Youth disaffection physical education & school sport career-long professional development for PE teachers

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YOUTH DISAFFECTION
PHYSICAL EDUCATION & SCHOOL SPORT
CAREER-LONG PROFESSIONAL DEVELOPMENT FOR
PE TEACHERS

by

FOTEINI PAPADOPOULOU

A Master Thesis
Submitted in partial fulfilment of the requirements
for the award of Master of Philosophy
of Loughborough University

September 2015

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ABSTRACT

Aligned with the phenomenon of youth disaffection and as a way to tackle it, investment in Physical Education and School Sport (PESS) programmes has undergone dramatic expansion. In particular, evidence suggests that physical education (PE) teachers – as role models and significant adults – can have a life-changing impact on disaffected young people. To enable the effective engagement of these young people in the education context, it appears essential to ensure that PE teachers are appropriately trained through Initial Teacher Training (ITT) and Career – long Professional Development (CPD) programmes in youth disaffection in PE. The purpose of this research study, therefore, was to address and explore issues of: (a) the role of PESS in tackling disaffection and in re-engaging these young people into PESS, education and further, in society; (b) PE teachers’ ways of effective learning with focus on their CPD training. In order to understand PE teachers’ learning, principles of the learning theories of social constructivism (Vygotsky, 1978) and situated learning were employed (Lave and Wenger, 1991). Data collection incorporated an open-ended survey and a two-tier case study approach (11 single cases and 3 multiple cases). Data were analysed using predominantly thematic analysis and ‘elements’ of social constructivist grounded theory (SCGT), such as coding, categorising and memoing. NVIVO software was additionally used as a data analysis ‘tool’. Key findings indicated that: (a) almost all PE teachers had experienced disaffection in their classes; (b) PESS’s role and its impact on disaffected youth was suggested to be positive overall, yet only under certain circumstances; (c) PE teachers: the most effective way of learning about youth disaffection in PE was through their everyday work and when sharing ideas and experiences with other colleagues; (d) PE – CPD was suggested to be appropriate and effective when it is school – based, not limited by time structures, and when based on sharing experiences and knowledge with colleagues.

KEYWORDS: PESS, CPD for PE teachers, youth disaffection, social constructivism, situated learning, ways teachers learn, effective CPD, thematic analysis, NVIVO.
# Abbreviations

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<th>Description</th>
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<td>AfPE</td>
<td>Association for Physical Education</td>
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<tr>
<td>AOTT</td>
<td>Adults Other than Teachers</td>
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<td>ASBOs</td>
<td>Anti-social Behaviour Order</td>
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<td>BTEC</td>
<td>Business and Technology Education Council</td>
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<tr>
<td>CPD</td>
<td>Career-long Professional Development</td>
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<tr>
<td>DfCSF</td>
<td>Department for Children, School and Families</td>
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<tr>
<td>DCMS</td>
<td>Department for Culture, Media and Sport</td>
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<tr>
<td>DfE</td>
<td>Department for Education</td>
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<tr>
<td>DfEE</td>
<td>Department for Education and Employment</td>
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<tr>
<td>DfES</td>
<td>Department for Education and Skills</td>
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<tr>
<td>EBD</td>
<td>Emotional Behavioural Difficulties</td>
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<td>EPD</td>
<td>Early Professional Development</td>
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<tr>
<td>ERA</td>
<td>Education Act</td>
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<td>EU</td>
<td>European Union</td>
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<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
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<td>GT</td>
<td>Grounded Theory</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>HEI</td>
<td>Higher Education Institutions</td>
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<td>HL</td>
<td>House of Lords</td>
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<tr>
<td>HoOutdoor</td>
<td>Head of Outdoor Education department</td>
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<tr>
<td>HoPE</td>
<td>Head of Physical Education department</td>
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<tr>
<td>INSET</td>
<td>In-Service Training (for Teachers)</td>
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<td>ITT</td>
<td>Initial Teacher Training</td>
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<td>KS3</td>
<td>Key Stage 3</td>
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<tr>
<td>Living4Sport</td>
<td>Living for Sport</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>LEA</td>
<td>Local Education Authorities</td>
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<td>LDA</td>
<td>Local Delivery Agencies</td>
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<td>NVIVO</td>
<td>Qualitative data analysis Software</td>
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<td>NCPE</td>
<td>National Curriculum for Physical Education</td>
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<tr>
<td>OfSTED</td>
<td>Office for Standards in Education</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>PA</td>
<td>Physical Activity</td>
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<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>PDM</td>
<td>Partnership Development Manager</td>
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<td>PE</td>
<td>Physical Education</td>
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<td>PESS</td>
<td>Physical Education and School Sport</td>
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<td>PESSCL</td>
<td>Physical Education School Sport Club Links</td>
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<td>PESSYP</td>
<td>Physical Education School Sport Young People</td>
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<tr>
<td>PLC</td>
<td>Professional Learning Community</td>
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<td>PLT</td>
<td>Primary Link teacher</td>
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<td>PYD</td>
<td>Positive Youth Development</td>
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<td>Q</td>
<td>Questionnaire</td>
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<tr>
<td>QCA</td>
<td>Qualification and Curriculum Authority</td>
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<tr>
<td>QCDA</td>
<td>Qualification and Curriculum Development Agency</td>
</tr>
<tr>
<td>SCGT</td>
<td>Social Constructivist Grounded Theory</td>
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<tr>
<td>SEBS</td>
<td>Social, Emotional and Behavioural skills</td>
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<tr>
<td>SEN</td>
<td>Special Education Needs</td>
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<tr>
<td>SFR</td>
<td>Statistical First Release</td>
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<tr>
<td>SSCo</td>
<td>School Sport Coordinator</td>
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<tr>
<td>TDA</td>
<td>Training and Development Agency for Schools</td>
</tr>
<tr>
<td>TGiU</td>
<td>Teaching Games for Understanding</td>
</tr>
<tr>
<td>TPRS</td>
<td>Teaching Personal Responsibility through Sport</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>TRIST</td>
<td>Technical and Vocational Education initiative related to IN-service training</td>
</tr>
<tr>
<td>TTA</td>
<td>Teacher Training Agency</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>YS</td>
<td>Youth Sport</td>
</tr>
<tr>
<td>YST</td>
<td>Youth Sport Trust</td>
</tr>
<tr>
<td>ZPD</td>
<td>Zone Proximal Development</td>
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CHAPTER I
INTRODUCTION

1.1. INTRODUCTION
This chapter introduces the thesis by outlining the main points of its overall content. Thus, it initially presents a brief background to the areas under examination. The chapter presents the key area of investigation, which is teachers’ learning and career – long professional development (CPD), both general and relevant to issues of disaffected youth. Evidence widely suggests that appropriate CPD effectively supports PE teachers – as role models and professionals - to employ Physical Education and School Sport (PESS) as a ‘tool’ to effectively tackle youth disaffection (Lacey and Porter, 1998; Armour et.al., 2010). However, the training the PE teachers receive to prepare them for this role is often claimed to be ineffective (Armour, 2010). PE-CPD training on issues of youth disaffection in PESS appears to be limited and often non-existent, which was a significant factor that triggered the interest, design and implementation of this research study. In order to cover the two ‘branches’ surrounding CPD in this study - disaffection in youth along with the potential of PESS to address the phenomenon - the chapter first introduces issues about young people exhibiting disaffected behaviours in secondary school education (i.e. years 11 to 16). Secondly, the chapter introduces key concepts in considering the role of PESS for youth and particularly for disaffected young people. The following section initially discusses these issues. Subsequently, relevant ideas on the theoretical framework that underpinned the methodology used in this research are presented. This chapter then proceeds to summarise the rationale for the study, whilst at the same time identify gaps in the relevant research areas. Finally, an overview of the organisation of the thesis is presented along with brief chapter summaries.

1.2. BACKGROUND
The phenomenon of youth disaffection has been prominent for decades and has variously been attributed to personal-psychological factors and/or societal conditions (Hannon and Tims, 2010). Factors such as the identity formation and the current economic recession underpin the growing statistics of youth disaffection across Europe and worldwide. In 2007, in the European Union about 20% of 18-20 year olds lived in families which were at risk of poverty, while in 2014 ‘over 5 million young people
(under 25 years of age) were unemployed in the EU-28 area’ (The EU Youth Guarantee/Memo, 2014). Additionally, disaffection amongst youth in secondary education (i.e. during the years of adolescence) in the UK, across Europe as elsewhere, has raised concerns for the future of young people and societies (Newburn and Shiner, 2005). Youth disaffection therefore, emerges as a topical contemporary issue within the global discourse of youth ‘problems’; this is reflected in research and international and national policies as well as in the media (Guardian, 2011; Papadopoulou, 2011; National Strategy for Young Australians, 2010; Attwood and Croll, 2006; Evans et al., 2004).

Furthermore, research (e.g. Designed to Move, 2012; Fraser-Thomas et al., 2005; Sandford et al., 2006) has identified that PESS can be used as a ‘tool’ to tackle youth disaffection and both PE and sport have been at the core of numerous policies and programmes aimed at addressing the problem. In 2002, the Labour UK government invested heavily in PESS through strategies such as the Physical Education and School Sport and Club Links/PESSCL strategy (DCMS, 2002) and later the Physical Education and School Sport for Young People strategy (Sport England/PESSYP, 2009). These strategies focused both on providing opportunities and in achieving whole school improvement through PESS programmes for young people and CPD for PE teachers. The UK Conservative government, however, confirmed the ending of the investment of £162m in the PE and Sport Strategy that the previous government had committed, along with a total budget reduction of £1,917 million for initiatives included in the Children’s Plan (Burkard and Clelford, 2010). Nevertheless, evidence of the success and efficacy of such programmes are contradictory (Nevill et al., 2007). For example, although PESS is said to have a potentially positive impact on young people, for example when it is enjoyable and fun (Dismore and Bailey, 2010), an emphasis on winning in sport can lead to over-stress and/or over-competition (Brown and Grineski, 1992) and/or perhaps to the potential for the ‘construction for failure’ (Boaler et al., 2000). Factors, such as these can influence the complex links between PESS and disaffected young people; indeed perhaps between PESS and any young people.

Alongside these ideas, it is widely claimed that PE teachers, as important role models, can have a powerful impact on disaffected young people (Côté et al., 2008). It could be
argued, therefore, that PE teachers should be appropriately prepared and trained through their initial training (ITT) and during their CPD in order to successfully fulfil their role (DfE/Schools’ White Paper, 2010). Of great significance is the previous UK Government’s initiative that supported and promoted CPD for PE teachers; this was reflected in the establishment of the National CPD Programme (DCMS, 2002). Moreover, the European Commission supports PE teachers’ training by offering further training opportunities to teachers such as the TALIS project (EC, 2009) and the ERASMUS+ programme (Erasmus+/EU, 2014). There is little evidence, however, of PE-CPD that focuses particularly on issues of youth disaffection within the context of PESS; nonetheless, there are CPD programmes available on ‘understanding young people’s challenging behaviour’ (UK Youth/Positive about Youth, 2015). Such programmes could be characterised relevant to disaffected youth (perhaps from the perspective of ‘inclusion’ and/or ‘mental wellbeing’), but it is debatable whether general CPD on managing challenging behaviours can be successful when applied in the PESS environment. Thus, programmes that are not specifically focused on disaffection in PESS may not be appropriate and effective to fully exploit the potential of PESS for tackling disaffection within PESS environments. At the same time, evidence shows that research on CPD that addresses youth disaffection in PESS is limited and at times non-existent given the reported scale of the problem (Armour and Yelling, 2007; Timperley, 2011). Overall, this research study is the first to explore the ways teachers’ learn about issues of youth disaffection in PESS and the forms of CPD that hold the potential to support PESS’s and PE teachers’ role when coping with disaffected youth in PESS environments. The research study’s questions were informed, inspired and ultimately developed from the existing literature in the relevant fields of investigation. This research study posed main questions and sub-questions that informed its implementation. They are presented below.

1.3. RESEARCH QUESTIONS

1.3.1. MAIN RESEARCH QUESTIONS

- What forms of career-long professional development can support PE teachers to address youth disaffection in PESS effectively?
- What is the role of PE teachers in tackling youth disaffection and further re-engaging them in PESS?
1.3.2. **Sub-Research Questions**

- How is the term ‘youth disaffection’ defined in the literature?
- What are the predominant discourses about the role of PESS in tackling youth disaffection?
- What is the role of PE teachers in coping with and in re-engaging disaffected youth in PESS?
- What training have the PE teachers received to prepare them for this role?
- What forms of CPD are required to support PE teachers to maximise the potential of PESS in tackling youth disaffection and re-engaging these pupils in PESS?

1.4. **Rationale for Conducting this Research Study**

According to the ‘classification of the purposes of enquiry’ (Robson, 2002), the purposes for conducting this research study were exploratory, descriptive and explanatory (p.59). In terms of *exploration*, the study aimed to seek new insights and to assess the topics under investigation in a new light; further, to generate future research on CPD for PE teachers relevant to issues of youth disaffection in PESS. Further, in terms of *description*, the particular study attempted to portray an accurate profile of the participants – people and schools – relevant to the topics explored. Lastly, in *explanatory* terms, it sought to find an explanation for the ‘situations’ reported and described by the participants. It was determined, therefore, that the employment of a qualitative research design that followed an objective stance – i.e. there was no ‘I’ employed in this research study - would form an appropriate and effective way to address all research questions. Subsequently, the research design was informed by the educational theories of **social constructivism** (Vygotsky, 1978) and **situated learning** (Lave and Wenger, 1991).

1.5. **Organisation of the Thesis**

Chapter I introduced the main focus and the structure of the thesis. It also outlined the research questions that this research study sought to address. Chapter II presents a critical overview of the existing literature with regard to the areas of investigation:

- disaffected youth in secondary education and in PESS
- PESS’s role in tackling youth disaffection and in re-engaging these young people into PESS
- general PE-CPD as well as particular to disaffected youth in PESS
- the theoretical framework that informed the research design
- conclusion as a link to Chapter III.

Chapter III explores methodological issues in the research study, as well as data collection and analysis. Chapter IV reports the findings whilst Chapter V delves deeper into the study’s findings through a thorough ‘discussion’. Finally, Chapter VI presents an overview of the outcomes and conclude by referring to some limitations as well as to some implications and recommendations for future practice.
CHAPTER II
LITERATURE REVIEW

2.1. INTRODUCTION
This chapter provides the contextual and theoretical understandings that underpin this research study. The research areas of investigation include:

a. young people during adolescence and in PESS, who experience disaffection – either active and/or passive
b. PESS and its claimed potential in addressing youth disaffection
c. ways that PE teachers learn
d. PE-CPD, both general and with regards to youth disaffection in PESS
e. the theories that informed this research study’s design: social constructivism (Vygotsky, 1978) and situated learning (Lave and Wenger, 1991).

Thus, chapter II is divided into four main sections. The chapter starts by introducing the areas of investigation along with outlining the chapter’s structure. Further, section A explores issues relevant to youth disaffection. Section B identifies PESS’s role in young people’s lives, as well as in the lives of disaffected individuals. Section C explores ways teachers learn and their CPD – both general and PESS specific; it further attempts to assess the potential of PE-CPD to address disaffection. Section D outlines the theoretical framework that informed the research design. The chapter concludes with a summary of the whole chapter, which additionally provides links to Chapter III.

2.2. SECTION A: YOUTH DISAFFECTION

The term youth disaffection is explored through the provision of key definitions. Various viewpoints are examined and they are expected to generate a holistic understanding of this complex topic.

Globally, youth disaffection represents a topical social phenomenon in human societies. Research from all over the world has raised concerns about disaffection among young people (e.g. Wizard, 2009; Gonzalez and Cabrera-Rodriguez, 2008; Sutherland, 2008; Attwood and Croll, 2006; Atkinson and Woods, 2003). In particular, disaffection during the years of adolescence has raised concerns over adolescents’ own
and society’s future (Klein, 2000; Newburn and Shiner, 2005). In England, statistical measurements show what may be characterised as possible causes and consequences of youth disaffection; examples include gender issues, truancy and exclusions. Additionally, evidence has indicated that gender, race/ethnicity, social class, mental health problems, moderate learning difficulties as well as emotional and behavioural difficulties to be relevant in addressing the problem of youth disaffection (i.e. DfE, National Statistics/SFR 33/2010) and in identifying possible causes that can lead a child to be disaffected and exhibit anti-social and challenging behaviours. Additionally, a report that has been recently published by the House of Commons (HC/516-i, 2011) stated that the permanent exclusion rate for boys was approximately three and a half times higher than for girls; in parallel, the fixed period exclusion rate for boys was similar. Furthermore, Black Caribbean pupils were three times more likely to be permanently excluded when compared to the whole school population. Nevertheless, youth disaffection appears to be full of complexities since there is not a straightforward interpretation/definition of the term in literature. The following section goes on to define the term youth disaffection from multiple perspectives.

