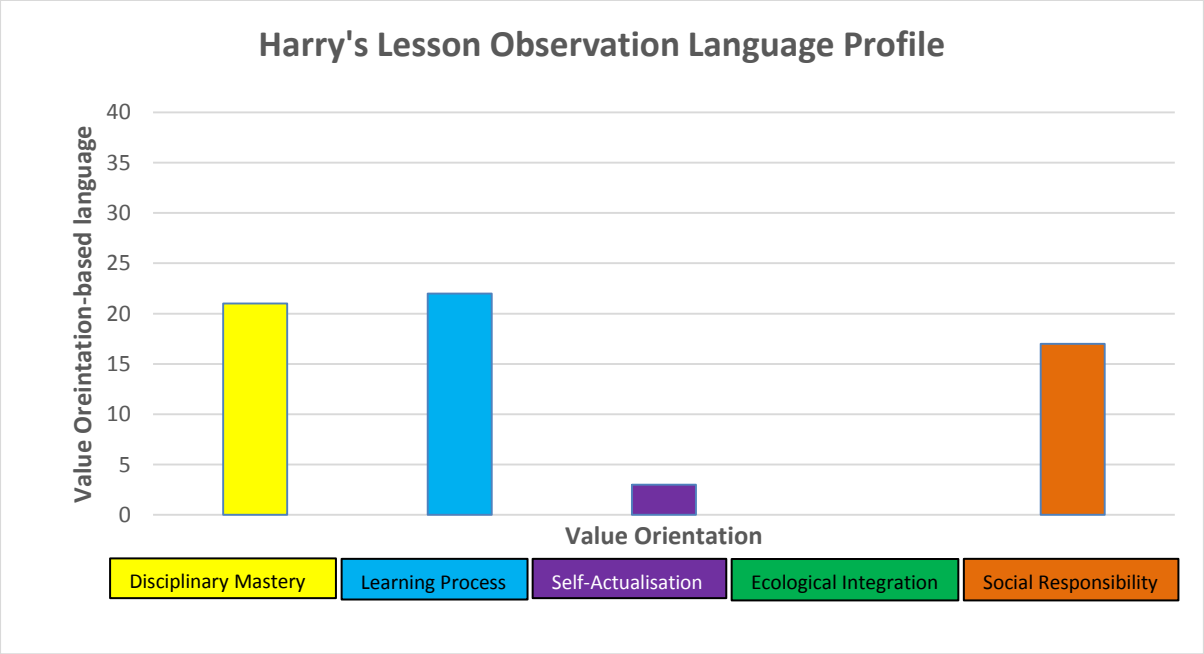

Figure 4.10: Harry's Lesson Observation Language Profile.

The value orientations that were indicated by the language that Harry used in his teaching, following coding, indicate that a high proportion was related to social responsibility and the learning process, as would have been expected from someone with his VOI-2 profile. In addition, language that symbolised ecological integration and self-actualisation were, as expected in comparison to VOI-2 date, used much less often. However language related to disciplinary mastery appears to have been used on a greater number of occasions than might be expected from the pattern of the value orientations indicated by

his VOI-2. Data suggest that the highest proportion of language used by Harry, in his teaching, relate to regulating and officiating and in providing feedback and questioning to small groups of pupils and to individuals. This reflects the group-based organisation of the lesson in which pupils worked in teams of four or five. Activity levels were high and Harry was concerned with keeping pupils working for the majority of the time.

Relay take-overs provided the learning context for the lesson which was undertaken by a group of year nine boys. It built upon learning related to sprint starts and sprinting and aimed to combine prior experience, communication and techniques related to relay running. The lesson was based around notions of improving performance that are part of NCPE Key Processes 2.3 and 2.4, i.e. Developing physical and mental capacity and learning, evaluating and improving (DCSF and QCA, 2007) techniques and skills. It drew upon concepts related to 'performing at maximum levels' that forms part of the Range and Content section of the curriculum (DCSF and QCA, 2007). During the introduction to the lesson intended outcomes were introduced with reference to 'End of Key Stage Attainment' levels and, in common with pupils taught by David (self-actualisation Orientation), analysis of language used and field notes indicate that this group of boys were able to discuss NCPE levels fluently and with understanding. Pupils were asked to describe the level that tasks were aimed at by defining and attributing key words to the tasks that they would be asked to complete. For example, combining activities was considered to relate to level five and successful application of relay techniques, planning and evaluating strengths and weaknesses were considered to reflect work at level six. This approach reflected Harry's high orientation towards the learning process in his VOI-2 results and the use of NCPE levels provided evidence for the importance that Harry, and the school, placed on satisfying National Curriculum Aims that relate to effectiveness in competitive situations (DCSF and QCA, 2007). Pupils were provided with Task Cards that would help them to analyse performance and to provide feedback to their peers, each of which contained key words that the all subject areas were expected to use to support a school policy related to language across the curriculum. During the interview that followed the observed lesson Harry was keen to point out that his aims for pupil learning were related to their ability to recognise their own strengths and weaknesses and to be able to evaluate those of their peers. Pupils were also asked to propose means by which performance could be improved.

A high proportion of the language that Harry used to communicate the aims, strategies and technical aspects of the lesson related to the learning process that pupils would use in planning their approach to tasks set, applying previously learned techniques, combining them to improve performance and evaluating the use of techniques and strategy to provide feedback that was aimed at improving performance further. Lesson organisation that related to pupils working in teams, with the overarching aim of improving performance, aimed at developing pupils' teamwork, leadership, communication and ability to work towards a common cause. They took turns in coaching their fellow pupils to develop performance in two different methods of baton passing. This provided them with the skills that they needed to determine which method would work best in the 4 x 100 metre race that they would compete in towards the end of the lesson. The use of experimentation, using skills and methods that they had experience in and the use of planning and strategy related to moving the baton around the track as effectively as possible provides context to activities that pupils undertake and indicates a relationship to the definition of the learning process orientation:

> Students learn how to learn movement, sport, and fitness content and how to use information from the body of knowledge to solve related problems. Process skills are integrated across lessons and units in systematic progressions to facilitate the learning of increasingly complex skills (Ennis and Chen, 1993: 439).

Lesson content that focused on the development of social responsibility related to tasks that called for teamwork and leadership, in communication with other pupils and the teacher and in the manner in which pupils were expected to behave within the school community using criteria set by their teacher and the physical education department. Pupils experienced a uniformly applied procedure that was laid down by the physical education department and used by their teacher in which expectations that related to social rules and behavioural norms were understood by pupils who also understood the sanctions that would be applied if they were transgressed:

> Students learn social rules and norms for personal conduct that lead to appropriate social interactions of cooperation, teamwork, group participation, and respect for others (Ennis and Chen, 1993: 443).

In a school that catered a cohort of pupils that were described by Ofsted, in 2012, as including almost 20% of pupils being eligible to claim free school meals, 14% of pupils that used English as a second language and in which 56% of pupils had been identified as having one or more special needs a focus on pupil behaviour for learning was apparent. On that basis the development of social responsibility was important within a school with

a population of potentially disruptive pupils, systems and processes needed to be understood by teachers and pupils. A system of cautions, with increasing sanctions related to increasing misbehaviour was in place. Pupils would be warned during the lesson that inappropriate behaviour was not welcome and, on a first offence, would be denoted as having received a first caution (C1). Further transgression of expected behavioural norms would attract a C2, and so on. Another sanction that was used related to time being added to the end of the lesson if pupils wasted time or did not focus on the lesson that used an imaginary stopwatch to ensure that they quietened down and focused on the lesson:

> OK ... ... (wait for pupils to quieten. One pupil says 'Ahhh listen') ... I have started the stopwatch gents ... (pupils settle and listen) and now I have stopped it, so well done, shouldn't have taken you that long. Ah Ronnie, I have to start it (the stopwatch) again. You are already down at C1, not cool, C2 that's even less cool.

A short time later in the lesson:

> Ronnie, you are one warning away from a C3 ... over there, over there. Go and chill out for three minutes please. ... James, James, you are on report, don't goad him.

The approach taken by Harry in teaching this group of year nine boys, whose behaviour and intermittent attention and focus reflected the deprived communities that were included within the schools catchment area placed an emphasis on developing acceptable behaviour and social responsibility. This suggests that constraints or limitations that relate to social exclusion, the influence of poor neighbourhoods, educational (behavioural) problems and student resistance to traditional curricula (Ennis and Chen, 1995), that form part of the educational context, may have an effect on the way in which teachers feel are able to teach. In this case, data derived from interview, indicate that Harry, and his colleagues, developed and managed systems that aimed to promote social responsibility within their pupils in order to engender improved learning through a pupil-centred curriculum (Curtner-Smith *et al*, 2001) rather than a subject-centred, skill-based approach to teaching (Penney, 2000). It is important to note here that approaches taken by Harry and his colleagues did not ignore NCPE requirements, rather the importance in developing social responsibility within pupils was included in their teaching approaches in addition to satisfying National Curriculum Aims and assessment procedures. This argues that teachers are likely to adapt their teaching to cater for their own interests, values and beliefs as well as NCPE requirements and as Thorburn and Gray (2010) suggest by promoting their own ideologies and needs over curricular requirements. However, it seems that Harry's teaching is quite heavily influenced by the requirements of NCPE and that he used

assessment levels to guide the level at which he pitches his teaching. His social responsibility orientation is driven by a desire to manage behaviour, to keep pupils focused and 'on track' in lessons and plays as something of a sub-text to NCPE requirements, albeit an important one.

4.5: Summary of Key Findings and Connections across the Data.

Key findings in the first stage of research were related to the value orientations present in National Curriculum and NCPE documentation. All five value orientations were represented in National Curriculum Aims and in NCPE statutory guidance in 2005 and 2008. National Curriculum Aims placed ecological integration, social responsibility and self-actualisation as being pre-eminent in curricular guidance related to the development of children and young people in both versions of the curriculum. The learning process, and particularly disciplinary mastery, were included more often in statutory guidance contained in the NCPE, often to the exclusion of the three areas that were most often included in National Curriculum Aims in 2005 and 2008.

The second stage of research considered the proportions of students who strongly held value orientations at the start and end of their professional socialisation, and of serving teachers during their occupational socialisation. It sought to consider the pattern of value orientations held by groups at these different stages in their socialisation into, and through, teaching physical education. Results indicated all five value orientations were represented within each of the groups of participants and that the learning process was the value orientation that was held strongly by most students and serving teachers. The proportion of students strongly holding this value orientation increased in relation to late-stage students who had completed their ITE experiences in physical education. Definitions of value orientations used in interpreting National Curriculum language also appeared in statements used in the VOI-2 and provided a connection between the first two research phases. Biographical narratives, provided by participants, afforded insight into the reasons behind decisions to become physical education teachers that were formed during anticipatory, professional and occupational socialisation.

In the third phase of research, serving teachers who strongly held disciplinary mastery, learning process, self-actualisation and social responsibility value orientations were observed. The connection between the first and third phases of research relates to the

same analysis of spoken language as had been used to analyse written language within National Curriculum and NCPE statutory guidance. This suggested language that participants used in the delivery of their lessons reflected the value orientations that they held strongly. Semi-structured interviews provided evidence that their curricular decision making utilised their ideologies, beliefs and value orientations, in interpretation of NCPE statutory guidance. Some evidence that they taught according to their different interpretations of NCPE statutory guidance emerged, together with suggestions that younger, less experienced, participants referred to NCPE requirements, as they saw them, more often than older and more experienced teachers. These themes are further considered in conclusions in Chapter 5.

Chapter 5 – Conclusions

Conclusions, related to this study, are presented in this chapter in the following sections

5.1: Introduction
5.2: Main Conclusions
5.3: Recommendations for Future Practice
5.4: Contribution to Knowledge
5.5: Limitations of the Study
5.6: Suggestions for Further Research

5.1: Introduction

This study was successful in its aim of bridging the micro-macro sociology gap in that it considered processes of prospective and serving physical education teachers' socialisation into teaching, their value orientations, curricular decision-making and approaches to teaching (micro-sociology) through the structure of their experiences of the National Curriculum, a pillar of the institution of education in this country (macro-sociology) between 2005 and 2013. The complexity of individuals responding and developing differently through daily interactions in physical education that were formed through a National Curriculum, that remains central to the macro-social structure of education in this country, forms an integral and important part of the sociological processes of education as a whole. In considering the development of prospective and serving physical education teachers within this context, these conclusions seek to interpret the choices and decisions that they make in their chosen educational roles. Investigation of the inter-dependent relationships, or figurations, that participants developed as part of a complex socialising system of learning, training and teaching in state education is important to this study.

In relation to the hegemonic triumvirate proposed by Fernández-Balboa and Muros (2006) this research is positioned within physical education ideology and discourse that recognises that this school subject has the potential to promote the development of a wide range of positive characteristics within children and young people. Such development requires that physical education curricula deliver a wide range of experiences that explicitly engender habitus in its teaching and learning participants. This requires curricula that explicitly promote the development of social responsibility, of self and of a knowledge and understanding of the place of physical education within broader communities, as well as in physical ability and the processes of learning.

5.2: Main Conclusions

1. Which value orientations are represented in the National Curriculum and NCPE aims (2005 and 2008) and are they consistent with statutory guidance and assessment criteria presented in the NCPE the at Key Stages 3 and 4?

National Curriculum and NCPE aims represent all five value orientations proposed by Ennis and Chen (1993).

National Curriculum Aims in 2005 and 2008 versions of the curriculum include phrases and statements within statutory guidance which represent all value orientations used in analysis in this study. In both, ecological integration, social responsibility and, to a lesser extent, self-actualisation are represented more often than disciplinary mastery and the learning process (see Table 4.2). The aims for physical education which were encapsulated in The Importance of Physical Education included all five value orientations within language used to present the aims for physical education at each Key Stage in secondary education. Comparison between National Curriculum Aims and those provided for physical education indicated higher representation of language used that represented disciplinary mastery (2005 and 2008) and the learning process (2005), lower presence in language related to ecological integration (2005 and 2008). Similar or lower proportions of language that reflected self-actualisation and social responsibility were included here.

NCPE statutory guidance is not consistent with National Curriculum and NCPE aims. Statutory guidance in relation to aspects of learning within the programme and breadth of study in 2005 provided a much larger presence of language related to disciplinary mastery and lower levels of inclusion of the learning process, self-actualistion, ecological integration and social responsibility. Lower levels of language used to represent four value orientations may be explained by the inconsistency of its inclusion across these areas of statutory guidance.

In 2008 statutory guidance reflected an increased presence of language for disciplinary mastery, when compared to curricular aims and decreased representation in the other four value orientations which was partly due to inconsistency of inclusion across Key Concepts, Key Processes, Range and Content and Curriculum Opportunities (see Table 4.3). Self-actualisation and social responsibility are particularly poorly represented.

Statutory guidance related to assessment levels were dominated by language which signified disciplinary mastery and to a lesser extent the learning process and ecological integration in 2005 and 2008. Self-actualisation and social responsibility were not represented in most assessment criteria between level four and exceptional performance.

2: Are there statistically significant differences between value orientations held by students at the beginning and end of ITE programmes in physical education and those of serving teachers in schools?

There is a statistically significant difference between early-stage physical education students and their late-stage peers and serving teachers who strongly hold the learning process value orientation. There is no statistically significant difference between late-stage physical education students and serving teachers in relation to the learning process value orientation (see Table 4.6).

3: Do serving physical education teachers utilise curricular decision making and teaching approaches that reflect the value orientations that they hold?

Serving physical education teachers appear to recognise and strongly utilise curricular decision making and teaching approaches that reflect the value orientations that they hold.

Analyses of the language used to communicate the statutory guidance in the 2005 and 2008 versions of the NCPE indicated a dominance of two value orientations over the others. Both disciplinary mastery and, to a lesser extent, the learning process were present in a greater proportion of statements in these versions of the curriculum than self-actualisation, ecological integration and social responsibility combined. Analyses of statutory guidance related to programmes of study, curricular opportunities, key concepts, key processes and assessment, for example, restate and reinforce criticism of early versions of the NCPE in which Penney (2000) suggested that while statutory guidance was strong in terms of performance, it fell short in relation to the development of pupils in cognitive, affective and social domains. In circumstances in which overall National Curriculum Aims required all subjects to promote the social and moral development of pupils (Jacobs *et al.*, 2013) analyses of NCPE statutory guidance in this study support the view of Laker (2002) who concluded that it represented a failure to promote learning experiences through which pupils may explicitly develop self-confidence, self-control, leadership, co-operation, competition, social responsibility or understanding of the place of physical activity in contemporary society. The maintained focus of NCPE statutory

guidance, towards a hegemonic corporeal ideology (Light and Kirk, 2000) in 2005 and 2008, limited the development of an inclusive physical education curriculum with the potential to promote holistic development in children and young people through physical activity. Statutory guidance within these versions of the NCPE promoted exclusion for a large proportion of pupils, who did not possess the physical capital (Shilling, 1991) to successfully negotiate skills-based, games-centric, technocratic approaches to developing performance in physical education (Sicilia-Camacho and Brown, 2008) or, just as importantly, to succeed in meeting the requirements of its associated assessment criteria. Without suggesting that uniformity between all school subjects should be an aim of a National Curriculum, in order to provide an inclusive physical education to pupils, it would be reasonable to expect all school subjects to have brought to the fore self-actualisation, ecological integration and social responsibility to more closely resemble the 2008 National Curriculum Aims (see page 73), for example.

In relation autobiographical narratives, provided by participants from all three groups, the socialisation of teachers into the field of physical education, the development of the beliefs, values and ideologies that they use in curricular decision making, on a day to day basis, represented an important area of research. Findings reflect the work of Green (1998 and 2000) in relation to the figurations that lend relevance to their socialisation through experiences as pupils in schools, through ITE experiences in HEI into careers as teachers of physical education. In this area of research, the three stages of socialisation that were proposed by Stroot and Williamson (1993) proved to be important in terms of the development of different value orientations that participants in this study reflected in their VOI-2 questionnaires:

- Data collected from early-stage students represented the value orientations that were developed, as closely as possible, by young people as part of their anticipatory socialisation in secondary school physical education programmes.
- Late-stage students provided data which represented value orientations following the effects of professional socialisation in ITE programmes in higher education.
- Serving teachers' value orientations represented those which were formed after they had completed professional socialisation as part of an ongoing process of occupational socialisation during their careers in schools.