2.2.1. DEFINING YOUTH DISAFFECTION

Youth disaffection as a term can be found in numerous recent policy and research documents (HL/Behaviour Change, 2011; Sandford et al., 2008; Smith, 2007; Steer, 2000). However, other terms such as Anti-social Behaviour, Social, Emotional and Behavioural Difficulties (Wizard, 2009) and Emotional and Behavioural Difficulties also appear in policy, research and statistical documents (HC/516-1, 2011; Baltag and Mathieson, 2010; Savelsberg and Martin-Giles, 2008; Ball and Connolly, 2000). While representing distinct situations and contexts, these terms have all been used to describe similar aspects of young people’s deviant behaviour in schools and communities. Internationally, there is no clear definition of what ‘youth disaffection’ means or of what it comprises. Indeed, policy and research documents provide a variety of definitions. Elements of youth disaffection appear to include: social exclusion (Sandford et al., 2006); marginalisation (Savelsberg and Martin-Giles, 2008); lack of employment (Hannon and Tims, 2010); and disengagement from education (DfCSF/Schools’ White Paper, 2009). Overall, ‘hard’ transitions are prominent in young people as a reflection of postmodernity and the current prevailing ‘liquidity’ in
societies along with the current, global economic recession (Bauman, 2010). Whilst there is no strict definition as to what constitutes ‘disaffection’, Hayton and Hodgson (1999) provide the following three terms in order to enable common usage:

- **disaffected**: the focus here is on the individual who does not support societal norms and is thus seen as potentially deviant, or at the least, has negative feelings about social institutions (including the education and the training system) and therefore either participates reluctantly or does not participate at all in education and training (and possibly other aspects of conventional social or community activities)

- **non-participating**: this is a technical term for describing behaviour in relation to the education and training system. The term only becomes value-laden when associated with the idea of participation as the responsibility of, or even the norm for, all individuals

- **socially excluded**: here the focus has moved away from the individual towards an emphasis on what society is doing to individuals, either within the education system or more widely in relation to society as a whole (p.13).

Pearce and Hillman (1998) stated that disaffection is an umbrella term used to cover in particular a group of disengaged young people in compulsory education, whether they are non-attendants or they exhibit behavioural difficulties and/or anti-social behaviour. Similarly, Zionts and Zionts (2002) suggested that there is often less difference in exhibited problematic behaviours and attitudes by pupils than in the labels given to them by school personnel. However, Hayton and Hodgson (1999) argued that the ‘use of an umbrella term confuses the attitude of individuals with what the state or society in general is doing for them’ (p.12). The term ‘disaffection’, therefore, within the school context is usually employed to mean disengagement from education (Huskins, 1998); lack of affection for school and lack of participation in school (Hayden and Blaya, 2005); disobedience and physical aggression (Charlton et al., 2004); and non-attendance and disruptive engagement (Brown and Fletcher, 2002). In addition, disaffection may often characterise a young person who expresses:

- emotional difficulties, extreme withdrawal from social involvement leading to social isolation within school and possibly truancy or school refusal [...] may be involved in bullying, either as victim or perpetrator (Cooper, 1999, p.10).

These pupils are also often perceived as children ‘on the margins of society’ (Hayden and Blaya, 2005). Furthermore, the distinction between being actively and passively disaffected has been highlighted by Sandford et al. (2008), where active disaffection was defined as ‘disruptive behaviour, truancy and exclusion’ and passive as ‘low academic achievement, non-participation and alienation’ (p.96). In addition, Harber
(2008) described active disaffection as aggressive resistance within school, official exclusion resulting from resistance and the passive as resistance/non-cooperation, mental truancy, actual truancy, temporary or permanent dropout, school “phobia” and the adoption of alternative modes of education such as home-based education’ (p.457). Klein (2000) characterised as ‘disaffected’ the person who cannot fit into the normal school structure and environment. Further, Wizard (2009) as well as Attwood and Croll (2006) mentioned unauthorized student talk, the hindrance of other pupils from working, the use of verbal or non-verbal assaults, as well as forms of student behaviour that directly challenge the authority of the teacher. Finally, they highlighted hyperactivity, damage to school property, extreme inattentiveness, the demonstration of socially withdrawn behaviour and phobic and obsessive behavioural patterns.

Particularly in the context of PESS, disaffected behaviours can be described and defined in similar ways to those expressed in the general context of education (Sandford et al., 2006). The range of behaviours includes active or passive disaffection, non-participation, damage to school property/school sport equipment, obstructing others’ learning, and aggressive behaviours towards the PE teacher and/or classmates (Sandford et al., 2008). In their research study, Ntoumanis and Standage (2009) reported a variety of reasons for de-motivated behaviours resulting in low participation in PESS as well as in disruptive attitudes and behaviours. In brief, their findings showed that pupils tend to avoid participation and/or disrupt a PE lesson by faking health problems; expressing personal concerns regarding their body image and PE kit; encouraging negative comments from peers with regard to another’s body; fearing the results of competition. A lack of encouragement by the teacher or inappropriate teaching style, teacher apathy and over-criticism was also shown to make disaffection more likely. Overall, disaffected behaviour in PESS was reported to include: ‘chatting and messing around’, usually due to a dislike of sport; such as in games - particularly, when lessons contained more theory than practice. After providing definitions of what constitutes youth disaffection, the following further discusses and explores possible causes for a young person becoming disaffected.
2.2.2 REASONS FOR EXHIBITING YOUTH DISAFFECTION

It can be argued that there are many potential reasons for a young person to exhibit disaffected behaviours and attitudes. Possible causes can be categorised in: (a) biological: i.e. hormonal changes or medical conditions, such as dyslexia or mental health problems (Knapp et al., 2007), (b) psychological: e.g. identity formation, adolescent turmoil and low self-esteem and/or (c) sociological: family, school, social class, gender, race/ethnicity, changing economic structures and, in extreme cases, wars. Such reasons can be also perceived and examined as interrelated (Hannon and Tims, 2010; Bauman, 2007) for a clearer and more appropriate understanding of the youth disaffection phenomenon. An illustrative example can be found in Klein’s paper (2008) Pulling No Punches: Young people talk about their experiences of school. In this paper two young girls reflect on their behaviours. One of them links her disaffection in school with personality issues (i.e. ‘a bit of an attitude’), but also with violence in her house. The second girl blames herself, her previous school and her peers. Another research study from Liberia (Hahmann and Tengbeh, 2008) attributed participants’ disaffected behaviours in school to Liberia’s civil war. Further, research conducted by Gastic (2008) showed that the exhibition of bullying was linked with potential absence from the school environment. Children who exhibited bullying were subjected either to ‘formal school suspensions and disciplinary transfers’ and/or ‘high levels of truancy’ (p.397). Similarly Meneghetti et al. (2007) reported that students with high levels of educational skills performed better in school activities and had more effective self-management skills compared to low-educational skill pupils.

In addition, research conducted by Hilton (2006) highlighted the importance of the role of the teacher-pupil relationship, with teachers being ‘key adults in pupils’ everyday school lives’ (p. 308). He suggested that positive relationships between teachers and pupils assisted in ensuring that a pupil would not feel disliked within the school context. Thus, the possibility that s/he would be excluded from it would be minimized as well. Finally, Gibson et al. (2009) examined how community settings may affect adolescents. For example, and with regard to the exhibition of violent behaviours, such as aggression and anti-social behaviour, findings highlighted community settings (e.g. neighbourhoods in which young people were living), as key factors in disaffected and disruptive behaviours. The study also claimed that when parents, as significant adults,
showed a lack of warmth and low levels of supervision towards their children, children tended to exhibit violent behaviours towards themselves and others. It could be argued, therefore, that these factors negatively influence children’s behaviours and attitudes as they can be present not only in their own neighbourhood but at school as well – in terms of perceiving schools as community settings. Issues like these appear, perhaps, to be beyond teachers’ control, because teachers may lack knowledge of what might be happening in the child’s house and/or their neighbourhood. Overall, reasons for youth disaffection can be found in various contexts and structures, a fact that can illustrate how complex and multi-dimensional the phenomenon of disaffection can be. Having discussed definitions and possible causes of disaffection, this section moves on to address policy perspectives.

2.2.3 Youth Disaffection: Exploring Policy Perspectives

Concerns regarding youth disaffection have infiltrated policy initiatives targeted at tackling disaffected behaviours and re-engaging this type of young person into education and further, in society (i.e. European Commission: Youth in Action 2007-2013; DfE/Schools’ White Paper, 2010; USA/YES programme, 2007; National Youth Strategy/Australia, 2010). As France (2009) noted, however, in comparison to the EU, Australia or even the USA, UK policy initiatives appear to lead in regard to initiating relevant policies. The term youth disaffection, therefore, has become popular within policy documents in England (e.g. DfCSF, 2007; Vulliamy and Webb, 2004; DfE, 1994). Key points of relevant English policy initiatives will be discussed in turn.

Starting with the period after World War II, in the English school context, educational policies were developed for children exhibiting problematic behaviours who were then named ‘maladjusted’ (Cooper, 1999). Initially, the 1944 Education Act confirmed the extension of educational provision to almost all children up to the age of 14. Further, in 1945 ‘maladjusted’ children were recognized as a special category and issues concerning such children were addressed in the Underwood Report 1955 and the Warnock Report in 1978. In 1955, the Underwood Committee published ‘The Education of Maladjusted Children’, in which the term ‘maladjusted’ was used to cover a wide range of problems. Six sub-categories were then identified: nervous disorders, habit disorders, behaviour disorders, organic disorders, psychotic disorders, and educational and emotional difficulties. After almost 20 years, the Warnock Report
(1978) argued that children who had physical or other disabilities should be educated in mainstream schools and stressed the significance of the educational context oriented towards equal opportunities (Cooper, 1993). In 1981, the Education Act replaced specified categories of disability with a concept of special educational provision based on the special educational needs of individual children. The Elton Report (1989) referred to the concept of ‘discipline’ in schools. That report addressed the idea that discipline problems were largely the product of environmental influences within the schools and that solutions should be sought in the improvement of school and teachers’ effectiveness. Following this, in the Education Act in 1993, pupils’ exclusions were highlighted. Key features were the introduction of the maximum 15-day school exclusion and the creation of Pupil Referral Units. Further, in 1997, the Green Paper “Excellence for All Children” by the Department for Education and Employment set down principles in relation to Emotional and Behavioural Difficulties (EBD) (DfEE, 1997). In summary, it recommended the following:

- education policies for improving all children’s achievement, combined with broader social policies against disadvantage
- early identification and intervention, with schools and other agencies working with the families of children with EBD
- effective behaviour policies in schools and Local Education Authorities (LEAs)
- strengthening the skills of all staff working with pupils with EBD
- specialist support to meet the needs of such pupils.

Further, in 2003 the Every Child Matters policy was introduced. Every Child Matters: Change for Children was an innovative approach to maintaining the well-being of children and young people from birth to 19 years of age. It was introduced with the main aim for every child to be supported in order to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (DfES, 2004). For Every Child Matters youth disaffection was highlighted as topical and was followed by significant reforms:

- tackling disengagement, truancy and poor behaviour at school are essential;
- providing motivating routes to success […] (p.17).

Within Every Child Matters, behaviour and attendance were amongst a number of key priorities in National Strategies, such as for the Primary National Strategy. The
Improving Behaviour and Attendance Unit as well as the School Standards Group collaborated in order to ensure that strategies improving behaviour and attendance were embedded in whole school policy and practice. In this vein, Behaviour and Attendance strands of the National Strategies were established such as the Key Stage 3 (KS3) National Strategy Behaviour and Attendance strand (DfES 2003), along with the Behaviour and Attendance pilot materials from the Primary National Strategy (DfES, 2003). The strand introduced in 2003-2004 dealt with behaviour and attendance. Furthermore, the KS3 National Strategy Behaviour and Attendance strand was introduced in response to the emergent concerns over generic behaviour problems and to support the more general priorities of the overall Key Stage 3 Strategy to raise attainment in core subject areas (Ellis and Tod, 2005). In its initial documentation, the KS3 Behaviour and Attendance strand focused on school improvement and CPD. Overall in 2005, the policy’s emphasis was to maintain the cohesion between the strands, strengthen whole-school initiatives and bolster improvement projects across the Curriculum.

Another significant example of specific policy initiatives aimed at tackling disaffection was the *Children’s Plan* (2007) along with the proposals made in the report published by the House of Lords – *Behaviour Change* (2011). *Behaviour Change* (2011) focused on what should be done for problematic youth in order to tackle their behaviours, and it highlighted the importance of drawing on evidence when attempting to change behaviour through interventions and relevant policy programmes. Following Hudson’s ideas (2006), policy initiatives in children’s services in England have been hugely transformed since the 1948 Education Act. Such policy initiatives, perhaps, have introduced the idea that action taken to address disaffection should involve a variety of methods to tackle it and therefore to re-engage these young people in education and society, for example, through physical activity and school sport (PESSYP, 2009).

Having explored youth disaffection, past and current initiatives using PESS to address youth disaffection will now be discussed, with the main focus being on their implementation in England. Section B seeks to explore the role of PESS in young people’s lives as expressed through research evidence and significant past and current policy initiatives. As the discussion develops, a broad understanding is provided
regarding the positive and/or negative impact that PESS can have on young people’s lives. Furthermore, it addresses the role of PE teachers, since they are the deliverers of PESS and they hold the potential to be role models for young people.

2.3. SECTION B: PESS AND YOUNG PEOPLE

2.3.1: INTRODUCING PESS

Physical Education has two major components: practical physical activities and subject matter knowledge. Each of these components can be categorised in various ways. What makes PE educationally worthwhile is the integration of learning in, about and through physical activity.

(Kirk et al., 2002, p.12)

PESS clearly comprises the following elements: physical (i.e. in terms of activity), education, school and sport. However, sport can be characterized as a physical activity involving excessive competition such as in elite sport (Sport Accord Council, 2010). Furthermore, according to Almond (1997), physical education can include various activities within the areas of: sport, dance, outdoor and adventure-based learning and individual forms of exercise. This research study employs the term PESS with the intention that all elements of PESS not be divided, but unified and orientated towards young people’s learning and their empowerment as learners (Wild and Everley, 2010). It therefore follows in Bailey et al.’s (2009) view, that PESS is an ‘inclusive, generic descriptor for those structured, supervised physical activities that take place at school, and during the (extended) school day’ (p.2). PESS involves:

- purposeful engagement with the potential to engender positive social behaviours (such as cooperation, personal responsibility and empathy) in young people and to address a number of contemporary social issues relating to problematic youth behaviour [...] (Bailey et al., 2009, p.9).

Worldwide, PESS has initiated great attention in policy agendas relating to the issue of youth disaffection (e.g. Building Canada Fund, 2010; PESSCL/PESSYP-UK, 2002/2009; YST/Living for Sport, 2003). Such policies reflect the strong belief in the role of sport and physical activity along with physical education in addressing, changing and improving attitudes and ways of thinking. Enhancing PESS in school and revising the curriculum should include the implementation of critical considerations of Physical education (PE), physical activity (PA) and youth sport (YS); always, though,
in connection to real life and with an attitude towards tolerance and diversity in society. As Kirk (2010) argued ‘what comes first should be an investigation of the state of play, of current practices and the residual influence of the past’ (p.24). Consequently, PE professionals (e.g. teachers, scholars) should draw upon past and current projects in order to adopt significant points on everyday practice (as it happens) and/or to create new ones, which could meet the needs of contemporary social issues such as youth disaffection.

Furthermore, engagement in PESS has been associated with the development of positive outcomes such as goal–orientation (Papaioannou et al., 2004), coping strategies (Holt et al., 2005; Holt and Jones, 2008), positive behaviour, academic gains (Fox and Avramidis, 2003), responsibility (Hellison et al., 2008; Hellison, 2003; 2000; 1995; 1978) and high self-esteem (Bailey, 2008). Academic reviews on the benefits of PESS (e.g. Bailey et al., 2009) have confirmed that participation holds the potential to contribute to young people’s development in physical, social, affective and cognitive domains. Further, Danish et al. (2005) suggested that physical activities are one of the most significant social arenas after family and school, which influence young people positively. In addition, Zarrett et al. (2008) stressed that indicators positively affecting the physical, social and psychological side of adolescents, along with the feeling of ‘achievement’ and development, have been positively linked to PESS. Furthermore, in recent years, the concept of Positive Youth Development (PYD) has been used to highlight the importance of viewing young people not as ‘problems’, but as having the potential to develop positively (Holt, 2008). Although there is no particular definition for this term, Damon (2004) described it as follows:

the positive youth development perspective emphasizes the manifest potentialities rather than the supposed incapacities of young people— [...] the positive youth development vision of the child as naturally competent and inclined toward pro-social engagements (p.17).