This study purposively collected data at the beginning and end of students' ITE programmes and from serving teachers which allowed determination that, in agreement with findings reported by Sofo and Curtner-Smith (2010), the learning process was the

most common value orientation held strongly by all three groups of participants. This was also the only value orientation that provided statistically different proportions of early-stage and late-stage students who held it strongly. The suggestion here is that HEI programmes at this university may have contributed to increase the proportion of students holding this already predominant value orientation. The increase in the proportion of late-stage students who held the learning process orientation meant that there was no significant difference between them and the proportion of serving teachers who also held this value orientation. These findings suggest some accord with research completed by Timken and van der Mars (2009) who considered student teachers' value orientations to be unstable and variable. Such findings are, however, at variance with those that have been reported elsewhere (e.g. Templin and Schempp, 1989; Placek *et al.*, 1995 Curtner-Smith and Meek, 2000; Curtner-Smith, 2001; Sofo and Curtner-Smith, 2010) which concluded that university programmes were generally ineffective in changing the value orientations of physical education students. This study suggests that there may be some potential for ITE programmes in HEI in which preconceived beliefs, values and ideologies may be successfully challenged, in relation to the learning process.

This study does not suggest that, as currently configured, physical education ITE, at this university, successfully challenges the development of different value orientations in its students, in relation to disciplinary mastery, self-actualisation, ecological integration and social responsibility. Results provided important data which reflected that the NCPE provided experiences which contributed to a statistically similar range of strongly held value orientations between physical education students and serving teachers in relation to these value orientations. Results indicate stability in the proportion of students and serving teachers who strongly hold four out of the five value orientations and provide congruence with notions of stable dispositions, or habitus (Green, 2002) and the potential for reaffirmation of established principles and philosophies that earlier research (e.g. Placek *et al.*, 1995; Soloman and Ashy, 1995 and Curtner-Smith and Meek, 2000) consider to relate to durability of value orientations.

Autobiographical Narratives provided by participants reflected the interdependent relationships, or figurations, that were present between pupils and teachers of physical education during anticipatory socialisation. They reflect the habitus that participants considered to be important parts of their development towards becoming a physical education teacher and the ideologies that they developed as a result of their experiences

in anticipatory, professional and occupational socialisation. Such experiences and relationships may be responsible for results that, except for developments in the learning process during professional socialisation, indicated no significant statistical difference between value orientations held by early-stage students who had completed their anticipatory socialisation and were yet to engage with professional socialisation during ITE programmes and serving teachers who had been involved in pupils' anticipatory socialisation on an almost daily basis. This area of research provided examples of students' and serving teachers' experiences that they attributed as being important to their decisions to teach physical education. Interpretation of findings suggest that practice and social field (Bourdieu, 1977; Bourdieu, 1986) were important pre-cursors to career choice. In particular the interdependent relationships, or figurations (Green, 1998; Dunning, 1999; Elias, 2000; Green 2006), between pupils and their physical education teachers, that were reported by all three groups of participants as occurring during their anticipatory socialisation had relevance to their interest in training to teach this subject.

The development of illusio during anticipatory and professional socialisation provided initial and ongoing belief that becoming a physical education teacher was a career that was worth pursuing for many students in this subject area. Findings and interpretative analyses of data indicate that doxa, or taken for granted assumptions, related to the roles and purposes attached to teaching physical education appear in students' and serving teachers' reasons for choosing to teach physical education. In particular the teacher as a role model with the ability to motivate, encourage, understand, guide and support in areas that lay outside the curriculum was an important attraction to this occupational field that students considered to be an orthodox part of the teachers' role. Fewer of them suggested that their teachers' ability to develop high quality performers was important in their decision to teach. Notions of altruism were common and reflected students' and serving teachers' desire to offer the same positive experiences that they felt that they benefitted from their own physical education teachers in schools. Narratives reflected participants' motivation to 'make a difference in the lives of children that they teach' (Mimbs *et al.*, 1998: 44) and their desire to nurture and inspire pupils as part of a vocation reflects this proposition as expressed by Daniel and Ferrell (1991).

Semi-structured interviews provided data related to teachers' understanding of the application or variance that their approaches satisfied or varied from the statutory

requirements of the NCPE. Interpretation of findings in this area indicate that serving teachers recognise the approaches that they bring to their curricular decision making and to reflect upon the approaches to teaching and learning that they adopt. They recognise areas of conflict between NCPE statutory guidance and their own priorities. Serving teachers reported that they are able to reflect upon their own tendency to impression manage (Lawson, 1983; Curtner-Smith, 2001) and covertly continue to teach according to their own beliefs and value orientations, in circumstances in which curricular ideologies are at odds with their own. Those participants who were observed teaching core physical education lessons, who did not reflect a strong disciplinary mastery value orientation in their VOI-2, reflected on the development of performance as being at odds with their own priorities for pupil learning and development. They recognised that NCPE statutory guidance focused on a traditional approach to physical education and ensured that their own values and beliefs either replaced such guidance in their approaches to teaching or, at least, played as a strong sub plot to NCPE requirements in their lessons.

Data provided by this study reinforce earlier conclusions that were based on 1992 and 1995 versions of the NCPE that suggested that teachers with different value orientations possess 'a number of different priorities other than teaching the subject matter of physical education' (Curtner-Smith and Meek, 2000: 27). Participants' responses in semi-structured interviews suggests that they use reflective and reflexive practices to place their own ideas, values and beliefs into the structures and approaches of their teaching, rather than simply promoting the aims of an imposed curriculum. This suggests that teachers' value orientations may, at least in part, be formed through reflection and reflexivity related to curricular statutory guidance in combination with the variety of habitus that teachers possess. In relation to the discourse related to physical education curriculum, teachers' value orientations inform the way in which they plan, teach and regard the curriculum (Shields and Bredemeier, 1995) and represent a unique blend of beliefs, intentions and actions (Pratt *et al.*, 2001). They represent philosophical positions, or belief structures, that may be defined, and acted upon, in operational educational settings, through which they consider pupils within curricular contexts and prioritise the body of contemporary and traditional knowledge (Ennis *et al.*, 1992).

In relation to socialisation and its potential effects on the value orientations that teachers develop, evidence in semi-structured interviews and observations provides some insight

into this process in relation to the teachers who participated in the final phase of research. Personal elite performance, together traditional experiences in physical education during anticipatory socialisation, may have led Steve towards a disciplinary mastery orientation. Len's learning process orientation was affected by his negative response to professional socialisation during ITE that he described as being skills-based and did not include enough pedagogical content that would provide learning episodes that would allow students to achieve without too much focus on skill development. Interest in self-actualisation and the development of pupils in this area developed through negative experiences in physical education for David. He expressed an intense dislike for teaching approaches that publicly criticised pupils for making mistakes or teachers that picked him last when allocating pupils to teams. At university, during his professional socialisation, David reported developing a philosophy which was more conducive with developing pupils' self-confidence and self-image, for example. Finally, Harry reported developing a social responsibility value orientation, early in his occupational socialisation when he secured a post at a school which included pupils from some of the most deprived communities in England. Harry and his colleagues in the PE department focused on social responsibility in order to promote improved behaviour using a pupil-centred approach to physical education rather than a skills-based approach. Data derived from semi-structured interviews indicates that teachers with different values and ideologies experience the curriculum differently in accordance with other research (e.g. Curtner-Smith, 1999; Curtner-Smith and Meek, 2000; Curtner-Smith, e*t al.*, 2001, Sofo and Curtner-Smith, 2010) according to the level of agreement between their own teaching philosophy and that of the NCPE.

The value orientation profiles of the four serving teachers whose VOI-2 scores represented the highest score achieved for disciplinary mastery, the learning process, self-actualisation and social responsibility were used in order to compare the language that they used during the delivery of a physical education lesson. Observations indicated that serving teachers did use language that was consistent with the value orientations that they held strongly (see discussion in chapter 4). Graphs of collected data (e.g. Figures 4.3 and 4.4, Steve: Disciplinary mastery orientation) indicated that teachers used language that represented value orientations that they held strongly more often than was the case for value orientations that were neutral or weak. It was not always the case that a direct association existed between teachers' highest scores in the VOI-2 and the proportion of language used. However, in each case, language used reflected one of the

top two value orientations in all four teachers' profiles. This suggests that the complete value orientation profile is important, rather than simply considering the one which was most strongly held and that teachers' language may vary between those which they hold greatest affinity with. For example, relatively less language, in this phase of research, related to the value orientations that participants' VOI-2 scores suggested they had a neutral or low affinity with. Interestingly, except for Harry (social responsibility orientation), language which reflected an interest in using sport and physical activity to develop social responsibility was not as common in lessons observed as might have been expected from VOI-2 results amongst the teachers who were observed. This may reflect findings from Ennis and Chen (1995) that suggested that teachers were more likely to place a higher priority on social responsibility in their teaching in circumstances in which they identified their pupils' behaviour as being challenging.

5.3: Recommendations for Future Practice

Anticipated Impact on ITE

Pupils in schools experience a physical education curriculum, that more closely resembles their own teachers' interests and values (Green, 2008), than the broad and balanced curriculum that is promoted in NCPE documentation. If a link between teacher and pupil values is shown, such experience during secondary physical education courses may have a limiting impact on the development of some value orientations held by physical education students in HEI. Increased understanding of the previous experience, figurations and the effects of aspirational socialisation on students' value orientations on entering PE-based ITE will be advantageous to the preparation and delivery of programmes. It will enable improved planning and delivery at an important stage of prospective teachers' development in augmenting strengths and addressing less well developed value orientations in students' profiles. Understanding such limitations will enable planning and delivery of physical education programmes that more effectively promote an inclusive, and holistic, programme for physical education in secondary schools. ITE programmes that provide a challenge to prospective physical education teachers to utilise a range of learning outcomes which reflect disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility in programmes which explicitly promote holistic development of children and young people through physical activity must be the aim.

Higher Education ITE providers should consider how practical and theoretical programmes could cater for all the value orientations present within various cohorts of students. Consideration and course planning to determine how the knowledge and understanding of different value orientations are developed for undergraduate and ITE students is important. To increase awareness of possible mechanisms for change, teacher training programmes could consider the use of audio recording and social semiotic analysis of teacher talk for PGCE and School Direct students during university practical sessions and on placement. This approach is already being used with PGCE students to enable them to analyse the language that they use in teaching. At this early stage of use of audio recording students are recording and analysing language used in lesson planning and delivery in micro-teaching situations in practical lectures at university. This work will be reviewed and the decision as to whether its use should be extended to teaching in schools.

Curriculum

There appears to be a need for PE-related curricula that recognise and promote all value orientations that are held by teachers and, more particularly, pupils in schools. Recent versions of NCPE have not been inclusive, particularly in terms of allowing assessment of the different strengths of pupils who hold different values and abilities. It is important that physical education teachers are able to determine, and use, their own criteria, which reflect the full range of value orientations, interests and abilities that pupils will develop through Key Stage 3 and Key Stage 4 programmes of physical education in secondary schools in this country. Training in how to write and use criteria that are relevant to all age-groups of pupils is an important area of concern here. What such approaches call out for is a curriculum for such development which is supported by assessment criteria which reflect truly broad, balanced and inclusive learning outcomes that are based on a curriculum for the holistic development of children and young people across four Key Stages in state schools in England. Curricular aims, and assessment criteria, which promote development across disciplinary mastery, the learning process, self-actualisation, ecological integration and social responsibility in pupils may provide a starting point in this process.

Teaching Physical Education in Schools.

Developed understanding of the range of value orientations, differentiated foci, values and ideologies present within the physical education profession, can contribute significantly to discourse related to the development of a more inclusive curriculum that takes account the physical education needs of all pupils. It is a basic premise of this research that the 2008 revision of the NCPE's focus catered well for the able minority, but neglected the different needs of less able pupils (in traditional terms) and the communities that schools serve. Such considerations argue strongly for the return to a school subject focus (Penney, 2000), and the promotion of holistic learning for pupils through PE, rather than the elite performance rationale (Whitehead, 2010) that has been reflected in subject related policy documentation across the past twenty-two years. Such professional justification for research reaches out into schools and contributes to discourse related to the NCPE and its interpretation by teachers and has value in terms of the development of a curriculum for the 21st Century that provides educational value to all pupils in physical education at Key Stages 3 and 4. In order to promote a wide ranging and holistic programme of development for children and young people, that PE has rhetorically proposed it is capable of delivering, we need to provide PE teachers with a curriculum that recognises the importance of all these value orientations within curriculum guidance. This to give teachers greater autonomy to teach their own pupils in the manner that best suits them. Perhaps the 2014 National Curriculum for Physical education is better placed to achieve this than others which went before.

This study proposes that inclusion within NCPE would be better served by a broader and more balanced approach to its delivery and assessment that includes many, if not all, aims of the National Curriculum. Based on the notion of the importance of maintaining all potential features of physical education in balance, such a curriculum is more likely to be inclusive to a greater proportion of pupils than one that relies heavily on one, or two, main teaching methodologies in largely performance-based physical education. Physical education Teachers need to recognise their own value orientations and the ways in which their beliefs and values affect their ability to teach and assess pupils. Pupils need to be given opportunities to be rewarded for their strengths in PE, rather than be expected to conform to a limited and imbalanced set of criteria by which they are assessed. Since the removal of 'End of Key Stage Attainment' criteria in the NCPE (2014), teachers have the opportunity to devise their own assessment formats and protocols to assess their own

pupils' progress. The development of CPD and training as part of ITE programmes at university could be important here.

The development of a curriculum for holistic development of children and young people in English state school physical education requires that physical education curricula deliver a wide range of experiences that explicitly engender habitus in its teaching and learning participants. This requires curricula that explicitly promote the development of social responsibility, of self and of a knowledge and understanding of the place of physical education within broader communities, as well as in physical ability and the processes of learning. In provision for the explicit holistic development of children and young people, schools have an important role to play in the anticipatory socialisation of future generations of all pupils, including those with an interest in becoming the next generation of physical education teachers. Future NCPE curriculum planning needs to carefully consider the breadth and depth of pupils' physical education experiences in these terms. HEI have a responsibility to ensure that trainees' development, related to such ideologies through professional socialisation, will promote teachers' ability to provide curriculum content and assessment that have greater ideological breadth and depth than was apparent in the 2005 and 2008 versions of the NCPE. The return of some of some autonomy for curricular decision making in NCPE (2014) may represent a start towards a physical education curriculum with the potential for the physical education teachers of the future to be enabled to move beyond traditional skills based, games centric approaches to teaching and learning in the future. If such approaches are developed and relevant CPD can also be provided for physical education teachers across all four key stages in English state schools, we may see the potential for a workable curriculum with enhanced value to its pupils and to society in general that stems from more than the development of performance and competition through sport and physical activity.

5.4: Contribution to Knowledge.

This study provides the first in-depth qualitative study related to the value orientations that are developed and held in physical education. It provides a response to suggestions by Ennis *et al.* (1992), Ennis (1994) and Curtner-Smith and Meek (2000) that there was 'a need to move beyond the use of a paper and pencil inventory and to carry out in-depth qualitative studies of the actions and practices of teachers who indicate they have a high priority for each of the five value orientations' (Curtner-Smith and Meek: 40). Hitherto, this

is a need that has not been satisfied, until this study observed teachers practice in lessons and conducted semi-structured interviews, from the perspectives of the four exclusive value orientations (disciplinary mastery, learning process, social responsibility and self-actualisation).

A contribution to knowledge is provided through the investigation of the value orientations held by physical education students and serving teachers. On the basis that it is the first study in England to do so, findings that relate to the statistical similarity of value orientations held by the two groups is significant. It goes some way towards understanding reasons behind the suggestion that socialisation into physical education teaching provides a mechanism by which reproduction and reinforcement physical education practice and tradition is enacted (Green, 2008; Brown, 2005). However, the difference between early-stage students and their late-stage colleagues and serving teachers suggests that there may be an effect in this HEI in enabling higher proportions of students who hold strong learning process orientations, which reflects the findings of Templin and Schemp (1989) which is the only other study to suggest that ITE has any effect at all.

Coding based on social semiotic analysis has not been used in physical education research in England. Its use to analyse the symbolic representation of value orientation related language in NCPE statutory guidance provides new ideas and concepts related to physical education curriculum in England in providing analyses that have not been used in this way before. This was used to analyse the language used by physical education teachers in the delivery of their lessons to ascertain whether they communicated their value orientations to pupils through the words and phrases that they used.

The literature review related to this study highlighted a number of gaps in the published literature, which are considered here as potential areas for further research, publication and ITE development. Very few published sources exist in the UK, particularly in relation to interpretive investigation of pre-service and serving teachers' value orientations in the UK. Meek and Curtner-Smith (2004) and Capel (2016) represent the only published research that has investigated pre-service teachers' value orientations.

In relation to curriculum, there was no published content related to critical analysis of, or commentary related to, NCPE documentation (2005 and 2008) available outside official documentation provided by government education departments and the QCA. In particular, there was no literature which discussed the differences in presentation between 2005 content, which mirrored previous iterations of the NCPE in its inclusion of aspects of learning and activity areas and the 2008 version which did not include them in favour of Key Concepts and Key Processes, for example. There is a limited range of published sources that consider physical education curricula that promote holistic development of children and young people through the medium of physical activity (e.g. Laker, 2000; Hellison, 2003).

Only two studies have considered value orientations in relation to the NCPE and prospective physical education teachers in this country, which is reflected in only three journal articles having been written in this area. Curtner-Smith and Meek, 2000 and Meek and Curtner-Smith, 2004, which both considered preservice teachers' value orientations and their compatibility with the NCPE, and Capel, 2016). This study adds to the corpus of knowledge described in this section in a small way.

5.5: Limitations of the Study

These results need to be treated with caution and their generalisation is limited for a number of reasons which include areas of research which used a relatively small number of participants in the limited extension to the study. Only four male teachers were observed and only on one occasion. More time and resources would have allowed the extension of the study to more teachers, including females, more lessons and a more thorough investigation of the correspondence between avowed value positions and values in action.

In relation to qualitative analysis, whereas responses to the autobiographical narrative appended to the VOI-2 were completed by the vast majority of early and late-stage physical education students, more than a third of serving teachers who responded did not complete this section, more answered it briefly.

Different research phases occurred across relatively short time periods and, as such represent little more than a moment in time, which is then difficult to generalise to

represent the natural order of physical education students' and serving teachers' academic and professional lives during which time their values may change.

In the light of the above, the complexity of the research (Berliner, 2000) and in the spirit of moderatum generalisation (Williams, 2002; Payne and Williams, 2005), this study is restricted to state secondary schools in the South-East of England between 2005 and 2013 and to one university.