In relation to PYD, research conducted by Zarrett et al. (2008) argued that PYD can be achieved only when participation is intense and continued for over a year. Moreover, they stressed that there are particular positive links to participation in youth outdoor activities and adolescence. In addition, research by Hellison et al. (2008) reported significant links to promoting youth leadership with PYD. Overall, the emergence of the field of PYD emphasises the need to promote development in youth from a
multidimensional and holistic perspective using physical activities as vehicles through relevant programmes.

However, it has also been argued that participation in sport activities can have a negative impact on young people. According to Kavussanu et al. (2006), characteristics may include the exhibition of anti-social behaviours and competitiveness. Similarly, Flintoff and Scraton (2001) argued that such environments can be both alienating and humiliating for some young people – particularly for those with little aptitude for being physically active. They referred to gender and the process of changing and PE kit as aspects that may be alienating and at times humiliating for young people. Holt and Jones (2008) argued that in the United States participation in physical activity is closely related to alcohol use and smoking – although not regular but occasional smoking, and especially smokeless products. They stressed that the way programmes are delivered is of great importance. According to Theokas et al. (2008), in order for PESS not to have a negative impact, the quality of the structure, the content and the context of activities should be ensured, since their benefits cannot be transmitted by just participating. At this point, the role of PE teachers as potential role models for young people appears important for programmes to have a positive impact on young people. The discussion, therefore, now turns its attention to PESS in policy initiatives and, further, to the role of PE teachers.

2.3.2. PESS: POLICIES

Policy by definition arises out of ideas and struggles of the past and seeks to shape social developments in the future. In the real world policies originate, operate and are made effective by ensembles of institutions or agencies and the actors working within them (Fitz et al., 2006, p.17).

Policy related to PE and, beyond this, to PESS in England was influenced by two cornerstones of post-war legislation; the 1944 and 1988 Education Acts. In brief, the 1944 Education Act announced that education would be compulsory until 14 years of age. Additionally, the 1988 Education Act provided a framework for the overall structure of education through the introduction of the National Curriculum for England and Wales. In short, during the decades of the 60’s, 70’s and 80’s, education policy was dominated by debates about the structure of the secondary school. Furthermore, the 80’s was the decade in which the first attempts were made to involve PE and Sport
Organizations in policy–making (Houlihan and Green, 2006). In 1991, PE was included as one of the foundation subjects in the proposed National Curriculum of 1989. In 2007, there was a further update on the Curriculum’s main goals regarding PE, in terms of a better combination of physical activities with emphasis on the principles of health and fitness. In other words, the curriculum became increasingly health-oriented and in the years 2007, 2009 and 2011, it underwent further reform with reference to PESS. The goals and aims to be met, were as follows:

- to meet the objectives of the Every Child Matters policy initiative (i.e. be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being), and
- to enable pupils to become successful learners, confident individuals and responsible citizens (QCDA, 2009).

Overall, because of the numerous benefits that PESS can offer, it has undergone a significant development in terms of being an important field of policy (Parrish, 2003). PESS has been broadly used, therefore, as a vehicle for the social inclusion of disaffected young people (Sandford et al., 2008; DfCSF/Schools White Paper, 2009). The years following 2002 saw the provision of significant funding for PESS programmes, as well as for Specialist Sport Colleges, aiming for a provision - between 2 and 5 hours - of ‘High Quality PE’ for 85% of pupils (PESSCL, 2003). However, Houlihan and Green (2006) questioned the capacity of local sport networks and partnerships to deliver broad social inclusion agendas. Notwithstanding this, Donnelly and Coakley (2002) argue that through such activities a person:

> can learn valuable skills related to the quality of life: intra-personal and interpersonal communications, determination, perseverance, confidence, leadership, citizenship, goal-orientation, motivation and personal satisfaction [...] almost any well-intentioned programme of recreation/physical activity is better than no programme (p.17).

It is also important to note that the concept of using PESS in programmes aimed at disaffected young people is not new. Hellison (2003) in the USA produced a programme aimed at effectively teaching personal and social responsibility through sports:

> In its earliest form, teaching personal and social responsibility (TPSR) was a survival response to the attitudes, values and behaviours of the underserved kids (Hellison, 2003, p.4).

Similarly, although more oriented towards challenging disengagement and disinterest in traditional PE structures, Daryl Siedentop in the USA promoted Sport Education, which
aimed at teaching pupils to adopt all the roles that they could ‘hold’ in a game or activity (Siedentop, 2002).

In England, belief in the power of PESS has been confirmed through the PE and School Sport for Young People strategy (PESSYP, 2009) – formerly known as the PE and School Sport Club Links strategy (PESSCL, 2002). Further, PESSYP aimed to achieve participation in 5 PE hours per week by 2012. In 2002, the investment consisted of £1.5 billion, whereas the later investment consisted of £755 million (PESSYP, 2009). Additionally, in 2009 (until 2011) an extra investment of £30 million was made for facilities in sports colleges and £21.4 million approved for sport facilities and projects (PESSYP, 2009). As noted earlier however, the current Conservative government – through the Department for Education – confirmed the ending of the latest investment of £162m for the Strategy. In its place the DfE and DCMS announced plans to create an annual Olympic-style school sport competition to encourage more competitive sport (YST/School Games, 2011).

Apart from the aforementioned government initiatives, there have also been examples of privately funded PESS programmes targeted at youth disaffection. An important example is the HSBC Outward Bound Programme (Sandford et al., 2008) that was funded by HSBC bank. Relevant research conducted by Sandford et al. (2008) stated that many pupils had positive experiences of their involvement in the HSBC/Outward Bound project. However, it was also pointed out that the impact of such a programme on pupils was ‘highly individualised’ (p.106). Finally, and although not specifically PESS, in a recent report published following the London Olympic Games 2012 (DCMS, 2011), it was stressed that:

for young people, sport and physical activity help instil a life-long interest in exercise, alongside healthy physical and emotional development, particularly if fostered by a sense of fun and personal enjoyment [...] our plans for London 2012 will reflect this (p.26).

Notwithstanding the optimistic and perhaps questionable nature of the claims mentioned earlier, it is suggested that PE teachers – both as role models and educators – have a unique contribution to make to young people’s lives (Sandford et al., 2008). Moreover, their training and professional development (Armour and Duncombe, 2004)
are considered to be greatly important yet complex. As a result and according to O’Sullivan et al. (2010):

we need active and dynamic teachers to critique our current practices, challenge existing values and seek to create and deliver relevant and meaningful physical activity experiences for the current generation of children and young people – the future of our profession depends on such enquiring professionals (p.62).

2.3.3. PE teachers’ role

Teaching today’s adolescents can be a rewarding, yet challenging and demanding task (Tang and Choi, 2009). Furthermore Darling – Hammond (2006) attest:

Education matters more than it ever has before; the social and economic demands for education grow – so do expectations for teachers’ knowledge and skills – parents and policymakers alike are asking how to find the extraordinary teachers, who can help all children acquire the increasing knowledge and skills they need (p.4).

However, the inflexibility of structures of the secondary school (e.g. timetable) has made it difficult for pupils to finish tasks and develop ideas, as well as for teachers to get to know and understand their pupils more (Stobart and Stoll, 2005). As mentioned in the section about youth disaffection, emotional disequilibrium, moodiness as well as conflictual attitudes with significant adults (e.g. teachers) are to be expected during adolescence. The teaching–learning relationship therefore, emerges as highly significant in the educational process and may result in ‘changes to both students and teachers’ (Hodge et al., 2004, p.396). Thus, teaching and learning is considered to be a reciprocal process, which – according to Day (2004) - for it to be appropriate and effective requires passion. He argued that passionate teachers:

are those, who are committed, enthusiastic and intellectually and emotionally energetic in their work with children, young people and adults alike (p.2).

In their research, Biddle and Ekkekakis (2005) also emphasised the significance of the PE teachers’ role. Furthermore, in relation to PE teaching, Bailey and MacFadyen (2002) stated that ‘skilful teaching is a difficult and complex job’ (p.69), and that PE teachers have a vital role to play in encouraging, fostering and refining capabilities for the PE lesson’ (p.25). In similar vein, Graber and Locke, (2007) stated that:

physical educators stand at an historical point in time at which they can either seize the opportunity and contribute to developing the health of the nation’s children through quality physical education […] (p.422).
Additionally, Graber and Locke (2007) stressed that PE teachers should be able to cope with a diverse range of pupils. Some researchers have begun to delve deeper into the role of PE teachers employing theories of socialisation (e.g. Lawson, 2005) to provide new insights into how PE teachers make decisions about their role. Notwithstanding this, Tsangaridou and O’Sullivan (1997) argue that PE teachers’ ideas, beliefs and experiences appear to strongly influence their everyday practice. Teachers, therefore, often seek to find appropriate opportunities for professional development to assist and enhance their teaching practice (Timperley, 2011). If researchers in sport and PE accept that PESS and PE teachers as educators and role models are important in tackling disaffection, then PE-CPD has a prominent role in enhancing their teaching practice and pupils’ learning. Consequently, PE teachers need to be appropriately trained for coping with disaffected youth. CPD holds, therefore, valuable potential to impact upon the teaching and learning experiences of children and young people within a learning community (CPD guidance/TDA, 2006, p.4). However in England, PE-CPD activities relevant to disaffection in PESS appear to be rare and are mainly related to general issues of Behaviour Management (e.g. Professional Learning/Association of Physical Education, 2015; UK Youth/Positive about Youth, 2015).

Nevertheless, PE-CPD is indeed a very significant element of the PE profession (Keay and Lloyd, 2011), however it appears unfortunate that PE-CPD for coping with disaffected young people is limited and often non-existing. Section C therefore proceeds by conceptualising the ways teachers learn in relation to specific PE-CPD provision. It further discusses general CPD for PE teachers and highlights the limited body of literature that focuses on PE-CPD relating to disaffected youth.

2.4. SECTION C: PE TEACHERS’ LEARNING AND THEIR CPD

2.4.1. INTRODUCTION

In times of global change in education and within the ‘flood of the new requirements, changes, exhortation, responsibilities and expectations’ (Ball, 2008, p.3), teaching appears to be ‘a challenge and not a recipe’ (Kincheloe, 2004, p.55). Guskey and Huberman (1995) argued for ‘radical changes in teachers’ learning and their
opportunities to learn’ (p.266), while Day and Sachs (2004) attest that over the last 20 years, on an international scale, there has been:

a shift in the rhetoric of teacher training and development from one in which individual teachers have been able to choose [...] one in which lifelong learning is regarded as essential for all(p.8).

In England, the Training and Development Agency for schools (TDA) suggested that:

To do their jobs effectively, teachers need opportunities to update their knowledge and skills, and reflect on their own practice (TDA/CPD, 2008).

In addition, research conducted by Chen (2005) in the USA suggested that CPD plays a paramount role in equipping teachers with the knowledge and the skills necessary for reaching each nation’s educational standards. Prior to any attempt to delve deeper into issues of CPD and PE-CPD, a definition of the term along with a brief historical background is presented.

2.4.2. **CPD: THE TERM, PAST AND CURRENT POLICIES**

In this research study, the term CPD refers to Career-long Professional Development (Armour, 2010). It is also known as Continuing Professional Development (Keay, 2007) as well as ‘professional development’ (PD) (e.g. DfE/Schools’ White Paper, 2010). Another term - widely used for CPD - has been the term INSET (i.e. In Service Educational Training) and it is important to note that the participants in this study used the term INSET and CPD interchangeably. Nowadays, INSET is little used in policy documents. Nevertheless for reasons of consistency, this thesis will employ the first term, though without rejecting the others, since their meaning is perceived as similar.

According to Day and Sachs (2004), a broader definition of CPD involves:

all the activities in which teachers engage during the course of a career [...] this is a deceptively simple description of a hugely complex intellectual and emotional endeavour, which is at the heart of raising and maintaining standards of teaching, learning and achievement in a range of schools (p.3).

Furthermore, TDA defined CPD as:

reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice (TDA/CPD guidance, 2006. p.4).

Finally, there is not only one type of PE-CPD. In 1995, Guskey and Huberman (1995) stated that CPD is:
the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change (p.265).

CPD has been an important feature of legislation and policies, since it is a topical part of education and teachers’ training (Ko, et al., 2006). Looking back in time, the most important piece of legislation that considered and established teacher training as it is known today and reformed teachers’ training in England, was the James Report (1972). The James Report highlighted the significance of each school having its own CPD programme. In particular, it argued that:

all teachers ought to have opportunities to extend and deepen their knowledge of teaching methods and of educational theory. When special studies of teaching methods have identified improved techniques, it is important that the results should be widely communicated to teachers in the schools (p.82).

Porter (1996, in Furlong et al., 2000) argued that, although the proposals were viewed as progressive, they were not implemented significantly because of political and economic factors during that period. However, Bolam (2000) suggested that there were positive effects of this legislation:

schools now have more systematic approaches to staff development, usually have a designated coordinator for this task and make much greater use of school-based activities (p.38).

Overall, from 1983–1987 over 90 courses for teachers were provided by more than 45 institutions. According to Bolam (2000), over 600 head-teachers and deputies attended these courses. Examples of legislation that supported CPD included the Education Act of 1988, the establishment of the National Curriculum and the National PE-CPD strategy (PESSCL, 2002/PESSYP, 2009). Detailed information on the period from the 60’s up to 2004 onwards can be further read in table 2.1. To date, therefore, there have been a range of policy initiatives with regard to the professional development of teachers including PE teachers (i.e. DfE/Schools White Paper, 2010; TDA/CPD, 2011). All of these have supported, promoted and still do, relevant CPD opportunities. Under the Education Act 2005, the Teacher Training Agency (TTA) became the Training and Development Agency for School (TDA) with an additional role for CPD. The provision of CPD is complex with responsibility and funding devolved to schools. The aims were to stimulate an informed demand for CPD through revised performance management arrangements (implemented in 2007) and a new framework of professional standards (effective from the same year), aimed to bring coherence to CPD by providing
leadership and guidance to schools and local authorities. It is also worth noting that in the UK, the statutory conditions of service require teachers to be available for work under the direction of the Head teacher for 195 days a year, of which only 190 are teaching days; the 5 days when school sessions are not required were introduced to support a number of non-teaching activities, including professional development. The significant example of the National PE – CPD programme is discussed next since it has been one of the most important initiatives in CPD history in England.

Table 2.1. Adapted from Keay and Lloyd (2011, p. 66)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Changes to Professional Development for Education Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960/1970s</td>
<td>Professional Development dominated by higher education provision and mainly concerned with funded secondments to higher degree award bearing courses.</td>
</tr>
<tr>
<td>1980’s</td>
<td>Focus changed from individual development to school development. New funding methodologies influenced the changes and centrally retained funds were committed to government perceptions of teachers’ training needs. TRIST (Technical and Vocational Education initiative Related In-service Training) brought focus on technical and vocational education, an intermediate step between the higher education (HE) dominated model and the school priority model of professional development provision).</td>
</tr>
<tr>
<td>1987</td>
<td>The Teachers’ Pay and Conditions Act introduced five compulsory school – based training days.</td>
</tr>
<tr>
<td>1990s</td>
<td>Professional Development responsibilities for Local Education Authorities (LEA) and HE changed. LEA’s relationships with schools became less advisory and more focused on inspection and advisors became marginalised from the schools. Professional development provision in HE was limited by TTA funding policies (award bearing INSET programme, 1988) that linked University based provision to National Priorities. Introduction of an open binding process. Change in funding direct to schools cutting out LEAs meant disbanding of the LEA advisory and inspection services and that in turn led to growth in number of independent providers. This was also influenced by the introduction of OFSTED inspections. The School reform Agenda. Demise in teacher renewal, with the emphasis on coping rather than developing. Teachers reported tensions existing between individual and school priorities and a diminishing sense of agency and control.</td>
</tr>
<tr>
<td>2000</td>
<td>National College for School Leadership introduced</td>
</tr>
<tr>
<td>2003</td>
<td>Remodelling of the education workforce. Planning, Preparation and Assessment (PPA) time (10% of timetabled teaching commitment to enable teachers to raise standards through individual or collaborative professional activity). Joint Review by TDA and DiE recommended the need to monitor the impact of professional development courses.</td>
</tr>
<tr>
<td>2004 Onwards</td>
<td>Postgraduate Professional Development funding, distributed to HEIs that applied and met the criteria. TDA look on central responsibility for coordinating professional development for teachers (2006). Growth in the number of private companies providing professional development.</td>
</tr>
</tbody>
</table>
2.4.2. THE NATIONAL PE – CPD PROGRAMME IN ENGLAND

Perhaps one of the most significant PE-CPD policy initiatives in England has been the National PE–CPD programme, which was launched as part of the PESCCL strategy and lasted until 2006. In order to achieve the goal of raising the attainment of all pupils, the strategy established the National PE–CPD programme in order to raise the quality of teaching, coaching and learning in PESS. The programme provided training courses and resources in PE for Head-teachers, Teachers, Teaching Assistants and Adults Other Than Teachers (AOTTs) in primary and secondary schools. The National CPD Programme also offered free access to a range of taught and resource-based modules for all teachers in primary, secondary, and special schools. The modules and resources were designed and developed at a national level, but delivered locally, by 150 Local Delivery Agencies (LDA). It should be noted however, that there were few CPD courses directly related to issues of disaffection during Physical Education. Instead, there were mainly Behaviour Management CPD activities, which referred generally to dealing with such behaviour. Having referred to policy initiatives, the section continues to address the different types of CPD and PE–CPD programmes.

2.4.3. TYPES OF CPD ACTIVITIES

Traditionally, there have been two types of CPD activities provided to teachers; formal and informal. In general, formal learning consists of off-site and on-site meetings. Informal learning consists of individual and collaborative learning experiences (Armour and Yelling, 2007). Further, Bubb and Earley (2007) argued that:

CPD encompasses all formal and informal learning that enables individuals to improve their own practice. Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. The former is mainly about occupational role development, whereas personal development is about the development of the person, often the ‘whole’ person, and it almost always involves changes in self-awareness (p.3).

TDA (2006) stated that CPD simply consists of activities within school, school networks and other external expertise as illustrated in the table below:
Furthermore and according to the TDA, examples of CPD activities include (TDA/CPD, 2007):

- discussing professional development issues in staff and team meetings
- coaching and mentoring
- e-networking and e-learning
- attending internal conferences, courses and professional development events
- attending external conferences and courses
- professional dialogue as part of the performance management process
- discussions with colleagues to reflect on classroom practice (p.2).

In summary, it is evident that CPD is and can be provided in many different forms. However, no matter what the form, there are certain features that determine whether it is effective or not. ‘Effectiveness’ is considered to be the extent to which the programme can sustain the impact of the CPD on teachers’ teaching practice, their learning and ultimately their pupils’ learning (Armour and Yelling, 2007). It should be ensured therefore, that it consists of characteristics which reinforce its effectiveness and appropriateness for all teachers according to their CPD needs (Timperley, 2011; Keay and Lloyd, 2011).

### 2.4.4. Effectiveness: Key to Successful CPD Provision

The concept of ‘effectiveness’ regarding CPD and PE-CPD provision is highlighted throughout CPD policies and in research. However, defining ‘effectiveness’ is not a simple and straightforward procedure. Having said that, a number of studies have shed
light on what it constitutes. To begin with, Duncombe and Armour (2004) referred to the characteristics that an effective CPD activity should have, namely that it should be:

- active and practical
- ongoing
- reflective
- collaborative
- planned and focused upon the needs of specific teachers and pupils

(p.143).

In addition, Keay (2005) suggested school-based CPD is ‘effective’ when teachers feel a positive impact when working/collaborating with other teachers. Further, Day and Sachs, (2004) argued that:

CPD needs to include in it the education of the self, including the emotions. For this reason, the teachers should engage regularly in reflection in, on and about their values, purposes, emotions and relationships (p.9).

Further, TDA (2007) defined ‘effective’ CPD as having the following characteristics:

- planned with ‘a clear vision’ of effective or improved practice and shared by those undertaking the development and those who are leading or supporting it.
- based on the best available evidence about teaching and learning.
- takes account of previous knowledge and experience.
- Enables the participants to develop skills, knowledge and understanding that will be practical, relevant and applicable to their experience (p.1-2).

However, Armour and Duncombe (2004) argued that effectiveness cannot be clear, since multidimensional complexities are rooted in four fundamental aspects of the CPD process:

- teachers and their learning (new, current and past)
- pupils and their learning (particularly that which can be attributed to specific teacher learning)
- the nature of individual school contexts
- the nature of ‘effectiveness’ in the context of CPD (p.5).

Craft (2000) also highlighted the role of school management in ensuring effective and powerful CPD. She claimed a school should aim to:

- treat the teacher as a whole person
- establish a school culture based on norms of technical collaboration and professional inquiry
- carefully diagnose the starting points for teacher development
- recast routine administrative activities into powerful teacher development strategies (p.223).
Collaboration, therefore, emerges as important along with the practising of reflective practices, which is thus addressed in turn.

2.4.5. COLLABORATION AND REFLECTION: ELEMENTS OF EFFECTIVE CPD

In 2008, the Department for Children, Schools and Families (DCSF) stressed that ongoing engagement in effective CPD is at the centre of the government’s plans for ‘unlocking the talent of the school workforce’. Additionally, the New Lifelong Learning programme (2007-2013) (European Commission/OECD report, 2010) stated that teacher mobility and cooperation projects for teachers (e.g. Comenius and Leonardo) between institutions and individuals has been increased within the European Union. Such initiatives reveal that collaboration and ‘professional development for teachers is increasingly recognised as a vital component of policies’ (O’Sullivan, 2007, p.7). Further, Keay (2006) advocated that collaborative learning is ‘not an activity but a process, which requires engagement in a series of collaborative activities with colleagues’ (p.289). In her study she provided a list of common features that appear to characterise collaborative learning experiences:

- relationships between participants are supportive and not supervisory and members hold each other in mutual respect
- individuals are motivated and committed to learning and collaboration
- activity takes place in a culture in which professional dialogue is possible and where participants seek feedback and constructive criticism
- participants engage in reflective practice (p.289).

The importance of professional dialogue and collective experience was also evident in research conducted by Deglau et al. (2006). They found that reflection and dialogue ‘is a necessary element to promote educational change and student learning’ (p.413). In their study, they created space and time for teachers to interact and collaborate because – as they argued – teachers often do not have the chance to reflect on their work and discuss it with others. Similarly, research by Tozer and Horsley (2006) showed that the introduction of new professional development resources in collaboration with university environments allowed teachers to form professional learning communities or ‘communities of practice’ in PE. They believed these to be ‘the key to changing instructional practices’ (p.453). They also argued that:
for teachers to be agents of change, the school must be the unit of change and for
the school to be the unit of change, universities and districts must work together
in new ways to produce school leaders, who know how to support effective
professional learning communities (p. 453).

In addition, they highlighted the significance of informal and formal assessment in
physical education programmes. In particular, they argued for teachers to form and
sustain the professional development communities needed to establish such
programmes, and that school leaders should value these learning communities as well
as the positive aspects of a powerful physical education curricula.

Another PE research study conducted by Bechtel and O’Sullivan (2006), which used
reflective practices and discussion among experienced teachers, found teacher change
to be influenced by the context of professional development. Further, Armour and
Yelling (2007) suggested that the teachers who participated in their study identified
CPD as simply ‘going on a course’ (p.177), but that they seemed to learn in various
ways. The study’s participants valued greatly the informal learning with and from each
other. Through their research the authors argued that CPD provision needs modifying in
order for the teachers in their professional learning communities or networks to play a
leading role. In this vein, Tozer and Horsley (2006) argued that the strengthening of
PE-CPD requires a multi-layered perspective:

- organisation, leadership and resources at the level of teacher professional
  communities, principals and state and district policy; thus the change can start in
  the school as the unit of change (p.457).

In addition, Armour and Yelling (2007) proposed the following for the effective
provision of informal Professional Learning Communities (PLCs):

- tackle school structures that inhibit professional learning in order for informal
  Professional Learning Communities to develop successfully
- take small and achievable steps
- envisage a new role for CPD providers, since informal professional networks
do not automatically result in high – quality learning for either teachers or
pupils
- CPD providers to find new ways of working with physical education teachers
  in order to support and grow the professional learning communities (p.194 –
  196).

To conclude, ‘reflection’ arises as an additional element of great importance in the
effectiveness of the CPD process. Since the 1930’s, Dewey (1933) called for teachers to
take reflective action that would enable ‘active, persistent and careful consideration of
any belief or supposed form of knowledge’ (1933, p.9). Further, he identified three attributes of reflective teachers that should follow them through life: ‘open-mindedness, responsibility and wholeheartedness’. Following Dewey, in 1987 Donald Schön introduced the concept of the reflective practitioner and recommended it as a way for beginners in a discipline to recognize possible gaps between their own individual practices and those of successful practitioners. Reflective practice has additionally been defined in terms of action research, which in turn, was defined as a tool of curriculum development (e.g. Attard, 2007; Farrell, 2008). Finally, constructivist theories (Piaget, 1932; Vygotsky, 1978), which have greatly influenced teaching and learning, have posited that reflection can be a central factor in the teaching and learning process where the learner constructs knowledge through engaging and interacting with knowledge content and the wider world. Attard (2007) suggested that teachers who engage in professional development through reflection ought to share the acquired knowledge with their colleagues; he argued that collaboration is a way of enhancing reflective self-study. Through his study, he advocated the fundamental role of reflection, stating that:

Reflection to consciously learning from professional experience and to learning about our own tacit learning; what is harmful to professional practice is that if such habitual routines and professional beliefs are never analysed and modified where necessary, our practice never changes, whether or not these practices are achieving the results they are set to achieve (p.159).

Highlighting Attard’s (2007) viewpoint, the most important aspect of ‘teacher learning in promoting change is the examination of one’s own taken for granted assumptions’ (p.153). Reflection, therefore, emerges as fundamental to learning consciously from professional experience and perhaps lead teachers to embark on an ongoing process of change aiming at personal and professional improvement.

2.4.6. CONCLUSION

The literature reveals that PE-CPD provision is both necessary and potentially very significant, yet is complex and not easy to deliver. The key elements of practice to achieve are challenging, several and according to Bechtel and O’ Sullivan (2006), they may include:

- opportunities for substantive talk about their teaching practices and ideas
- critical discussion about ideas with their peers
• teachers’ knowledge of the subject matter of teaching and learning and of their students is shared and valued
• designing PD experiences
• addressing what teachers say and cataloguing what they do in practice

The preceding sections sought to provide an overview and synthesise the available and relevant knowledge on youth disaffection, PESS’s and PE teachers’ roles in addressing this social phenomenon and relevant CPD for PE teachers. With reference to the literature, one can see clearly the need for research to enrich PE teachers’ knowledge on youth disaffection and PESS’s role in this; additionally, the need for research on what they have previously experienced in relevant PE-CPD and on the future perspectives of CPD on youth disaffection in PESS.

The final section of Chapter II seeks to address the principles of the learning theories that informed this study’s research design. Constructivist theories and particularly social constructivism and situated learning (Vygotsky, 1978; Lave and Wenger, 1991) are discussed as appropriate for addressing this study’s core topic: PE teachers’ learning and CPD on issues of youth disaffection in PESS. The literature suggests that teachers’ professional development and teachers’ learning more widely can be accurately rooted in these learning theories (e.g. Welch and Mueller, 2002). This study adopted the assumptions of constructivism and situated learning to address and delve deeper into the ways teachers learn and their future needs with regard to CPD relevant to disaffected young people in PESS.

2.5. SOCIAL CONSTRUCTIVISM AND SITUATED LEARNING

2.5.1. INTRODUCTION

This research study has been strongly influenced by social constructivist and situated approaches to learning. The ways in which teachers learn and their career-long professional development are argued to be effective and are examined as constructed under learning conceived as a process of ‘becoming a full participant in socio-cultural practice’ (Lave and Wenger, 1991, p.29). In particular, these theories were employed as they appeared to have relevance for the investigation of PE teachers’ learning, their PE-CPD experiences and their future PE-CPD needs. Schunk (2004) suggested that:
a learning theory and Educational practice complement each other; when properly used, theory provides a framework to use in making educational decisions […] theory and practice affect one another, thus educational practice also influences theory; […] they are seen as bridges between research and educational practices and as tools to organise and translate research findings into recommendations for educational practice (p.25 and 27).

The ways in which people learn have been explained mainly through ‘theories of learning’. Although they all aim to achieve the same goal, which is ‘learning’, they have been considered differently. There are perspectives such as behaviorist, cognitive, constructivist and situated, as well as the complex–organic theories (Lloyd et al., 2010). Behaviourist perspectives are linked with the notion of a ‘tabula rasa’ (blank slate). To put it simply, the learner can literally learn anything. In parallel, cognitivism refers to inputting, storing, processing and retrieving information; cognitivism can often be considered as opposite to behaviourism, although the two can be viewed as closely linked. While behaviourism views the body as a ‘machine’, cognitivism supports the existence of the body and mind functioning together and for their ‘own good’. Further, Piaget’s research involved children exploring their own world; they constructed knowledge from their own experience. Lave and Wenger (1991) focused on the notion of ‘community learning’, in other words learning socially. For them, learning is constructed as essentially interactive. In ‘Situated Learning’, Lave and Wenger (1991) assumed that learning is not only about receiving information. They argued that ‘learning’ processes have ignored the aspect of ‘social’. Therefore, they suggested ‘learning’ was a process of legitimate, peripheral participation in communities of practice. Finally, the complex–organic approach contends that learning is not only based on participation and interaction, but on the holistic evolution of the learner, the community and the place where all are situated. One learns who s/he is and what s/he is doing in connection to sets of socio-political conditions (Lloyd et al., 2010). Nevertheless, merging theories may appear as challenging; as McLaren (2005) wrote:

we must dare in order to say scientifically and not as mere blah-blah, that we study, we learn, we teach, we know with our entire body. We do all of these things with feeling, with emotion, with wishes, with fear, with doubts, with passion, and also with critical reasoning. We must dare so as never to dichotomize cognition and emotion (p.5).

As the reader will see in the subsequent chapters, this study has been strongly influenced by social constructivist and situated approaches to learning. The main aim of
the particular theoretical framework has been to provide a solid theoretical basis for exploring participants’ PE-CPD experiences and opinions. Further, the study attempted to comprehend participants’ reflections on the complex process of their learning and their CPD, along with their experiences from teaching disaffected youth in PESS. Worldwide, CPD and PE-CPD literature suggests that these 2 theoretical perspectives provide a solid ‘basis’ for accurately understanding and studying teacher’s professional development and professional learning (O’Sullivan et al., 2010; Bechtel and O’Sullivan, 2006). Research has also shown that the focus should be on collaboration and active learning, since they are argued to be effective approaches to teacher learning (O’Sullivan, 2007; Armour and Yelling, 2007). Thus, a deeper analysis and understanding of these theories is essential (Borko, 2004; Duncombe and Armour, 2004). Based on this point of view, the fundamental argument is that CPD’s context and actual practice, in which teachers take part, can become highly influential in regard to teachers’ learning, when underpinned by social constructivist and situated approaches.

2.5.2. CONSTRUCTIVIST THEORIES: COGNITIVE AND SOCIAL


Constructivist perspectives focus on learning in relation to the social environment. They portray the learner as actively engaged in the environment constructing knowledge (p.257).

Constructivist theories are rooted in the schools of thought of structuralism and functionalism, which are historically based at the beginning of the 20th century. John Dewey is considered to be one of the first modern educators to ‘recognize education as a social enterprise’ (Azzarito and Ennis, 2003, p.179). For Dewey (1916; 1938), the intellectual development along with the social progress of the child was related to schooling. In the following years, contemporary psychologists and constructivists such as Piaget and Vygotsky pioneered the establishment of the principles of constructivist perspectives in education. Piaget introduced the cognitive constructivist perspective, while Vygotsky introduced the social constructivist approach. On the one hand, for Piaget, education was ‘a value laden exchange; its success and effectiveness was ‘dependent on both transmission and transformation’ (Smith, 2001, p.40). On the other hand, Vygotsky’s theory suggested that:
Learning and development occurs when, what happens on this inter-mental plan is internalized by individual participants in inter-subjective processes (in Ardichvilli, 2001, p.35).

Piaget’s and Vygotsky’s theories were different in the extent to which social factors were considered; in other words, about which learning environment is ‘situated’ and which is ‘real’. The notion of internalisation or appropriation were factors central to Vygotsky’s theory as well as the concepts of ‘assimilation and accommodation’ to Piaget’s (Brown et al., 1989, p.146 – 147). However, the common ground between Piaget and Vygotsky relates to the ‘path’ towards development. Piaget considered peer interaction as an ideal forum for helping learners in ‘decentring’ their thinking from one particular egocentric view in order to consider multiple perspectives, a fact that can apply to all learners, including teachers. Social constructivist theory further emphasised the collaborative nature of learning (Brown et al., 1989). As such, learning was expected to be interactive between learners and the environment they exist in, so as to be effective (Vygotsky, 1978; Palinscar, 1998). Learning should therefore be ‘authentic, contextualised and situated’ (Lave and Wenger, 1991). As a consequence, pedagogical approaches rooted in social constructivist principles have been broadly applied in the field of education in a holistic manner; both in regard to pupils and teachers’ learning; they particularly:

Allow pupils to connect to each other, to their teachers and to the real world, and also to make connections between the prior knowledge and the new are central in the creation of a community of learners’.