5.6: Suggestions for Further Research

Further research in other universities and schools is needed to explore the extent to which findings relate to similar educational institutions. The background and previous experiences of a larger number of teachers with different value orientations needs to be researched and their approach to curriculum interpretation and delivery in physical education considered. Further to the claim that physical education teachers teach according to the influences of their own teachers, this was not explicitly linked in this study, despite aims to do so, and a specific study could be undertaken in schools. The value orientations of pupils, at the end of Key Stage 4 and the physical education teachers that taught them could be measured using similar VOI-2 instruments.

In order to add to the discourse related to the NCPE there may be a need to undertake analyses on the 2014 version of the curriculum and to consider and make recommendations related to the preparation of future versions to promote greater breadth and inclusivity in learning and assessment. Examination and analysis of curriculum aims, NCPE aims and their (in)ability to cater for pupils with different interests, values and a wide range of abilities will be important. In essence results of this study suggest a need to be able to include learning, teaching and assessment across all five of Ennis and Chen's (1993) value orientations, with no dominance of one over another. To do so opens the way towards a physical education curriculum that caters for the holistic and balanced development of all pupils and the realisation of a curriculum that physical education teachers' rhetoric has long claimed, inaccurately, for the subject.

PE teachers have the opportunity to develop unique means of assessing pupils that reflect all five value orientations, rather than continue to use the kind of assessment levels that were incorrectly and inequitably applied, in secondary schools, between 2000 and 2013.

This research has led me to think there may be a greater number of subjective warrants than the two (teaching and coaching) identified by Lawson and that there may be a greater range of value orientations amongst physical education teachers. Arguably a physical education teacher can present characteristics related to a teaching orientation whilst teaching the physical education curriculum and to display attitudes and approaches more commonly found in someone with a coaching orientation when involved with extra-curricular activities. Research into this area would present an opportunity for originality in that Lawson's 1983 research was undertaken in the USA. Another area of research and development could relate to the type and pattern of Initial Teacher Education and Continuing Professional Development that may be appropriate for trainees and teachers in this country. Research may be further extended by looking into such provision for pupils in schools in other countries.

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APPENDICES

Appendix 1: Revised Value Orientation Inventory (VOI-2), Scoring Charts and Autobiographical Narrative Request

Below you will find groups or sets of statements that describe goals for students in physical education. Because of limitations in class time, facilities, equipment, and scheduling, etc., we often have to make hard choices about which goals are most important for students in our physical education classes.

Please read the items in each set and rank them from 5 (most important) to 1 (least important). Although some items in the various sets may seem similar, they express different goals that physical educators believe are important.

Directions:
1. Carefully read all of the statements in each set before answering.
2. Consider the importance of each statement to you when planning and teaching in physical education.
3. Assign your priority (5 to 1) by ranking each statement.
4. Place a "5" next to the statement that is **most** important in your planning and teaching, a "4" next to the statement that is second most important and so on through number "1" which is the statement of **least** importance when compared to the others.
5. Please give **each** of the statements in the set a **different** number, even when this is difficult.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET
VOI-2: 1992 Ennis and Chen, 1993

SET I:
1. ___I teach students rules and strategies for efficient performance in games and sport.
2. ___I guide students to find a balance between their personal abilities and the goals of the team.
3. ___I teach students that disruptive behaviour limits others' abilities to learn.
4. ___I teach students to select goals consistent with their unique abilities.
5. ___I teach students to solve problems by modifying movements and skills based on the demands of a given situation.

SET II:
6. ___I teach students to use class content to work productively alone and in group situations.
7. ___I teach students to work together to solve class problems.
8. ___I teach students the processes associated with learning new skills.
9. ___ teach students to select tasks that they value and enjoy.
10. ___I teach students to move effectively when performing skill and fitness tasks.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET
VOI-2: 1992 Ennis and Chen, 1993

SET III:
11. ___I teach students that differences in body size, height, and weight can lead to differences in performance.
12. ___I encourage students to be the best they can be.
13. ___ I teach students to balance their own needs with those of their classmates.
14. ___I require students to practice the skill, sport and fitness activities that I introduce in class.
15. ___I evaluate students based on their effort in class.

SET IV:
16. ___I teach students the basic concepts necessary for effective performance in games, sport or fitness activities.
17. ___I urge students to be patient with others who are learning new skills or strategies.
18. ___I teach students to appreciate efficient performance in skill, sport and fitness activities.
19. ___I teach students challenging activities that may foster lifetime participation.
20. ___I teach students to complete tasks so they will learn responsibility.

SET V:
21. ___I allow each student to express personal preferences for class activities.
22. ___I teach students to think carefully about the rules to be sure that all students have an equal chance to play.
23. ___I plan classes so that students can select from different activities to find those that are meaningful to them.
24. ___I teach students to apply their understanding of basic movement, skill and fitness concepts to the development of their own sport and exercise program.
25. ___I include grade-appropriate information about moving and exercise from such areas as anatomy, kinesiology, and exercise physiology.

SET VI:
26. ___I teach students to use the abilities of every member on their team.
27. ___I encourage students to participate in a variety of activities to gain a greater understanding of themselves.
28. ___I teach students skills so they will enjoy playing sports and games.
29. ___I teach students to observe their partners' movements and offer feedback to improve performance.
30. ___I talk with students about problems they sometimes have with their classmates and help them to work out solutions.

SET VII:
31. ___I sequence tasks so that students can understand how each physical activity contributes to their fitness or skill performance.
32. ___I teach students to be positive and supportive when speaking with other students.
33. ___I teach students games, sport, and fitness activities so they can participate with others.
34. ___I teach students to select activities that are important to them.
35. ___I teach students to share their knowledge to solve group problems.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET
VOI-2: 1992 Ennis and Chen, 1993

SET VIII:
36. ___I teach students that group goals, at times, are more important than their own individual needs.
37. ___I encourage students to enjoy learning skills, games and fitness activities.
38. ___I teach students to look to the future and learn activities for participation after they finish school.
39. ___I reward students who try to perform even when they are not successful.
40. ___I teach students how to correct their own mistakes.

SET IX:
41. ___I plan so that students must combine several movements or skills to solve movement problems.
42. ___I teach students to work together to make our class a better place to be.
43. ___I teach students about principles and concepts of exercise and movement that everyone needs to know to lead a healthy life.
44. ___I teach students to make decisions about activities they would like to learn for the future.
45. ___I teach students to take responsibility for their own actions.

SET X:
46. ___I plan so that classes reflect an emphasis on social interaction, personal success and effective performance.
47. ___I teach students to appreciate the benefits of movement, skills, and fitness in an active, healthy lifestyle.
48. ___I plan units so that students add new performance skills and knowledge to those that were learned in earlier units.
49. ___I encourage students to experience new activities that they have never tried before.
50. ___I teach students to be aware of differences in ability in our class and help others who need assistance.

SET XI:
51. ___I teach students to enjoy and protect the natural surroundings when we have class outside.
52. ___I challenge students to learn new things about themselves.
53. ___I teach students to use many forms of feedback to improve their movement, skill and fitness performance.
54. ___I teach students to create a better class environment by talking through problems rather than fighting.
55. ___I teach students to become skilled and fit.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET
VOI-2: 1992 Ennis and Chen, 1993

SET XII:
56. ___I teach students the most effective way to perform specific movements and skills.
57. ___I teach students to work independently on activities.
58. ___I teach students that gradually increasing task difficulty will lead to improved performance.
59. ___I teach students to try new activities to find ones that they enjoy.
60. ___I plan so that lines, teams and squads in my classes include a mixture of boys and girls.

SET XIII:
61. ___I teach students to work positively with other students of different sexes, races or abilities.
62. ___I teach students to find activities that they enjoy doing or find useful.
63. ___I point out to students' ways in which a new skill is similar to a skill we have already learned.
64. ___I include activities that represent specific interests and abilities of students in my classes.
65. ___I teach students to perform exercise skills and movement fundamentals correctly.

SET XIV:
66. ___I teach students to test themselves to identify their own strengths and weaknesses.
67. ___I create a class environment where students can feel physically and emotionally safe.
68. ___I teach students to monitor and improve their own performance based on specific criteria.
69. ___I guide students to assume responsibility within our class community.
70. ___I teach students why skills are best performed using specific techniques.

SET XV:
71. ___I plan group activities so that students from different cultural backgrounds will learn to appreciate each other.
72. ___I require students to spend class time practicing games, skill and fitness activities emphasized in the daily objectives.
73. ___I talk with students about their concerns and help them participate in the activities they feel are most important.
74. ___I balance my curriculum so that students learn about their own capabilities as well as the capabilities of others.
75. ___I teach students to apply skills in appropriate game and exercise situations.

SET XVI:
76. ___I teach students to explore many alternatives to discover the right way to perform.
77. ___I teach students to ask questions about content that is meaningful to them.
78. ___I teach students about the positive effects of exercise on their bodies.
79. ___I teach students to try difficult tasks to better understand their own abilities.
80. ___I teach students that when they create rules that are not fair for everyone, they should stop and decide how to change them to make them fair for all.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET
VOI-2: 1992 Ennis and Chen, 1993

SET XVII:
81.___I teach students to develop their own rules that are fair and safe for all.
82. ___I teach students to perform complex skills by combining simple movements.
83. ___I teach students to select the best option or strategy to balance their needs with those of their team.
84. ___I teach students to work independently to complete movement, skill and fitness tasks.
85. ___I plan so that students exercise at optimal frequency, intensity, and duration levels to improve their fitness.