(Azzarito and Ennis, 2003, p.181)

The view taken in this study is that effective constructivist approaches offer opportunities to teachers and students to assist in formulating effective strategies for learning (both within and beyond CPD). Regardless of the domain and the age of students, an important aspect is to provide them with ‘strategy value information linking improved performance with strategy use’ (Schunck, 2004, p.202).

**2.5.3 The Concept of Zone of Proximal Development (ZPD)**

The central point in Vygotsky’s theory is the aim for ‘the interpersonal process to be transformed into an intrapersonal one’ (Vygotsky, 1978). He wrote:
between people (interpsychological) and then inside them (intrapsychological) – this applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals (p.57).

According to his ideas, learning enables a variety of internal developmental processes, which may operate only when interacting with people or cooperating with peers. He additionally stated that when such processes are ‘internalised’ (1978, p.90) they become part of personal achievement. Vygotsky argued that there are multiple developmental pathways in the development of rational knowledge. His central interest was, therefore, in the evolution of cognitive processes in growth and change rather than a static state cognition. Vygotsky (1978) therefore, originally developed and identified the concept of the Zone of Proximal Development (ZPD) as an essential feature of his theory. He defined it as:

the difference between a child’s ‘actual developmental level as determined by independent problem solving [and his/her] potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’ (1978, p.86).

In other words, ZPD can be characterized as a possible gap between what a learner has already learnt (the actual level of development) and what s/he can achieve when provided with educational support (potential development). Within the Vygotskian concept of ZPD, social interaction forms the basis for cognitive growth. However, the person who is possibly more knowledgeable and/or proficient is not always the teacher; students can also be placed in collaborative groups with others who have demonstrated mastery on relevant tasks. Vygotsky suggested that when a learner is at the ZPD for a particular task, providing the appropriate assistance through scaffolding will boost his/her attempts to fulfill the particular task. Once the learner achieves the desired target, scaffolds can then be removed and the learner will be able to complete the task on his own. In this view, in order to achieve a ZPD, teachers need to be attuned to the learner in order to recognize where s/he stands within the ZPD by asking questions and recognizing the learner’s individual learning style. Thus, ZPD should enable educators to define the learner’s immediate needs and developmental status. Overall, the ZPD reveals the constructive role that Vygotsky attributed to social interaction, primarily in the child’s intellectual progress, but also as a theory of learning which could be applied to all learners as in the case of this thesis (e.g. to PE teachers in CPD). A contemporary application of Vygotsky's theories is the apprenticeship, in which a teacher or more
advanced peer helps to structure or arrange a task so that a novice can work on it successfully. ZPD also enables current interests in collaborative learning, suggesting that learners may have different levels of ability, experience and knowledge; thus, more proficient and experienced peers can help ‘less’ proficient and experienced learners to operate within their ZPD. Following and expanding the concept of learning theories, the next section will consider situated learning perspectives.

2.5.4. Situated Learning

Moving on to issues of learning with a focus on teachers’ learning, Lave and Wenger (1991) took social constructivism a step further. Their theoretical perspectives will be explored, since they are believed to be significant for teachers’ learning (Deglau et al., 2006). They argued that there are three categories for the interpretation of the concept of ZPD. These are:

- the distance between problem-solving abilities exhibited by a learner working alone and that learner’s problem – solving abilities when assisted by or collaborating with more experienced people
- the distance between the cultural knowledge provided by the socio-historical context
- a ‘collectivist’ or ‘societal’ perspective (p.48).

Following on from these categories, they also introduced the term ‘legitimate peripheral learning’ and the concept of ‘situated learning’ (p.34). In their view, learning was situated as a ‘generative social practice in the lived-in world’. Thus, legitimate peripheral participation was proposed as ‘an engagement in social practice’, through which learners can become an active part of communities of practice (p. 29). In particular:

Learners inevitably participate in communities of practitioners [...] the mastery of knowledge and skill requires newcomers to move toward full participation in the socio-cultural practices of a community (p.29).

Further, legitimate peripherality was characterised by:

- complexity as a notion
- being implicated in social structures involving relations of power
- being a non-educational form, but an analytical viewpoint on learning; to put it simply, a way of understanding learning
- constituting a dimension of social practice (p.36 – 47).
Lave and Wenger developed their notion of situated learning based on ‘anthropological studies of apprenticeship in a range of societies and occupational contexts’ (Kirk and Kinchin, 2003, p.223). Overall, Lave and Wenger (1991) argued for ‘socio-cultural transformation with the changing relations between newcomers and old-timers in the context of a changing shared experience’ and advocated that:

a society’s practical knowledge is situated in relations among practitioners, their practice, and the social organization and political economy of communities of practice and for these reasons, learning should involve such knowledge and practice (p.49 – 50).

In view of the above observations a key task of PE–CPD could be to provide PE teachers with opportunities to achieve ‘social learning’ through authentic learning experiences and within communities of practice. In this way they can be encouraged to provide authentic learning based on constructive dialogue, authentic experiences, sharing of ideas and on communities and networks of learning (O’ Sullivan et al., 2010; Armour et al., 2010; Deglau et al., 2006).

2.5.5. SOCIAL CONSTRUCTIVISM AND SITUATED LEARNING IN PE – CPD

Light (2008) argued that during the past decade there has been a great interest among PE researchers in constructivist theories of learning, such as social constructivism and situated learning (e.g. Penney, 2003; Kirk and Macdonald, 2009). With regards to PE teachers’ CPD, examples of programmes that are concerned with the notion of communities of practice include the establishment of collaborative professional learning communities as a method of effective CPD (Armour and Yelling, 2007; Ince et al., 2006; Duncombe and Armour, 2004). Duncombe and Armour (2004) commented that the:

learning of new skills or knowledge by one or more members of a group occurs, when professionals work together […] constructivism not only identifies the importance of collaborative and active learning, it also points to the benefits of making learning interactive (p.149).

Timperley (2011) likewise advocated the need for CPD within a professional community setting that considers teachers’ lives and careers. As mentioned in the previous sections, teachers’ reflection on their practice is argued to successfully
transform their learning (Attard, 2007). Indeed, Parkinson (2009) has argued that to become a reflective practitioner, teacher learning should enable reflective practice in learning communities. In his research the teacher-participants used a notebook to provide and share their professional, affective, and collaborative perspectives. The topic these participants were reflecting on was early adolescence, potentially appropriate instruction practice, and the empowerment of teachers and students. The results of the study showed that the group of teachers was able to gain a contextual understanding of early adolescents. It therefore impacted not only on their perception and understanding of this group of students, but at the same time allowed them to re-negotiate their preconceptions and theoretical understandings as well as their authentic observations in the middle school classroom. For good reason then social constructivism and situated learning prevail as necessary elements in the progression and enhancement of education practices and of teachers’ learning in particular. They emerge ‘as a guiding light’ for the implementation of successful changes in teaching practice’ (Light, 2008, p. 22).

2.6. **Summarising Chapter II**

Section 2.5 has provided an insight into the theoretical framework underpinning this study. The principles of situated learning and constructivism not only guided the views in this study of and approaches to CPD, but also the interpretation and analyses of the data gathered and reported in the relevant chapters. In order to contextualise this research, the opening sections of Chapter II focused on issues of disaffected youth, of the role of PESS and the PE teacher in addressing the phenomenon, and of PE teachers’ learning along with their CPD. Although all sections of this literature review were presented separately, they together aimed to holistically synthesise knowledge relevant to this research study. Having thus set out the theoretical framework of this study, the following chapter attends to methodological issues.
CHAPTER III
METODOLOGY

3.1. INTRODUCTION

Chapter III analyses and discusses the methodological assumptions and issues with regard to the data collection and data analysis strategies and methods. This chapter is structured accordingly:

- a critical overview and a rationale of the research paradigm
- an overview and a critical evaluation of the selected research design and of the individual research methods/procedures employed for data collection and analysis.

Throughout this chapter, information from literature on research methodology is contextualized within the specific research study. Chapter III is divided into two sections: Section A and Section B. Section A explores theoretical assumptions which surround the methodological procedures of a research project. Subsequently, section B discusses the methodology employed during the three phases of this research study. Prior to delving deeper into specific information on data collection and data analysis methods, it may be worth repeating that this research study was located within the wider social context of PESS and was designed to address the research questions. Section A begins by defining and discussing the term ‘paradigm’ along with the selected paradigm for this study.

A3.2. INTRODUCING ‘PARADIGM’

In 1962, Thomas Kuhn (in Smith, 1975) employed the term ‘paradigm’. Kuhn employed this word to define the term as a ‘world view’ and as a result, it held an important role in his argument about the rationality of scientific inquiry. Kuhn (in Smith, 1975) also advocated that scientific paradigms tend to:

- suggest new research strategies or methodological procedures for gathering empirical evidence to support the paradigm
- offer new problems for solution (p.24).

As a result of the evolution of social research, the term ‘paradigm’ has come to be understood as a ‘human construction’ (Denzin and Lincoln, 2005, p.183). Guba also
interpreted it as a ‘basic set of beliefs that guides action’ (1990, in Denzin and Lincoln, 2003, p.33). The question for a research project is the starting point that dictates the choice of the research strategy (Berg, 1998). Furthermore, the researcher decides upon the way to implement a research study according to his/her experiences, readings and social background (Denzin and Lincoln, 2005). Therefore, the researcher asks research questions, positions him/herself within a particular paradigm and considers a range of research methods that could be employed (Bryman, 2008). Lastly, a paradigm includes theories about the nature of reality and knowledge and about the judgments on the validity and authenticity of the research findings (Denzin and Lincoln, 2005). Major paradigms carry epistemological and ontological orientations and formulate quantitative and qualitative research designs, namely, ‘positivism’ ‘post-positivism’, ‘constructivism’ and ‘participatory action frameworks’ (Denzin and Lincoln, 2005, p.22). In addition to these concepts, key terms such as the: ‘ontological’, ‘epistemological’, ‘methodological’ and the ‘ethical’ constitute inseparable parts of any research process and play a significant role in the construction and implementation of any research design as well as for this study. This research study followed a qualitative methodology for collecting and analyzing relevant data regarding the social phenomena explored. First though, the epistemological and ontological orientations of the research process are addressed.

**A3.3. EPISTEMOLOGICAL AND ONTOLOGICAL ISSUES**

Guba and Lincoln (1990, in Denzin and Lincoln, 2003) suggested that the basic beliefs defining a particular research paradigm can be illustrated by the responses to 3 fundamental questions:

a. the ontological question i.e. what is the form and nature of reality?

b. the epistemological question i.e. what can be known?

c. the methodological question i.e. how can a researcher find out whatever one believes that can be known?

In particular, ontology is defined as the study of being and addresses the following questions: ‘What kind of being is the human being? What is the nature of reality?’ (Denzin and Lincoln, 2005, p.22). As Devis – Devis (2006) stated, ontology examines the way we make sense of the world and its material reality. He, further, suggested:
the main ontological issue about how we understand reality moves between an external and previously determined position, and an internal and individual consciously derived one (Devis – Devis, 2006, p.39). Linked with issues of ontology are the epistemological perceptions that refer to the nature, the production and the communication of knowledge (Denzin and Lincoln, 2005; Devis – Devis, 2006). According to Devis - Devis (2006) epistemology is:

what is known and who can know; what kinds of knowledge are possible and accepted; how we go about obtaining and transmitting that knowledge (p.39).

In this study, when collecting and analysing the participants’ perspectives, it was perceived that the nature of such investigation falls into the classification of constructivism. This is founded on the belief that realities are multiple, but finally constructed through interpretation. This study aimed to explore specific social phenomena such as issues of CPD for PE teachers relevant to youth disaffection. The fact that several social factors exist and perhaps influence the phenomena explored could not be ignored; for example, current educational policies and phenomena as the current economic recession. This study had to be clearly designed and conducted in order to comprehend teachers’ views on the key areas of investigation. It appeared important to examine how these are shaped and influenced and the research design and the choices of methodology, thus, evolved through the development of such perspectives.

Overall, this research study has been oriented towards a constructivist epistemology, which mainly focuses on ‘representation of reality through the eyes of participants’ (Denzin and Lincoln, 2005, p.22). It seeks to explain and delves deeper into the social phenomena explored, e.g. PESS’s role in youth disaffection. Further, the constructivist paradigm assumes relativist ontology, a subjectivist epistemology, as well as a naturalistic set of methodological procedures. The constructivist paradigm emerges from the idea that multiple realities exist, through which understandings are created. The methodological procedures and research within this paradigm assume that:

- reality is not fixed or determined
- knowledge is created through experience and interpretation
- humans are assumed to have a choice that is consequently constrained by certain social structures and their own beliefs

Such assumptions dictated how this research study was carried out within the particular paradigm used and provided an explanation for the methods employed. Knowledge for the key areas of investigation was explored and created throughout data collection and analysis. Participants were assumed to have personal points of view as well as knowledge; as such, an assumption was made that this information has been appropriately reported and expressed through their voices and their words were assumed to be constrained by certain social structures, such as their current professional positions. Before continuing to address the methodology choices, the two types of research strategy are discussed: qualitative and quantitative. Traditionally, social research is undertaken following these ‘routes’; these are now considered, alongside with the justification for the final choice of methodology for this study’s research strategy.

A3.4. Qualitative and Quantitative Research Strategies

Quantitative and qualitative research strategies are ‘scientific research’ (Denzin and Lincoln, 2005, p.1). Key philosophical assumptions underpinning qualitative research suggest that ‘all types of qualitative research are based on the view that reality is constructed by individuals interacting with their social worlds’ (Merriam, 1998, p.6). As mentioned earlier, this study’s central purpose was to explore the social phenomena identified in the research questions. It also sought not to emphasize quantification while obtaining data, but to examine and delve deeper into participants’ views; overall, into their ‘worlds’ (Bryman, 2008). From such perspectives, the potential of examining and analysing the participants’ perceptions within the social context they work and live in could not have been achieved without the use of qualitative research. Thus, according to the nature of the research questions, qualitative research strategy was employed to examine this study’s research questions. Quantitative research, on the other hand, can be construed as a research strategy that characterises the collection and analysis of data with quantification. It also embodies a view of ‘social reality as an external, objective reality’ (Bryman, 2008, p.22). In addition, a quantitative research strategy holds key characteristics that distinguish it from qualitative research; for example:

- the relationship between the theory and research is deductive and involves a predilection for a natural science approach
- it means having an objectivist conception of social reality
A quantitative research strategy was not selected for this research because it was considered inappropriate for exploring the specific social phenomena of interest. Quantitative perspectives might not have allowed an exploration of the phenomena in depth, focused on the person, and may not have registered understanding at such a level of individual depth and personalised detail. Overall and regarding the data collection procedures, this study was divided into three phases for reasons of data and time management, as well as for achieving consistency and rigour. Details of the research design and the methodological issues surrounding the data collection and data analysis are discussed in turn. The section presenting the methods has been structured according to the order in which the fieldwork was conducted.

**A3.5. RESEARCH DESIGN: CASE STUDY**

Case study research design has been characterised as ‘a common way to do qualitative inquiry’ (Stake, 2005, p.443). Furthermore, case studies involve methods that systematically gather information on a particular person or group of people, a social setting, an event or phenomena. These are supposed to ‘permit the researcher to effectively understand how it operates or functions’ (Berg, 1998, p.212). Thomas and Nelson (2001) argue that ‘a single case is studied in depth to reach a greater understanding about other similar cases’ (p.280). Case studies are considered to be the most efficient strategy when questions of ‘how’ and ‘why’ are posed, especially when the focus is on complex contemporary phenomena (Yin, 2003), such as the ones that are examined herein. In education, the ‘case’ of interest is often likely to include both people and programs examined ‘either for their uniqueness or their commonality’ (Stake, 1995, p.xi). In this study, data were collected from 11 interviewees/individual cases, as well as from 3 schools/multiple case studies.

Implementing case studies ‘remains one of the most challenging of all social science endeavours’ (Yin, 2003, p.1). They involve an identification of a problem, the collection of data, and an analysis of and report on the results. The approach and analysis depend on the results and on the nature of the research problem (Thomas and
Nelson, 2001). According to Yin (2003), case studies are exploratory, explanatory and descriptive. This study adapted Yin’s concept of exploratory case studies, yet with elements of description and explanation. Any case study’s significant advantage is that it is able to deal with a full variety of evidence – documents, artefacts, interviews and observations (Yin, 2003). Feagin et al. (1991) also state that case studies can:

- permit the researcher to examine not only the complexity of life in which people are implicated, but also the impact on beliefs and decisions of the complex web of social interaction
- permit researchers to discover complex sets of decisions and to recount the effects of decisions over time
- involve the study of complexities of social meanings

(p.10 – 13).

Regarding disadvantages, Yin (2003) identifies the following:

- case studies are generalisable to theoretical propositions and not to populations or universes
- case studies do not represent a ‘sample’
- finally, they can take too long and result in massive, ‘unreadable’ documents

(p.10).

Another important point for an appropriate case study design is the need to maximize four conditions which are considered to be of ‘great concern’ in relation to the quality of the study (Stake, 2005). These are:

- validity
- internal validity (for explanatory or causal case studies only)
- external validity
- reliability.

In respect of the case studies in this research, systematic procedures were followed throughout (e.g. case study protocol) in order to successfully structure this research and further, shed light on the complex phenomena explored. Case studies were representative of the population that this study dealt with and aimed to acquire every available view.

A3.5.1. Validity

In 2001, Schwandt defined ‘validity as a property of a statement, argument or procedure’ and continued:
in social science, validity is one of the criteria that traditionally serve as a benchmark for inquiry. Validity is an epistemic criterion [...] valid is to argue that the findings are in fact (or must be) true and certain. [...] (p.267).

There is also the distinction between ‘internal’ and ‘external’ validity. According to Yin (2003), ‘internal validity’ refers only to ‘explanatory or causal studies establishing a causal relationship’ (p.35); from that point, certain conditions are supposed to lead to other conditions. On the other hand, ‘external validity’ is about establishing the domain to which a study’s findings can be generalized. In particular:

the researcher must be sure to select the specific types of changes that are to be studied, relate them to the objectives of the study and finally, demonstrate that the selected measures of these changes do indeed reflect the specific types of change that have been selected (Yin, 2003, p.35).

This study followed the three tactics suggested by Yin (2003) in order to increase the case studies’ (internal and external) validity, namely, that multiple sources of evidence should be used; for example, interviews, observation and document analysis. Further, a chain of evidence was to be established and a final case report would be reviewed by key informants, e.g. the head teacher of one of the case study schools. Issues of validity and reliability, such as triangulation are now addressed.

A3.5.2. ESTABLISHING VALIDITY AND RELIABILITY

Triangulation

Triangulation involves ‘the use of more than one method or source of data in the study of a social phenomenon, so that findings can be crossed-checked’ (Bryman, 2008, p.700) and in order for the rigour of the research to be enhanced (Robson, 2002). In this study, the following research methods were employed: survey with open-ended questions and case studies (i.e. face to face interviews; document review and analysis; observations of selected PE lessons; focus group interviews). Triangulation was fulfilled by combining the use of multiple methods of data collection and through the involvement of various types of participants: i.e. teachers, pupils and school contexts. Findings were also cross-examined by the study’s supervisor, participants and the researcher’s peers throughout the process of data analysis.
**Member checking**

Another strategy applied in order to ensure the validity of the findings was the ‘member checking’ technique. This involved reporting back to the participants with ‘material such as transcripts, accounts and interpretations’ (Robson, 2002, p.175). In this study, the results after data analysis were sent to some of the participants in order to receive their feedback on possible interpretations. The reason for selecting ‘some’ and not ‘all’ was because not everyone showed interest in further participation in the study; for example, in being sent their interview transcripts.

**Peer debriefing** was undertaken in order to maximize the findings’ internal validity. It is believed that ‘peer groups can contribute to guarding against researcher bias through debriefing sessions after periods in the research setting’ (Robson, 2002, p.175). In order to check whether there was a good match between the data and the researcher’s conclusions (Bryman, 2008), these data were shared with the supervisor and with trusted peers.

**Piloting to increase trustworthiness**

‘Piloting has a role to ensure that the research instruments as a whole function well’ (Bryman, 2000, p.159). Due to the researcher’s initial inexperience in conducting interviews and in an attempt to achieve higher quality data, firstly the effectiveness of the interview schedule was piloted with trusted peers. Thus, a ‘rehearsal’ interview was undertaken with a colleague/researcher. Secondly, the first ‘single case’ interview of the second phase of the project was identified as a ‘pilot’. This process assisted in identifying any ‘issues’ regarding the interview questions; tested the researcher’s capacity in conducting interviews; ‘tamed’ feelings of anxiety; and enhanced the researcher’s confidence. There were no particular problems and all piloting was successful. However, one issue identified was the amount of time needed to complete the interview, due to the diversity of the questions’ themes.
A3.5.3. GENERALISATION

A key point of concern regarding case study research design is the concept of ‘generalisation’. Furthermore, Schwandt adds (2001) that:

generalisation is the process involved in moving from the specification of patterns, relations and meanings discerned in the data generated in the study [...] (p.106).

As Yin (2003, p.31) argues, the major issue with generalisation and case studies ‘is the question of how a researcher can ‘generalize from a single case’. Deciding what cases to select, therefore, is of great importance. According to him, case studies are generalisable to theoretical propositions and in this sense, the case does not represent a ‘sample’; while doing a case, the goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization). Overall, ‘case studies’ have been criticised for their lack of generalisability, which raises questions of whether a case study provides sufficient evidence to generalise findings to the population. Single or few cases may be poor representations of a population as well as questionable grounds for advancing extended generalisations. This assumption suggests that the sample size for some studies may be too small. Supporting this critique, Crotty (1998, p.13) suggests that ‘outcomes are suggestive rather than conclusive’. However, Stake (2000) argues that the ‘purpose of the case study is not to represent the world, but to represent the case’. In this respect fourteen case studies were selected, which were considered as appropriate to address the research questions. Following Stake (2005), the number of case studies was theoretically satisfactory. Overall, all of them were selected for the insights they could offer into the research topic.

A3.5.4. THICK DESCRIPTION

Detailed descriptions appear to be essential while reporting case studies, in order for the reader to judge the validity and the reliability of any case. Overall, readers should reach conclusions about the cases examined, perhaps identify similarities with other cases and be able to apply these findings to their own lives. Although such a ‘thick description’ allows the readers some autonomy over their interpretations, it is important to provide appropriate reporting and analysis of the cases. Readers should not reach inappropriate conclusions (Yin, 2003). The description of the case studies was therefore made as
objective as possible; they were described in detail through case study reports and through reporting all interviewees’ views. The main terms associated with trustworthiness, such as dependability and credibility are now discussed.

**A3.5.5. ELEMENTS OF TRUSTWORTHINESS**

*Dependability* refers to our ability to know where the data in a given study comes from, how they were collected, and in what ways these were used (Shank, 2006). Further, qualitative researchers can increase dependability through member checks. Member check was undertaken after data collection as well as during the first stage of data analysis. The data collection choices and procedures selected were systematically structured.

*Credibility* deals with the degree of believability of the research findings. ‘Data is consistent and cohesive rather than scattered and contradictory’ (Shank, 2006, p.115). Credibility can also be established through maintaining contact with the respondents, in order to know them better. Furthermore, the use of triangulation in data collection is an important tool because credibility is improved when multiple data sources report similar views (Merriam, 1998). In this study, data are shown to be consistent, for example through triangulation, and data analysis revealed that participants held similar views on various issues.

*Transferability* advocates the ‘degree to which the results of a given qualitative study can be transferred to a different or similar setting, or used with a different or similar population (Shank, 2006). *Transferability* can be said to have been achieved where the results of the particular study are examined in comparison to other research studies (see Chapter V-Discussion).

*Confirmability* explores details of the methodologies used and answers questions about whether a research study has provided enough detail in order for evaluation of the collected and analysed data to be available (Shank, 2006). This is considered to have been achieved through the case studies’ data reporting and confirmed in the final chapter. All concepts described above, when considered as a whole, comprise the notion of **trustworthiness**; or what is called ‘validity’ in qualitative research.
methodologies (Guba and Lincoln, 2000). Finally, authenticity addresses the question and need for additional validity, which is ‘more directly relevant to the aims and natures of their particular research efforts’ (Shank, 2006, p.115). For example, considering the results in comparison to other research and views about past and current policies enhanced this study’s authenticity. In summary, this research project attempted to effectively follow the main theoretical points for successful implementation of qualitative research. This was further achieved with the use of appropriate research tools, details of which are further discussed in the following sections. Next, issues regarding case study protocol are addressed.

A.3.5.6. Case Study Protocol

A case study protocol is a document that is expected to contain the procedures and general rules that are to be followed throughout implementation of the ‘case study’ (Tellis, 1997). As Yin (2003) noted, it should be composed prior to the phase of data collection; and is essential in a multi-case study and desirable in a single-case study. A protocol could be characterised as an agenda for the investigator’s convenience and as a part of the systematic procedures used for their appropriate and successful implementation. In addition, it is a significant ‘tool’ in asserting the reliability in case study research (Yin, 2003). According to Yin (2003), the major contents of the ‘case study’ protocol should include:

- introduction to the case study and purpose of protocol
- data collection procedures (p.68).

In particular, the introduction of this study’s case protocol included case study questions and propositions, alongside the procedures involved, the names of the sites to be visited and details of the contact persons. In addition, the data collection schedule covered the calendar period for the site visits, the amount of time to be used for each visit, and the level of effort required for each case, that is to say, the expected preparation time required prior to the site visits. Overall, the case study protocol was considered to be very significant for the efficient organisation of this study.
A3.5.7. Ethical Issues

‘Researchers must follow rules for the protection of human subjects’ (Stake, 2000, p.448). Ethical procedures, such as privacy, confidentiality and anonymity aimed at protecting all participants and restrictions on the amount and type of data collected were followed throughout the study. Since the study was to involve children under the age of eighteen, prior to data collection ethical clearance was obtained from the Ethical Advisory Committee of Loughborough University through the submission of its approved evaluation form. Furthermore, the Criminal Records Bureau and Independent Safeguarding Authority (CRB/ISA-currently, Disclosure and Barring Service/DBS) provided the researcher with the appropriate permission in order for her to be eligible to conduct the relevant fieldwork with children. Additionally, informed consent forms were signed by the participants and their parents prior to each interview. Specific documents also informed the participants about the nature of the study, its overall purpose, the reason for their involvement and the data collection process prior to the procedures of the single and multiple cases. Informal talks about ethical dilemmas also took place before the actual data collection (Cohen et al., 2007); for example, all participants could withdraw at any time. All PE professionals participated voluntarily after direct email and/or phone call contact from the researcher. They were informed about the study and their role in it, and were encouraged to ask any questions they might have. All personal and collected data were kept confidential and secure and pseudonyms were used while reporting the relevant findings. All case studies except one took place in the participants’ school environment. The single exception – being a single case/interview – took place in the participant’s house, because at that time the teacher was on paternity leave. At all times, participants were treated in a discrete, tactful, polite and gentle manner. Overall, the anonymity and privacy of the participants was respected throughout (Bryman, 2008). Issues involved in case study research design now follow.

B3.6. METHODS

B3.6.1. Introduction

All data collection took place from December 2007 to December 2008 and was divided into three phases. Phase 1 involved an open-ended survey (Appendix I), which was
devised comprising seven questions regarding teachers’ experiences and views on the areas of investigation. Phase 2 consisted of eleven individual, semi-structured and face to face interviews with two Partnership Development Managers (PDMs) and nine Head Teachers of PE (HoPE) (table 3.1). Lastly, the third phase comprised three school visits in the area of the Midlands in England. School case studies involved document reviews and analyses, semi-structured interviews, PE lesson observations and focus group interviews with pupils who exhibited disruptive behaviour during PE lessons. The decisions on the methodological approaches, data collection, the sample procedures and data analysis were strongly linked to the research’s paradigm as well as to its epistemological and ontological orientation. They therefore sought to gather, explore and further describe, interpret and analyse the views and experiences of the participants as well as their contexts, in these cases, the school environment. Section B then presents details of the data collection and analysis. Firstly, though, the section continues by setting out the participants’ details.

**B3.6.2. PARTICIPANTS**

**PHASE 1:** During the first phase of the study, data were collected through open-ended questionnaires, which were administered to 32 PDMs via e-mail (online survey) and to 243 HoPE via post (postal survey). All of them were located in either mainstream, EBD and/or independent secondary schools in the Midlands of England. This specific area was chosen due to ease of access and convenience. PDMs received an email with the questionnaire and a cover letter as email-attachments. HoPE received a postal envelope, which included the questionnaire, a cover letter and a pre-paid envelope addressed to the researcher for the return of the completed survey. The list of the PDMs’ names was provided by the Youth Sport Trust (YST) and the list of secondary schools in the Midlands was downloaded from the relevant website. In total, 275 open-ended questionnaires were administered. Questionnaires began to be returned to the researcher within the first week following distribution; after six weeks, the same process (email and post) was repeated for a second time. After three months a total of 80 questionnaires had been received. In addition to responding to the questions, participants’ demographic data were requested. However, not all participants provided

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1 www.schoolsnet.com
2 The process was repeated in order to ensure that more questionnaires would be gathered.
their demographic details. The questionnaire was also used as a method to recruit participants for the second and third phase of the project. Out of the 80 PE professionals who completed the questionnaires, 40 replied positively, indicating they were willing to be involved in phase 2 or 3 of the research. They did so by replying to the question at the end of each questionnaire asking whether the teachers would be interested in participating in the subsequent phases of the project. When the participants provided positive responses, they were asked to provide their email addresses for further communication. Fourteen case studies in total were implemented during the second and third phase of the research study.

**PHASE 2:** The second phase of the project comprised eleven individual case studies. In particular, eleven in-depth, semi-structured interviews were implemented. Two PDMs and eight HoPE, along with one PE teacher (Marc), were interviewed. Furthermore, all participants happened to be white, able-bodied, educated in the UK and working in leadership positions in mainstream and EBD secondary schools. The sample comprised six males and five females and the names used to introduce them in the text below are pseudonyms in order to protect anonymity. Details of the eleven interviewees are presented in table 3.1.

**PDM/Claire:** Female PDM in a secondary state boys’ school. She had held many PE positions, such as PE teacher and Head of PE. She was 60 years old and English.

**PDM/Mary:** Female PDM in a secondary state school. She had been in the PE profession for ten years and in this specific post for three years. She was 32 years old and English.

**Nicholas:** Male, 38 years old, Head of PE in a private EBD school. Additionally, he held the posts of Assistant Head Teacher and Head of Science. He had worked in the school for two years. He had worked in mainstream education for eight years, but in pursuit of a ‘more challenging’ educational environment, he moved to the EBD sector. The interview took place at his family house because he was on paternity leave.

**Peter:** Male, 44 years old, Head of PE in a mainstream, secondary state, school. He had been working in the school for ten years.

**Jackie:** Female, 54 years old, Head of PE as well as Head of School in a private EBD school. She had had lots of roles in education, e.g. from teacher to OFSTED Inspector; she had worked in education for almost thirty-five years.
**Ian:** Male, 29 years old, Head of PE as well as Head of a private EBD school. He was also an Outdoor Education instructor and predominantly taught Outdoor activities within the school. He introduced the researcher to Marc, who showed interest in contributing to the research study because of his experience with disaffected pupils.

**Marc:** He was a man of 50 years old who had just started to work as a teacher in Ian’s school (EBD). His entire career had been in PE teaching and he had just quit mainstream education because he had been physically attacked by a 16 year old boy. He resigned on the day of the assault.

**Charles:** Male, 51 years old, Head of Outdoor education in a mainstream state school. He had been working in this post for twenty-five years. Although he was not the Head of PE, he was asked by the Head of PE to complete the study’s questionnaire because he was in charge of dealing with disaffected youth – this was a specific role. Additionally, the interview was ‘observed’ by the school’s Head of PE.

**Jasmine:** Female, 30 years old, Head of PE in a secondary, mainstream state school. She had been working in the school for ten years. She was Irish, but educated in England.