SET XVIII:
86. ___I plan so that students are practicing skills, games or fitness tasks.
87. ___I teach students how to break down movement, skill and fitness tasks to emphasize the most critical components for learning.
88. ___I teach students to question me and other classmates about what we are doing and why we are doing it in a particular way.
89. ___I teach students to use skills learned in class to help their team.
90. ___I plan so that students may select the most challenging and relevant tasks from among several options.

Autobiographical Narrative Request:
Please provide a narrative related to the key people and experiences that affected your decision to become a PE teacher (below)

Value Orientation Inventory scoring Chart: Cut Scores

Value Orientation	Low	Neutral	High
Disciplinary Mastery	18 - 48.92	48.93 - 64.05	64.06 - 90
Learning Process	18 - 46.62	46.63 - 59.37	59.38 - 90
Self-actualisation	18 - 46.45	46.46 - 58.14	58.15 - 90
Ecological Integration	18 - 44.51	44.52 - 55.44	55.45 - 90
Social Responsibility	18 - 51.08	51.09 - 65.93	65.94 - 90

VOI-2: (Ennis and Chen, 1993)

Scoring Guide for the VOI-2
Value Orientations by Question Number

DM	1	10	14	18	25	28	33	37	43	47	55	56	65	70	72	78	85	86
LP	5	8	15	16	24	29	31	40	41	48	53	58	63	68	75	76	82	87
SA	4	9	12	20	21	27	34	39	45	49	52	57	64	66	73	79	84	90
EI	2	6	13	19	23	26	35	38	44	46	51	59	62	67	74	77	83	89
SR	3	7	11	17	22	30	32	36	42	50	54	60	61	69	71	80	81	88

VOI-2: (Ennis and Chen, 1993)

Appendix 2: Annotated NCPE Documentation (2005 and 2008).

Programme of study: physical education, Key Stage 4 (2005)

Knowledge, skills and understanding

Teaching should ensure that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

1 Pupils should be taught to:

a develop and apply advanced skills and techniques

b apply them in increasingly demanding situations.

Selecting and applying skills, tactics and compositional ideas

2 Pupils should be taught to:

a use advanced strategic and/or choreographic and organisational concepts and principles

b apply these concepts and principles in increasingly demanding situations

c apply rules and conventions for different activities.

Evaluating and improving performance

3 Pupils should be taught to:

a make informed choices about what role they want to take in each activity

b judge how good a performance is and decide how to improve it

c prioritise and carry out these decisions to improve their own and others' performances

d develop leadership skills.

Knowledge and understanding of fitness and health

4 Pupils should be taught:

a how preparation, training and fitness relate to and affect performance

b how to design and carry out activity and training programmes that have specific purposes

c the importance of exercise and activity to personal, social and

d how to monitor and develop their own training, exercise and activity programmes in and out of school (DfEE and QCA, 1999: 23). Used in verbatim form in the 2005 NCPE.

National Curriculum Aims and the Importance of Physical Education Key Stage 3 - 2008 (showing colour coding annotation).

National Curriculum aims

Learning and undertaking activities in physical education (PE) contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of physical education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations (DCSF and QCA, 2007: 189).

Disciplinary Mastery
Learning Process
Self-Actualisation
Ecological Integration
Social Responsibility

Statutory Guidance - Key Processes: Key Stage 3 - NCPE, 2008 (showing colour coding annotation).

2 Key processes

These are the essential skills and processes in PE that pupils need to learn to make progress.

2.1 Developing skills in physical activity

Pupils should be able to:

a refine and adapt skills into techniques
b develop the range of skills they use
c develop the precision, control and fluency of their skills.

2.2 Making and applying decisions

Pupils should be able to:

a select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts
b refine and adapt ideas and plans in response to changing circumstances
c plan and implement what needs practising to be more effective in performance
d recognise hazards and make decisions about how to control any risks to themselves and others.

2.3 Developing physical and mental capacity

Pupils should be able to:

a develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities
b develop their mental determination to succeed.

2.4 Evaluating and improving

Pupils should be able to:

a analyse performances, identifying strengths and weaknesses
b make decisions about what to do to improve their performance and the performance of others
c act on these decisions in future performances
d be clear about what they want to achieve in their own work and what they have actually achieved.

2.5 Making informed choices about healthy, active lifestyles

Pupils should be able to:

a identify the types of activity they are best suited to
b identify the types of role they would like to take on
c make choices about their involvement in healthy physical activity.

(DCSF and QCA, 2007: 192)

Appendix 3: Physical Education Students' and Teachers' Motivation to Teach Physical Education.

Category	Code	Code Description	Early	Late	Serving	Notes
Positive Teacher/ pupil interaction	1.1	Good relationships with PE teachers (secondary)	16	7	7	1.1 S =Diff lang. influence
	1.2	Good relationships with PE teachers (primary)	6	1	0	
	1.3	Good relationship with a particular PE teacher	0	0	2	
	1.4	Teachers subject knowledge	0	3	0	
	1.5	Staff were approachable	4	0	0	
	1.6	Staff were positive/ encouraging and helpful	8	3	1	
	1.7	Staff were dedicated and enthusiastic	2	1	0	
	1.8	Specific guidance/influence towards teaching	6	3	1	
	1.9	Respect/liking for/love/admiration	5	2	1	1.9 S = Diff lang. respect
	1.10	Good teaching	8	4	0	
	1.11	Staff understanding	1	0	1	
	1.12	Staff were fun/made lessons fun/had fun	6	5	0	
	1.13	Discipline	2	1	0	
	1.14	Role Model/wish to emulate/Long term ambition	5	3	1	
	1.15	Teachers develop high quality performers (DM)	2	3	0	
	1.16	Environment	1	0	0	
	1.17	Teachers were fair	0	2	0	
	1.18	Teachers expected 100% commitment	0	1	0	
	1.19	Received awards for excellence	0	1	0	
	1.20	Teachers used a wide range of teaching styles	0	3	0	
	1.21	Teacher focused on skill development and ran school teams	0	1	0	
Negative Teacher/ pupil interaction	2.1	Poor teaching (primary)	1	0	0	
	2.1	Poor teaching (secondary)	1	0	0	
	2.3	Staff negative attitudes	2	0	0	
	2.4	Pupils' negative attitudes	1	0	0	
	2.5	University – maybe PE teacher was not good	0	1	0	
	2.6	PE teacher ignored me for poor ability	0	0	1	
	2.7	I had a few bad PE teachers	0	0	1	
	2.8	Was not influenced by teachers	0	0	1	
Liking for the subject/ success	3.1	Fun and enjoyment	7	3	5	
	3.2	Being good at the subject	9	2	3	
	3.3	Success/experience in school sport	2	6	3	
	3.4	Specific courses (e.g. JSLA, GCSE)	5	2	3	

	3.5	Range of activities/variety	6	4	0	
	3.6	Understood the subject	3	0	0	
	3.7	Teamwork	1	2	0	
	3.8	Interest developed after primary school	1	0	0	
	3.9	Competition	6	1	0	
	3.10	Supported SEN pupils in PE	1	0	0	
	3.11	Favourite subject	4	2	1	
	3.12	Helped run extra-curricular activities	1	0	0	
	3.13	Prefer practical way of teaching	1	0	0	
	3.14	Health and Fitness vitally important	0	1	0	
	3.15	Leadership roles	0	3	0	
	3.16	Being taught about the body	0	1	0	
	3.17	Challenging environment	0	0	1	
	3.18	Helped me focus on diff aspects of my life	0	0	1	
	3.19	Realised career path from early age	0	0	1	
	3.20	Own experiences at school	0	0	1	
Outside influences	4.1	Friends/Peers	7	2	1	
	4.2	Family (sport)	1	5	1	
	4.3	Family (PE)	3	0	0	
	4.4	Club/coaching (positive)	7	2	1	
	4.5	Club/coaching (negative)	1	0	0	
	4.6	Did not manage to achieve other aims in sport	6	2	0	
	4.7	Experienced lots of activities	2	3	1	
	4.8	Avoid 9-5 job	1	0	0	
	4.9	Love/Passion for sport	3	1	3	
	4.10	Participation in sport	1	4	0	
	4.11	Had sport-related job (coaching)	1	0	1	
	4.12	Teaching pays better than coaching	1	0	0	
	4.13	Knew I was good at sports	2	3	0	
	4.14	Particular coaching course attended	4	1	0	
	4.15	‘Not great academically’	1	0	0	
	4.16	Enjoy/like helping others	1	1	0	
	4.17	Want to pay teachers back	1	2	0	
	4.18	To promote activity in children	1	1	1	
	4.19	Try to influence pupils like my teacher did	1	0	0	
	4.20	Like to teach	2	1	0	
	4.21	Worked as a TA in PE	1	0	0	
	4.22	Teaching children in another country	1	0	0	

	4.23	Played professional sport	0	1	0	
	4.24	Great experiences in sport	0	0	0	
	4.25	Elite performer – give back to students	0	0	1	
	4.26	Continue involvement in sport	0	0	1	
	4.27	Provide opportunities to others	0	0	1	
	4.28	Felt I had the credentials to be an asset	0	0	1	
	4.29	Provide well rounded sports education	0	0	1	
	4.30	Pupils making informed choices	0	0	1	
	4.31	Social environment it created	0	0	1	
	4.32	Decided in Sixth Form	0	0	1	
	4.33	Pursue a career in sport	0	0	1	
Influences of Training	5.1	At university			1	
	5.2	Became swim teacher			1	
	5.3	University added to my success/interest			2	
	5.4	Sport Orientated Route			1	
	5.5	Towards end of degree			1	
	5.6	Teachers I worked with			1	
	5.7	Share love of physical activity without being elitist			1	
Teaching Experience or Aspiration	6.1	Help improve the performance of children			1	
	6.2	Working outdoors, development of teamwork			1	
	6.3	Pupils realise their potential			1	
	6.4	Unqualified teacher in challenging Comp School Camp America			1	
	6.5	Helping young people			1	
	6.6	After years of coaching football			1	
	6.7	To see people develop and progress			1	

Appendix 4: Examples of Teachers' Language from Annotated Lesson Observation Transcripts.

Key: Value Orientation
Disciplinary Mastery Language
Learning Process Language
Self-actualisation Language
Ecological Integration Language
Social Responsibility Language
General/Organisational Language. No Value Orientation Represented.

Any pupil comments that were transcribed are shown in brackets.

Steve (Disciplinary Mastery Orientation)

Following organising pupils into pre-determined groups of three, the Year 9 cricket lesson began with an active warm up which was followed by introduction of the first task that formed part of the main body of the lesson:

04:56: OK, person at the front go and get a bat... Person at the front. It's a warm up, come on let's get going.....

05:15: Ok first person holds the bat, remember we talked about getting in, in cricket. You don't have to stand there, your bat can go over. What you are going to do when I say go, the first person is going to run out to me, ground the bat past where I am standing... it's like a relay.... You are going to run out to me, slide the bat in so you don't have to run out so far… come back and give the bat to the next person. Billy, only to me... Go.... Good....Excellent.... That's it, slide the bat, you don't have to run so far then. That's good Clayton, well done ...you got the idea? ..... You are going to go twice....

06:45: Ok, hold it there. Place the bat on the floor... and we will go with Luke, can you give us a stretch, lower body... Luke come out here so they can all see you, in charge. Stretch, place the bat on the floor for me Max. Ok, what's that stretching? So lean forwards, are we stretching out calf are we? We could be stretching here, is that the groin? Gastrocnemius, well done Liam. Thank you very much, there we go... Harry come and give us a stretch. Harry you are in charge now.... Lower body for me please... Ok, who can tell... Toby, that bat should be on the floor, excellent, now what ... Quads... are Quadriceps, excellent correct... and George, can you come out and show us an upper body stretch, arms for cricket… What did I say? do what you can That's it, that's fine. We've moved on now Toby... excellent...

08:11: OK, in you come guys, can you get the bats and come in here? In here, in you come, that's it. I don't want to take up a lot of your time because I want you to be doing the skill. Have a seat... Ok, can I just borrow that bat? Thank you, right then (get a set of stumps)... One of the things that I want you to look at, Toby, that's inappropriate .. You

guys are all stood like this to start with, I would say..... playing golf or hockey and if I was a bowler looking this way I am not really doing a great deal to my stumps. So if I miss the ball and don't get it perfect, someone could hit my stumps. We have now learned that we try to get ourselves to the bat... try to block as much as we can, so that if I still don't time it right, I still might hit the ball... what we have now got into, is we are now playing a shot like this, getting it up in the air and getting caught quite a lot... so we are going to look at changing the sorts of shots... I am going to give you three skills and you are going to go off, three things to remember and you are going to see if you can do them yourselves. You stand here and take a step forward towards the ball... the ball is being bowled this way. My elbow pointing back down at the person that is bowling at me and then I am playing the ball here... if you look at the angle of my bat, the angle so won't cut if I hit it this way, which way is the ball going to go? So I am looking to play over, and hit it into the ground. If I hit it into the ground and hit it hard it is still going to go a long way and I am going to score a lot of runs, but I am not going to get caught out. So, the game we are going to play, later on, is going to depend on your ability to hit that skill. So, big step, elbow up, angle of the bat here. We often hit it up in the air when we stand here.... and we just do this, so we go towards the ball, now how are we going to work that? Toby, can you come up here for me? Dan, could you come up here for me? What I want for you to do is come and stand here and hold the ball, can you go just on the other side of those cones for me? Just there.

18:23: Now, the way we are going to do this, we have a little competition in your groups. I am looking for you to play a nice straight shot, so when… some of that yea? If I play it really straight to someone bowling at me, is that a good shot? (pupils answer yes) Why? (Pupils answer – they are going to get the ball). So why do you think it is a good shot? OK, you had a guess, it was 50:50 and you got close, alright. So, if I hit the ball dead straight back to the bowler, he is going to field the ball and he is going to pick the ball up, and if I am trying to run, he is going to stump me out. So, what we are looking at is trying to play it slightly to the side. Is that ok? Now we can do two ways to do that. I can step and change the way that I step to an angle or I can change the angle of my bat. The same as I would do with my foot, if I was playing football and I wanted it to go that way, I would kick it… hit it with a different part of my foot.

Pupils were able to apply what they had learned in progressive tasks and in a pairs cricket competition in which Steve selected who would work together to even out the abilities of each pair.

Len (learning Process Orientation)

Year 7 pupils were provided with an experience in which their teacher wanted them to review and revise learning in cricket lessons that they had completed seven to eight months earlier. He wanted them to undertake a relevant warm up and to utilise learning to solve problems or tasks that he would set them.

09:17: This is our second block of cricket, OK, so we are going to start with a task that I am going to set you that you are going to come up with, entirely, all the answers for. So not for me to set, other than give you a task… Here is the task and here is the revision. You must make it specific to the actions that you will have done in the first six weeks of your cricket block. Can anybody give me a suggestion for an action that they could potentially do as a pulse raiser for…(um a Stretch) OK, let me make the question a little bit clearer. An example of a pulse raising activity that would relate specifically to cricket. Yes. (We could get the equipment out). OK, we could get the equipment out, we are not going to get the equipment out. What could we do in terms if mimicking actions specific to cricket. Anyone else what could we do? (Could not hear response). Wonderful, so there are actions there that you could do. What parts of our body do we think, Tom, we will be using more in cricket? (Our arms). OK, arms, so shoulders will have to be mobilised. What other actions are we going to do in cricket (Fingers?). Fingers, OK, so we might have to work on our manual dexterity in our … OK well that's .. (Neck?) Yes neck, but what other bigger ... (Legs?) Legs, wonderful.

Following completion of the warm up…

17:12: OK, our task today, was to review what we have done so far in our cricket sessions. We are going to look at sending and receiving, and how that is transferrable into Football, Rugby, Basketball, things that we have done already, but we are going to set a task. What travels faster, the ball or the man? Now, in your head now you're going to make a decision, 50 – 50 choice, ball or man, this is the task.

Pupils undertook the task in order to provide an answer to the question that had been posed…

32:46: If we are saying that the ball should be quicker than the man, can you be honest and tell me whether the ball has consistently beaten the man in your group. … … Oh, not many then, one person, put your hands down. OK, let's now try to think about a success criteria that we can put together in order to play this game (task) successfully. What must we do, in terms of sending and receiving, Adam … What must we do in terms of sending and receiving to make sure that we are successful and the ball beats the

man, give me one thing? Aim at a target, I like that, the idea that we are throwing the ball, pointing, in the direction of the target…. Oh wonderful, yes, we want a flatter trajectory, rather than something that is going to loop, which will take less time. We said targets, we have said follow through in the direction, yea, so throw at the direction, throw at the chest, follow through in the direction we are going to go.

David (Self-actualisation Orientation)

Following a pupil led warm up, which used different pupils to lead than had been used the lesson that pupils experienced during the previous week, tasks related to fielding techniques and communication in rounders were introduced to Year 7 pupils by their teacher…

25:09: What did you say last week Harry, that was brilliant, what do you have to do before the ball comes to you? No, that's not what you said, you gave a fantastic answer. Where do you have to go? To where the ball is going to go, thank you. Fantastic, and you have to bend down a bit. Good, come here, come here, come here, this is the first part of this lesson. By the end of this lesson you are going to be able to do what is called the long barrier stop. This is your objective. I am not differentiating it, you all need to be able to do this, the long barrier stop.

A pupil who the teacher knew was able to demonstrate a long barrier well, was chosen:

Josh, go into the long barrier stop. What's the first thing that he did? Of? Where? The? Where is the ball going? Good. Then what did he do, err Reece, then what did he do? Come on, this is PE, you are supposed to put this into words,.. because you know what you are doing. Samuel, he kneels down to get to the ball's level, that is the first bit, Josh, his hands are ready. So, what fingers are going together … the little fingers, what does that create? … A cup, good. Where's it going to go after he has picked it up? … To his chest, good. … … Good, and he is using his leg as a barrier, that's the last point.