**Table 3.1: Single case studies/Participants’ Demographic data**

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Age</th>
<th>Current job</th>
<th>Years in PE</th>
<th>Gender</th>
<th>Area</th>
<th>Type of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire</td>
<td>60+</td>
<td>PDM</td>
<td>40+</td>
<td>Female</td>
<td>Leicestershire</td>
<td>Boys’ state school</td>
</tr>
<tr>
<td>Mary</td>
<td>32</td>
<td>PDM</td>
<td>10</td>
<td>Female</td>
<td>Leicestershire</td>
<td>State school</td>
</tr>
<tr>
<td>Nicolas</td>
<td>38</td>
<td>HoPE</td>
<td>10+</td>
<td>Male</td>
<td>Nottinghamshire</td>
<td>EBD</td>
</tr>
<tr>
<td>Peter</td>
<td>44</td>
<td>HoPE</td>
<td>10+</td>
<td>Male</td>
<td>Leicestershire</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Jackie</td>
<td>54</td>
<td>HoPE</td>
<td>30+</td>
<td>Female</td>
<td>Derbyshire</td>
<td>EBD</td>
</tr>
<tr>
<td>Ian</td>
<td>29</td>
<td>HoPE</td>
<td>10</td>
<td>Male</td>
<td>Derbyshire</td>
<td>EBD</td>
</tr>
<tr>
<td>Marc</td>
<td>50</td>
<td>PE teacher</td>
<td>20+</td>
<td>Male</td>
<td>Derbyshire</td>
<td>EBD</td>
</tr>
<tr>
<td>Charles</td>
<td>51</td>
<td>HoPE and Outdoor</td>
<td>20+</td>
<td>Male</td>
<td>Nottinghamshire</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Jasmine</td>
<td>30</td>
<td>HoPE</td>
<td>10</td>
<td>Female</td>
<td>Nottinghamshire</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Digby</td>
<td>60+</td>
<td>HoPE</td>
<td>40</td>
<td>Male</td>
<td>Derbyshire</td>
<td>EBD</td>
</tr>
<tr>
<td>James</td>
<td>46</td>
<td>HoPE</td>
<td>10</td>
<td>Male</td>
<td>Leicestershire</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Valerie</td>
<td>52</td>
<td>HoPE</td>
<td>30</td>
<td>Female</td>
<td>Derbyshire</td>
<td>Mainstream</td>
</tr>
</tbody>
</table>
Digby: Male, 60 years old, Head of PE in a state EBD school. He had had a number of PE teacher roles (e.g. PE teacher, HoPE) over a period of more than 40 years and, as he said, he ‘felt, like he would never give up’. He had been working in mainstream PE for thirty years, but for the last ten years he had been in EBD schools.

Valerie: Female, 52 years old, Head of PE in a state, mainstream school. She had been working in this post for six years, but had working experience of more than twenty years in the field.

PHASE 3: Three schools were selected as the settings for the multiple case studies. They were selected after the completion of the first phase of the fieldwork. The HoPE in each of these schools was contacted because of their positive reply to the postal survey. The schools involved were as follows: a private EBD school; a state Specialist Sport College; and a mainstream state school. Further details of the schools and the participants can be found in the Case Reports.

B3.6.3. METHODS FOR DATA COLLECTION

All methods employed for data collection are outlined in turn. They are reported according to the chronological order in which they were employed during the fieldwork, starting with the questionnaire.

B3.6.4. QUESTIONNAIRE

The first phase’s central idea was to collect a large amount of data as well as to find potential participants for the next two phases. Thus, the most appropriate research method was considered to be the use of the ‘questionnaire’ (Thomas and Nelson, 2001). This was an open-ended questionnaire; however, question six and parts of the demographic data section included ‘closed’ questions. It was used, as suggested by Robson (2002), for initial data collection and for the development of themes for the interviews that followed. However, like all research tools, questionnaires have both advantages and disadvantages. Munn and Drever (1990) stated that they are efficient due to ease of completion and data collection and they can generate a high response rate for much the same reasons. Standardized questions are also a significant benefit. Furthermore, every participant is represented through his/her responses (in this
research) on the initial, first phase questionnaire, therefore it was possible to control the stimulus given to all respondents (Robson, 2002). Additionally, the seven questions were related to the topic, and were short, open and reasonably spaced. This was achieved by providing a box for respondents to tick in order to minimise stress for respondents concerning the time needed to reply or the amount of data required (Robson, 2002). The final version of the questionnaires was designed to be self-completed and they were administered personally to the respondents via email and via post. The eighth question referred to the participants’ possible interest in further participation in the study. Finally a section for demographic data (e.g. age, gender etc.) was included. The questionnaire was also anonymous, in order to increase the questionnaire’s reliability and to respect confidentiality and ethical issues (see Appendix I). The second phase began after the Ethical Committee’s and Clearance procedures, because the third phase was to include research with children under the age of 18. As mentioned earlier, case study research design was employed for the second and third phase of the fieldwork, and the methods employed for collecting this data are presented in turn.

B3.6.5. INTERVIEW

B3.6.5a. INTRODUCTION

Having reached the second phase of the fieldwork, the complexity of the questions and the need for probing and for detailed clarification of the teachers’ views highlighted the necessity for the use of interviews. Eleven face-to-face, individual, semi-structured and in-depth interviews were undertaken. The process included initial contact via e-mail to the interviewees and follow-up phone calls to arrange each interview. Tape recording and note taking were employed during the interview. Very significant was the process of deciding on what questions would be asked by the interviewer to the interviewee. The questions asked were based on the seven questions of the survey (see Appendix I). Sub-questions on each of the seven questions were formed so as to be able to explore each issue in more depth. Interviews were the only method used in acquiring data from the single/individual cases and one of the methods used later for collecting data in the multiple cases. Below, justification for the choice of the ‘interview’ is provided and then an explanation of why the semi-structured type of interview was chosen.
B3.6.5B. Theory: Interview

Interviews are one of the most important ways of collecting data in qualitative research and ‘a powerful method of producing knowledge of the human situation’ (Kvale, 2007, p.9). Nowadays, using interviews to acquire information appears to be so extensive that it has been argued that we live in an ‘interview society’ (Fontana and Frey, 2005, p.678). In addition, ‘interviewing is one of the most common and powerful ways in which we try to understand our fellow humans’ (Fontana and Frey, 2005, p.697). Their use in this study was to inform the study about the experiences, judgments, attitudes and further suggestions (Bryman, 2008) of the PDMs and HoPE. The use of the interview method enabled the acquisition of interesting, relevant and in-depth information about the topics under examination. Kvale’s question (1996, p.1), ‘If you want to know how people understand their world and their life, why not talk with them?’ ‘accompanied’ the researcher’s thoughts from the initial design of the interview plan until the moment of meeting with the interviewees. The interviewees talked about their ‘world’ and expressed their ideas. The interview was formed as a particular kind of conversation, where knowledge was produced through the interaction between the researcher as the interviewer, and each one of the interviewees (Kvale, 2007). Further attention was paid to identifying whether interviewees had described situations comprehensively and revealed all the facts to the researcher that were known to them.

B3.6.5c. Semi-structured Interviews - Why?

According to Fontana and Frey (2005) qualitative interviews consist of various and diverse approaches, from structured interviews to semi-structured and unstructured. In this study, semi-structured interviews were conducted. An interview guide was prepared, which included suggested questions according to the seven questions in the open-ended questionnaire (Appendix I). Information obtained did not solely provide just simple answers, but the reasons underpinning those answers. Using the other two types of interviewing (unstructured and structured) was not considered feasible because on the one hand, structured interviews would not provide the opportunity for explanatory follow up questions, whilst on the other, unstructured interviews were considered inappropriate, as the researcher was inexperienced in conducting in-depth interviews, which usually require ‘a high level of skill in the interviewer […] producing
knowledge through conversation’ (Kvale, 1996, p.13). To conclude, the interview schedule (Appendix II) directed both the wording of the questions and how to conduct the interview.

**B3.6.6. DOCUMENT ANALYSIS**

Additional data were collected by studying ‘informative documents’, which were provided by the case schools as well as from relevant websites, such as the OFSTED website and OFSTED reports. They were expected to reveal the policies for coping with disaffection in the school and the PE context; overall, the behaviour management policies of the school, the aims, relevant programmes, cost, evaluation, places and dates of any professional development attended or provided for the PE staff, and/or anything else linked with disaffected youth and PESS and/or the members of the PE department. Access to these documents was gained after obtaining special permission from the Head of each school and/or the Head of the PE department. In order to delve deeper into the data of these documents, the research questions were uppermost in the researcher’s mind at all times. In addition, a main ‘document agenda’, as illustrated in table 3.2 was followed. Stake (1995) advocates that: ‘Gathering data by studying documents follows the same line of thinking as observing or interviewing’ (p.68).

**Table 3.2. DOCUMENT ANALYSIS**

| Purpose: The documents examined are expected to ‘shed light’ on the issues explored in the research study. In particular, the aim is to examine relevant documents in relation to Behaviour Management strategies, Departmental policies and/or any other document relevant to the study’s main aims. |
| Main Questions to be investigated: What documents? Why these ones? Under what circumstances and for what purposes were they produced? What policies does the school have? How does the policy work/is it applied in the school? Does the policy work completely effectively? |

**B.3.6.7. OBSERVATIONS**

Eleven PE lessons in total were observed during the implementation of the three multiple case studies. The researcher was invited by each Head of PE to observe and
keep notes on typical everyday PE lessons. Further details on the lessons are thoroughly discussed in the section of the case study reports. The theoretical considerations that influenced the design of the observation plan as well as the analysis of the outcomes are addressed below.

Angrosino (2005) stated that ‘observation’ can be characterized as ‘the fundamental base of all research methods’. Participant observation was first ‘created during late 19th century as an ethnographic field method for the study of small, homogeneous cultures’ (Tedlock, 2005, p.467). Additionally, previous research studies relied on direct observation with note taking and coding of certain categories of behaviour, whereas today they use more equipment, such as cameras or other recording devices (Thomas and Nelson, 2001, p.337). As a research tool, ‘observation’ is about going into a social situation, observing it and then gathering materials about this particular social world (Tedlock, 2005, p.643). An observation can take place either in an ‘unnatural’ or ‘natural’ setting (Thomas and Nelson, 2001, p.284); that is to say that observations can either normally take place in laboratories, rooms, or other places or in physical settings in which the activities generally take place. In particular, data from observational research in natural settings can be presented as ‘descriptions either through open-ended narrative or through the use of published checklists or field guides’ (Angrosino, 2005, p.730). Before designing the structure of an ‘observation’ however, the researcher should ensure the presence of the procedures of ‘increasing levels of specificity’ in the observation conducted (Angrosino, 2005). These are the following:

a. descriptive observation (the annotation and description of all details by an observer…eliminating all preconceptions and taking nothing for granted)
b. focused observation (the researcher looks only at material that is pertinent to the issue at hand, often concentrating on well-defined categories of group activity)
c. selective observation (focusing on a specific form of a more general category) (p.732).

A combination of focused and selective ‘structured observations’ were employed in this study in order to conduct the observations appropriately and to meet the aims of the study. Examples of these were: to explore disaffection in a PE lesson; to identify possible ‘barriers’ that behaviour caused in the PE lesson; and to note the ways in which PE teachers coped with such behaviours. This study also used an observation
schedule as the main instrument for data collection, which was designed exclusively for this study by the researcher.

**B3.6.8. Focus Groups**

Focus group interviews are another type of qualitative research, employing interviews on a specific topic with a small group of people (Thomas and Nelson, 2001, p.336). By using this technique in this study, information was gathered on the views and experiences of forty-four disaffected pupils (in total) after the observed PE lesson (Thomas and Nelson, 2001). Four disaffected pupils were selected by their PE teacher to participate in the focus group interviews after each observed PE lesson. The participants in the focus groups were disaffected pupils as they were regarded as the most relevant group to talk to. They were considered ‘experts’ on this complex and controversial topic and they were given the opportunity to express their personal stories. Additionally, the selection criteria of the participating sample were based on a ‘purposive sampling strategy’ and the selection of the disaffected pupils was made by the PE teacher for ethical reasons. The interviewer was the researcher and the four disaffected pupils in each group provided their views on disaffection in PESS, on the ideal PE teacher and on the ideal PE lesson. Further, four focus groups took place after each observed PE lesson. The HoPE allowed the researcher to conduct the focus group interviews during the ten minutes of the pupils’ break; this was between the PE class and their next lesson. Although time was limited, all questions were covered. In the two case study schools (i.e. EBD and mainstream) the teachers were present at the focus group interviews.

Nevertheless, the specific research method adopted allowed the development of ‘understanding why people feel the way they do’ and for participants ‘to probe each others’ reasons for holding a certain view’ in relation to the issues under investigation (Bryman, 2001, p.338). Overall, the main guidance concerning focus groups that were taken into consideration while conducting them during the fieldwork were the following:

- the purpose is to understand how people feel or think about a particular issue (Krueger and Casey, 2000)
- the aim is to create a comfortable, permissive environment (Krueger and Casey, 2000)
- use a tape/voice recorder (Thomas and Nelson, 2001)
the number of questions that can be asked in one session is limited (Thomas and Nelson, 2001)

select participants who have something in common and who possess certain characteristics (Krueger and Casey, 2000).

Finally, this research study employed groups of four pupils.

**B3.7. DATA ANALYSIS - INTRODUCTION**

The methods for data analysis used in this study consisted of the following: the ‘conceptual framework’ for managing and initially analysing the ‘responses of the open-ended survey; the ‘thematic analysis’ (Bryman, 2008), which informed the main body of the data analysis; and the main elements of the social constructivist aspect of Grounded Theory (SCGT) (Charmaz, 2006; 2009). These were the coding, memoing and categorizing. Thematic analysis was employed due to the fact that the initial seven survey questions were formed according to the research questions. However, blending thematic analysis with elements of SCGT (e.g. coding) provided the opportunity to point out and explore the constructed themes from the data. Further, difficulties arose due to the load and diversity of data. It was helpful, therefore, to delve deeper into coding and memoing to create further categories (see tables 3.4 and 3.5). For these reasons, thematic analysis, along with elements of SCGT were employed. The methods are discussed below, beginning with the conceptual framework.

**B3.7.1. CONCEPTUAL FRAMEWORK**

According to Bryman (2008), the term ‘concept’ is defined as what ‘organises observations and ideas by virtue of their possessing common features’ (p.692). Preliminary findings from the open-ended survey were categorised in frameworks under ‘concepts’; in this study the ‘concepts’ used were the survey questions. All answers given in the survey, therefore, were put into conceptual frameworks (table 3.3) and further, data were also put into NVIVO data analysis software in order for further steps of data analysis to follow.

**B.3.7.2. THEMATIC ANALYSIS**

Thematic Analysis is a data analysis method that involves the creation and application of ‘codes’ to data (Bryman, 2008). It offers an accessible and theoretically flexible
approach (Braun and Clarke, 2006, p.77-78). Furthermore, an implicit ‘quantification’ may characterize some forms of thematic analysis, involving an interest in creating ‘bundles’ of instances of behaviour that can be described as ‘alike’ in some way or another. However, thematic analysis assists the researcher not to ‘get lost’ in data (Bryman, 2008). Additionally, and for convenience, it can be divided into phases (Braun and Clarke, 2006). The principles of these phases were applied in terms of the thematic analysis for this project. Furthermore, the phase of interpreting data should follow the development and use of a thematic code, so this method was duly followed. Data analyzed might be of any type – an interview transcript, field notes and policy documents (Bryman, 2008). Lastly, the data analysis software NVIVO was used in this study in order to facilitate and manage the thematic coding.

‘Coding’ in thematic analysis could be briefly summarized in the following steps:

- Developing code manual
- Testing the reliability of codes
- Summarizing data and identifying initial themes
- Applying a template of codes and additional coding
- Connecting the codes and identifying themes
- Corroborating and legitimating coded themes

(Fereday and Muir-Cochrane, 2006, p.5).