28:15: Practice long barrier stop, fantastic. Good you stopped the ball, that's good enough … … Good … let's go, come on, go, go, go practice, running out of time. Vincent, face me, face me, that your strongest leg, that one? Yea, bend it only that leg, bend it and make a barrier. There you go, that's how you do it, good lad. Come on, make the rolls proper like. … … … … … Good Toby. … … … That's it, see your barrier worked there Thomas, well done. Doesn't matter, as long as you stop that ball, that's your primary objective. Right, I want your knee to go towards your foot, you have almost got it perfect (Like that?) Yea. … … … … … That's it Josh, well done. … … … … … That's it, done it, good. … … … (Whistle blows). Over you come. … over you come … over you come, over you come, good, that's enough, I have seen enough, you can all do it ish. Well done. …

… In your squares. … What is the object of this activity? … as? … as quick as possible, thank you Harry. One, two, three, four, go and join that group please. … Get in your squares, do it properly, go. … … … … … … … That's better, good. … … … … … Soloman, you are applying yourself, now you are stretching for it, move to the ball …

… … This is so slow, faster. … … … … … Faster. … … Watch your language. … … … … Omar, Omar, that was brilliant, that was brilliant, well done. … … (Whistle blows).

37:19: OK, I have seen enough, come on boys. … … You did a brilliant long barrier stop on a difficult ball, that's all I wanted to see. That's it lads, in you come, well done, well done. … … … … … Right, second time was much better, well done for that. I know I kept saying faster, faster, faster, that's just because I wanted to put you under pressure. In the game, you will be under pressure, all eyes are on you, which makes very er (pressurised) nerve wracking, pressurised, good words, good. You can all do it, Omar, there was a very, very good long barrier stop I saw there, on a very, very difficult moving ball. You did very, very well to hold it.

The lesson finished with a competitive game of rounders.

Harry (Social Responsibility Orientation)

This Year 9 athletics lesson was based on relay takeovers. Pupils were asked to determine which takeover technique would be most effective in a 4 x 100 metre sprint race through experimentation using upsweep and downsweep techniques that they had learned in previous lessons. A warm up commenced after discussion of the 'National Curriculum Levels' (NCPE End of Key Stage Criteria) that pupils would be working towards which were recorded on a portable whiteboard.

OK, Lewis, quickly can I have that board in, the rest of you just grab a seat in front of me here, please. ... Thank you ... ... Grab a seat it's not a holiday camp. ... ... OK gentlemen, at the moment you owe me one minute because of your lining up at the start, so please don't add to it, work time off, alright.

4:00: OK, can everyone see the board? Right ... OK, so very good. We are still doing the concept of working at maximum OK, what does maximum mean? ... (inaudible answer) Yes, to the best of your ability, as much as you can. There, good definitions there. OK, so today we are going to do the maximum we can put into the relay. We have already done sprint starts and we have done bend running last week, so now we are going to combine them together to do the relay, naturally, alright? So what are you going to learn? You are going to learn effective communication and sprinting. What is the key word there, somebody? Yes Tyson, (combine), combine, what level would that be if you are combining? ... ... It's not level four, it's level five, can you write L5 for me 'cos I can't write upside down 5s. The next bit gents, what we have learned, we are going to apply it by applying the relay techniques and planning the best way to be successful, er, through team strengths. What level is that? ... ... Yes Lou, (five), it's not level five, it's level six. We need to start learning these key words. What's the key word on that learning outcome? ... (Planning) Planning, OK. That is, and that is a level six, I'll do me best to do an upside down level six. ... ... and then evaluating performance by giving feedback in terms of strengths and weaknesses. What level is that? (That's level six). It is a level six. What is the difference between that one and just plain analysing, what else are you doing? (giving feedback). On what? (on the way that...) strengths and weaknesses, OK. (inaudible pupil comments). And then, by the end of the lesson you should all know the different hand

over techniques. If you don't know that then we will have to spend extra time at break time for you to learn it.

Following the warm up, pupils arrived back at the part of the track where the lesson was based at different times. Some of those who arrived early began to dance as they waited for their peers to complete their run:

9:00: ... ... Right, because of your dancing, because of your dancing there Dylan and Daniel Costa, come to the front, stand either side. Other side. {unclear} Duane (unclear)we don't say stuff like that, please. (What did he say?) OK .... again I said we don't say stuff like that and you go and repeat it (He asked what I said). Right, OK give me a stretch Dan (unclear) OK, what are we stretching, do you know? (um ,the , this one here). No.. it is gastrocnemius, well done. Carry on stretching, you have done this before, you lot are meant to be stretching as well gents. Alright, there is no harm in stretching more, come on (yes there is, pull a muscle). Who can tell me what the gastrocnemius is attached to, who knows what bone it's attached to? What did you say?

10:00: Fibula, yes it does have some attachment to it, yea. ... OK let's work out these key bones down there, literacy, a bit of literacy, um yes, oh come on what did you have to ruin it for? (cos they already said that at the start). Oh, well why didn't you just wait. OK, well done, tibia. Where is the tibia then? ... No ... There. What's the rule gents, you can touch your tibia, so everybody touch their tibia (but you can't touch your fibula). You can't feel your fibula, so that would be round the back, which leaves the femur, where do you think the femur is? Well done, that's your thigh bone.

In circumstances in which pupils did not respond quickly, or kept their teacher waiting for them to pay attention, he used an imaginary stop-watch to motivate them to pat attention:

OK ... ... (Ahh Listen) I have started the stopwatch gents ... and now I have stopped it, so well done.

At regular intervals throughout the lessons Harry used a system based around cautions (C1, C2, C3 etc.) to remind pupils to behave well and to focus on the lesson.

12:00: Shouldn't have taken you that long, ah Ronnie (?) I have started it again. You are already down at C1, not cool, C2 that's even cooler. Right, boys, this is the most important part that you have to remember James, so if you are talking now.

23:00: Ronnie, you are one warning away from a C3 .. over there, over there. Go and chill out for three minutes please. James, James, you are on report, don't goad him.

25:00: OK, white, can I have a bit of a look at how you are doing, then we will have a little bit of talking. ... Let's see it into practice then. ... Go on James (Put your hand a bit higher) That's better. (Go, go, go ,go ,go,.. yes). That's good actually {blows whistle}. In you come whites then, carry on you lot. Matthew, well done. That was very good actually. ... ... Right, OK, can I nick that sheet off you. Right... stop interrupting please James.

27:00: OK, can you come and sit down, can you pick up all of your cones, sorry and come and sit down behind your group here. You have not picked up your cones, so you need to go back and pick up your cones, not.. No go and pick up your cones. ... ... everybody should have at least one cone because you should be standing next to one, come on.. first team back will have two seconds knocked off their time, five... four ... it could be the difference between a gold, bronze or a silver.

This caused pupils to compete to collect cones which led to disagreement amongst some of the group:

28:00: ... ... Right, back to the stopwatch if we are going to continue to insult each other gents.

31:00: We are going to do two runs of this, so one practice run through. {Whistles}, OK, we are now going to put that into practice. Basically gents we have got two runs at this. The first one I am not bothered about your time, I just want you to get used to the relay change-over zone. You are going to have to be honest because I can't be in four places at once. So remember, we start at what colour line? (Yellow). Yellow (then there's a white line) there's a white line (and then there's a red) then there's a red, that's the final one. At what point in that change-over zone do you ideally think that you should be changing over the zone? (inaudible) Right, that's roughly half way.

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Following their practice and timed runs:

37:00: ... ... Come on in ... ... OK gents, right, for a tired bunch of lads you are talking a lot. All I should be hearing is breathing heavily ... Right, OK. I saw, can I just say what I saw? ... (I've broken my leg) James, it's funny, you made everyone laugh. But at the end of the day, you are on report aren't you. ... James, James, remember you are on report.

39:00: Right. What are the two techniques, make sure that we know? What are the two hand over techniques called? (um, down something.. downstroke.. downsweep) downsweep and ..(upsweep) upsweep. Does anybody prefer one to the other? (downsweep) why? (inaudible.. yea) OK interesting. Anybody prefer the upsweep? Alright, interesting. Right, we have got two minutes left before we have got to go in, we are going to do one more time, wait there. However you have got twenty seconds to change your strategy for a level six.

Appendix 5: Interview Questions and Protocol for use with Serving Teachers

Protocol: I am going to record your responses to nine or ten questions related to the schools that you have taught in and the differences between them; the NCPE and the way in which it affects your approaches to teaching and assessment; and invite commentary on any other areas that you think affect the way in which you are able to reflect your values in teaching what you think is important.

At the end of the interview I will provide you with your Value Orientation Inventory score.

1. Schools

How many different schools have you worked in?
How would you describe them in terms of the area that they were in, and the kind of pupils that attended them?
Did working in any of them change the things that you thought were important for children to learn in your lessons?

(If not already covered)
How would you describe this school in terms of its area and the pupils that attend it?

2. Figurations

Which individuals or groups of people were significant in your decision to teach PE?
Which individuals or groups of people do you rely/ have you relied on to do your job?
How do they affect the way that you teach?

3. National Curriculum

What do you think are the most important things that pupils learn in PE lessons?
How do you think the aims of NCPE help or hinder the learning that you consider to be most important?

Do the criteria contained in the Teacher Assessed Levels of NCPE fit easily with your ideas of what it is important for children to learn?
Do you take any steps in your unit or lesson planning to adapt NCPE requirements to fit better the areas that you consider to be important?

Does your actual assessment of pupils match your ideas of what is important in PE, or does it relate strongly to NCPE guidance?

4. Other Issues

Are there any other issues that you think impact strongly on the way that you teach?