Quite often, however, the process showed that it was hard to say that code ‘x’ was the same as code ‘y’. Subtle differences in terminology/speech/approach among interviewees made it at times difficult to decide whether interviewee A was saying the same thing as interviewee B. Working through further and detailed coding, it appeared necessary to modify the definition of a number of codes; thus, definitions became broader. For such reasons, the SCGT data analysis methods, such as its coding strategy, were employed in order to mainly develop specialized codes. They therefore extended the process of data analysis to a more profound level. Details on these elements of the SCGT that assisted the coding procedure of the data analysis are discussed in turn.
### Table 3.3. Conceptual Framework/Example from this research study

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Original Answers (<em>numbers in front of each answer are the Questionnaires’ numbers</em>)</th>
<th>More data by the participants</th>
</tr>
</thead>
</table>
| working experience with disaffected youth, who disrupt PE lessons | YES: 42  
NO: 1  
57: disruption to classes is usually due to not bringing PE KIT and having a conflict of borrowing/discipline etc, not necessarily the actual lesson  
56: girls never bring PE KIT; poor attitudes, lots of jewellery – a boy: loud, aggressive, no KIT, consistently removed from lesson  
55: teaching for 10 years, running Living4Sport for disaffected pupils  
54: Girls are often disaffected/not interested in taking part in any type of activity  
71: yes, girls with no interest in PE-slow changing; don’t bring KIT; refuse to borrow KIT; deliberately avoid participation; deploy/annoy teacher’s tactics  
23: yes…disrupted lessons by a small number of students, but often those who struggle to cope with the discipline of sport  
22: 18 years of experience  
24: yes  
25: yes, several students refuse to bring KIT, co-operate and disturb others – same few all the time  
47: frequently! often the only way to remove them…they want attention, lack effort,  
   | - Lack of motivation-behaviour problems – organization KIT  
- The school runs an alternative curriculum course in order to re-engage disaffected youth (18)  
- definitions of ‘disaffected’: ill-equipped/not bringing PE KIT, experiencing social class issues/economically deprived children, having a brain dysfunction, boredom, as a result of lack of structure and practical activity, girls are not interested in taking part (3 mentioned that), weather conditions, lack of motivation, discipline issues… (Should be given work to do).  
- SEN disaffection: when they feel anxious, threatened and unsure  
- Death threats, physical and verbal assaults to staff  
- Often the less academic ones, the low achievers  
- Ones who have unstable home life  
- Loud, aggressive, consistently removed from the lesson  
- Outdoor education plays a very |
B3.7.3. Social Constructivist Grounded Theory: an Overview

In this research study, elements of Social Constructivist Grounded Theory (SCGT) were used as a secondary research method for data analysis and not as a holistic approach for implementing the research study. In 1967, *The Discovery of Grounded Theory* by Barney Glaser and Anselm Strauss introduced and initially addressed the term ‘Grounded Theory’ as ‘a means of methodology for conducting qualitative research’ (Charmaz, 2009, p.128). Additionally, they addressed the concept of the spiral of cycles of data collection, such as ‘coding’, ‘analysis’, ‘writing’, ‘design’, ‘theoretical categorization’ and ‘data collection’. In addition, they introduced ‘memoing’ in order to elaborate categories, define relationships and point out the gaps between them. GT’s approaches include the following: an Objectivist approach, rooted in Positivism (Bryant and Charmaz, 2007); a Constructivist approach, rooted in Interpretivism (Charmaz, 2006, p.131); and Postmodern approaches (Hildenbrand, 2007). This research study adopted elements of the social constructivist version of GT method, as introduced by Kathy Charmaz (2006).

In 2006, Charmaz argued that no matter to which theory a researcher adheres, s/he cannot produce an autonomous theory; to the contrary, researchers are part of every constructed theory. This was a key point that influenced the choice of this method in this study. To begin with, a definition of the term could be summarized as follows:

SCGT assumes a relativist epistemology, sees knowledge as socially produced, acknowledges multiple standpoints of both the research participants [...] (Charmaz, 2009, p.129 – 130).

Nevertheless, SCGT is a set of principles and practices that lead the researcher to construct concepts and theories, since they don’t emerge’ spontaneously (Corbin, 2009, p.39). Therefore actions, interpretations and influences should be considered by the researcher as explicit within the analyses, interpreted and presented in an appropriate way in order to understand the participants’ beliefs, words and actions from the researcher’s point of view. The relationships between the collected data should be constructed across the different elements of the theory (2009, p.169). Further, categories depend on the researcher’s conceptual understanding of the world, rather
than on a similarity between characteristics (2009, p.169). In summary, by employing elements of SCGT in this study, it was possible to construct new themes even after the data had been thematically analysed. This provided the potential to see and explore ‘new’ themes/ideas as constructed after the data analysis, although still remaining attached to the original themes. Issues surrounding the processes of coding, memoing and categorising are discussed next, which were employed in this study for the construction of ‘new’ themes. These were used as additional to the thematic analysis undertaken and assisted in taking the data analysis further.

**B3.7.3a. Codes, Memos and Categories**

The terms ‘category’, ‘code’ and ‘concept’ are highlighted as central within GT (Bryant and Charmaz, 2007, p.17). What follows is a brief presentation of the important issues surrounding these terms, as these issues influenced the way they were used in the specific study.

**Coding**

Coding is ‘the process of defining what data is about’

(Bryant and Charmaz, 2007, p.605).

Glaser and Strauss (1967) wrote that codes emerge from data; therefore they are not imposed beforehand on it. In 1978, Strauss argued that the code is of ‘central importance in generating theory’ (p.55). He also added that, by fracturing data and conceptually coding it, theory emerges and explains what occurs in the data. Recently, Star (2007) stated that a code ‘sets up a relationship with your data, and with your respondents’ (p.80). Furthermore, Saldaña (2009) explains that ‘a code in qualitative inquiry is most often a word or a short phase that ‘symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data’ (p.3). Charmaz (2006) characterized Grounded Theory (GT) Coding as ‘the bones of the analysis’ and ‘more than a starting point, since it shapes an analytic frame from which a researcher implements the data analysis’ (p.45). Kelle (2007) argued that ‘coding emerges as one of the most basic operations that provide the basis for category building’ (p.193). Additionally, Charmaz (2006) indicated that the whole analytic process begins with initial coding and that every code produced should ‘stick closely to
data’ – ‘word by word’, ‘line by line’ (p.47). In this research study, ‘initial’ coding involved naming the concepts in each paragraph of data, by identifying potential categories, concepts and/or labels necessary to account for what was significant in each data excerpt.

Subsequently, in the stage of focused coding, initial codes that ‘make the most analytic sense’ are used as categories and sub-categories (Charmaz, 2006, p.57). At this stage, the ‘axial coding’ functions as the process that links categories with subcategories. Relationships between codes and categories can then be found through their ‘conditions’, ‘actions/interactions’ and ‘consequences’ (p.61). The final stage of the analysis is the so called ‘theoretical coding’. It ‘specifies possible relationships between categories’ (p.63) with the researcher reassembling segments of data for presenting an ‘analytic story in a theoretical direction’ (p.63). The results of theoretical coding are presented as themes. In 2005, Harry et al. characterised this phase as the ‘thematic level’ of data analysis. In this research study the process mentioned above influenced the construction of the findings and their report in Chapter IV. The process of coding was applied in the same way throughout the data; furthermore, illustrative examples that reflect the procedure mentioned above can be seen in table 3.5. In terms of presentation of the findings, it is also worth mentioning that, when reporting data from the survey, the letter Q along with a number from one to eighty is presented next to the quote. This is employed to indicate the exact questionnaire referred to in the text, e.g. Q20 = questionnaire 20. Similarly, every interview quote is followed by a pseudonym, the type of school (e.g. mainstream, EBD) as well as the interview date (month and year). Furthermore, percentages are limited in their use since this research study is qualitative and data were analysed according to the study’s qualitative nature.
<table>
<thead>
<tr>
<th>Transcription/CPD NEEDS [Peter]</th>
<th>Initial Coding</th>
<th>Focused Coding</th>
<th>Axial Coding [relate]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different activities...broaden my knowledge on different activities; once they start in year 8 and 9, there is only a limited range of activities. The traditional sports start to turn them off; so, I would like really to become aware of different activities, because there are other activities that awake them. Ok, they like football; they don’t really like running and stuff like that [...] if they are not coordinated, they find some sports like badminton and volleyball frustrating. So, to find the activities - like for example we had a ‘running machine’; for example they don’t like running, but they like the ‘running machine’. [...] I guess it is finding more knowledge on different activities that perhaps would engage them for the age towards [...] I would like that some of them could share with me the same things - so, you know - so much talk goes into it; I’d just like to get a better idea really. If it is good CPD and is done properly and is relevant on your day to day and personally I think, if it is run by people, who are involved as much as you are – on a day to day stuff; then, yeah... I think it can have a massive effect... but, I have to be honest - there is a negative part in this. Most of them aren’t good - in my opinion. So, teachers think professional development is more about getting out of the school for a day and go to some meetings that they probably have done before, so there is this negative thing going round and round...</td>
<td>different activities broaden his knowledge on different activities; there is only a limited range; traditional sports turn them off; like football; don’t like running; badminton and volleyball, if not coordinated can be frustrating; they don’t like running, but they like the ‘running machine’; more knowledge on different activities; share the knowledge; share the same things CPD should be good, done properly, relevant on day to day; run by people, who are involved as much as possible then, there can be a massive effect negative side: Most of them (CPD training) aren’t good; teachers believe is about getting out of school for a day; there is a negative thing going round and round</td>
<td><strong>Diverse range and modern activities</strong> <strong>Share the Knowledge: More also</strong> <strong>effective CPD includes:</strong> -relevant and implemented properly. -run by people, who are involved -negative side: poor quality CPD; teacher preconceptions (i.e. day out of school)</td>
<td></td>
</tr>
</tbody>
</table>
**Memos**

In 1978, Glaser suggested key features for keeping an appropriate memo record:

- Keep memos and data separate
- Repeat and bring on a memo
- Do not be afraid to modify memos
- The memo should be quite clear on data
- Run the memos open as long as resources allow to develop the rich diversity
- Do not talk about people – talk about the substantive codes that are theoretically coded
- Always be flexible with memoing (p.89).

In summary, making memos and sorting them out is an ongoing process (Saldaña, 2009); memos are extensively formed, once categories ‘have been developed, clustered and expanded’ (Noerager – Stern 2007, p.119). The researcher wrote memos on pieces of data (see table 3.6). As theory suggests, the memos and data were kept separate and the memos were not modified until the end of the analysis process, which enabled the researcher to remain open and flexible. To conclude, throughout the memoing process, the researcher did not talk about people, but about substantive codes.

**Table 3.5. Memos: Example from this research study**

<table>
<thead>
<tr>
<th>Q. In your school and PE department, do you exchange ideas and discuss?</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Yes, we do. Although we are a very small department, it’s me and two men. If we have difficulties with students, sometimes it’s a personality thing and the children just will not - you understand. But, they will do; so, we don’t see this as against our professionalism – we see that as a means of helping each other – and helping the child; [...] Yes, yes we matter as well and it is important to remember, but we are here for the children; of course, not to be abused by the children, but at the same time there are situations, where we have to be professionals and stand back.</td>
</tr>
</tbody>
</table>

**MEMO**

Relate personally: I can relate. I was discussing with my colleagues difficulties I faced while teaching; Children won’t understand immediately, but I should do. My colleagues were discussing with me too.

Relate to the research question: it is a kind of CPD;

Reflect on code choices: share experiences among colleagues; solve problems through collaboration; main aim: to help and teach the child; Being a teacher=Being a Professional

Reflect on connections between other codes: CPD needs; types of CPD;
Categories and Category Building

Glaser and Strauss (1967) defined categories as ‘conceptual elements of a theory’ (p. 36). Categories should be formed with analytic direction and precise wording. While forming categories, the question in the researcher’s mind was ‘what category does this code identify?’ Consequently, categories were defined which at times were related to other categories. Together then, they constructed the findings and assisted in examining codes effectively. In addition, NVIVO played a crucial role, through the use of tree nodes as bases for categorising. Categories of responses were developed inductively from the data. In this research study, there was an influence from the literature review. However, no conscious attempt was made to construct categories from it. Recurring, repeated and forceful themes that could respond to the research questions were of primary interest both within and between the data from all methods (e.g. survey and interviews). Kelle (2007) however, highlighted that a challenge in GT categorization is to ‘reconcile the need of letting categories emerge from the material of research, with the impossibility of abandoning previous theoretical knowledge’ (p.192). This analytical phase enhanced the procedure, enabling the data to be viewed as a whole and for relationships to be developed with multiple dimensions. As a final point, and as mentioned earlier, NVIVO software was used for data management and analysis, as discussed in the following section.
Table 3.6. Example of Categorising

<table>
<thead>
<tr>
<th>Category</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaffected behaviour in PESS</td>
<td>1. Not bringing PE kit</td>
<td>1. Prior to the actual lesson</td>
<td>1. In the changing room</td>
<td>1. Dislike the procedure of changing in front others</td>
<td>1. Action against the lesson</td>
<td>1. let them not participate</td>
</tr>
<tr>
<td></td>
<td>2. Throwing equipment</td>
<td>2 &amp; 3. during the lesson</td>
<td>2 &amp; 3. in the field</td>
<td>1. Not to spoil their hair, make up</td>
<td>2. Action; exhibiting aggression and violence</td>
<td>2. detention; exclusion from the school</td>
</tr>
<tr>
<td></td>
<td>3. Assault against the PE teacher</td>
<td></td>
<td></td>
<td>1. Uncomfortable with their body</td>
<td>3. Action; hurt him/her.</td>
<td>3. detention; exclusion from the school; resignation of the PE teacher</td>
</tr>
<tr>
<td>CPD</td>
<td>Courses on trendy PE activities; courses of personalised needs</td>
<td>While in school; while in other</td>
<td>In school; in other schools of the</td>
<td>Not to spoil teachers’ everyday schedule; not to lose day to day contact with children;</td>
<td>Theory to be taught; practice to actually happen when in school;</td>
<td>Use ‘knowledge’ immediately (next day); Keep what they learnt forever – throughout their career</td>
</tr>
<tr>
<td></td>
<td></td>
<td>schools</td>
<td>area, country; schools in other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>countries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In CPD, examples of further questions asked to lead the procedure were: by whom? (i.e. trainers, other colleagues); why these specific CPD? (i.e. more qualifications); what are the dimensions of the consequences? (i.e. immediate effect on pupils’ disaffected behaviour and learning)...

B3.7.4. NVIVO- Data Analysis Software

Non-numerical Unstructured Data Indexing Searching and Theorising Vivo (NVIVO) is a qualitative data analysis (QDA) computer assisted software produced by QSR International. It was first developed by Tom Richards in 1999. NVIVO version 8 was used for analysing all the qualitative data gathered in this study. The software was used for the stages of coding and was perceived as useful in order to tie excerpts of data to particular themes, to enable a complex search to be carried out and to link research notes to coding. It therefore allowed the researcher to classify, sort, arrange and effectively manage the collected data (i.e. through free and tree nodes). Through all
these processes, data relationships were examined and combined the analysis with shaping and modeling.

**Table 3.7 – Enabled NVIVO Model for CPD**

The use of data analysis software, such as NVIVO, was intended not to block the researcher but, on the contrary, to assist in a more efficient management of such abundance and diversity of data. It allowed the researcher to work efficiently with large amounts of text and complex coding schemes, facilitating depth and rigour. It should also be highlighted that what was regarded as advantageous to the research process may be regarded as a disadvantage in the use of such software because, as Cohen et al. (2007) argue:

Software does not give the same added value that one finds in quantitative data analysis, in that the textual input is a highly laborious process and that it does not perform the analysis, but only supports the researcher doing analysis by organising data and recording codes and nodes (p.489).

Nevertheless, the role of NVIVO in this study was perceived as positive overall; nevertheless, it is worth discussing some critical issues, which arose after its use.

**B3.7.4A. ELABORATING ON THE ROLE OF NVIVO**

Several challenges were encountered when NVIVO was employed for this study’s data analysis. Although each challenge usually comes along with numerous advantages, the search for solutions helps to clarify the overall process. Nevertheless, after the use of NVIVO it was made clear that both - paper and computer-assisted software – held strengths and weaknesses in terms of interpretation and familiarity with data management. Consequently, a sensible use and approach of both appears as accurate and appropriate. Particular issues include:
**Coding**

Coding became a challenging process when comparing NVIVO and ‘writing on a paper’. Charmaz (2006) indicated that to write down ‘codes to summarize but not to analyze’ (p. 69) is a potential danger of coding. The main aim should not be to end up at ‘multiple interpretations’, but to understand each segment based on the “participant’s concern” (p. 69). When coding on the paper, codes could be visible since they were written on the paper; on the contrary, when open coding in NVIVO, the subsequent codes became complex to comprehend at once; relevant additional texts needed to be written in order for the researcher to delve deeper into the codes. This possibly held the danger of the coding process to become an objective induction rather than an interpretive construction (Charmaz, 2006). Focusing only on short open codes perhaps, cannot effectively ‘assist’ the interpretation of data’s contextual dimensions. Consequently, the process of delving deeper into data analysis led to the employment of longer open-codes. Longer open-codes, therefore, initially appeared to be more comprehensive, yet still difficult to manage due to the amount of the collected data. Further, it was challenging to fit every open-code in categories, since every single line of data appeared to hide meaningful points. In parallel, comparing similarities and differences between the views of different participants was a challenge. It was also difficult and time–consuming to analyse the open-codes and their texts simultaneously. It appeared necessary therefore, for the researcher to draw concepts away from the original texts when moving to focused and theoretical coding. As a result and with regards to coding and further data analysis, when using NVIVO 8, it was of utmost importance to develop conceptual understanding of both the original text and the produced open – codes in order for the researcher to construct and conclude mature and deep interpretations of the analysed data. Overall, analysing on paper was of great assistance in all stages of the data analysis, whereas NVIVO was effective and helpful in the advanced stages of the data analysis; in particular, for transparency in data management and the development of further theoretical concepts.

**Reporting the findings**

The findings were to be reported, so NVIVO played a significant and positive role in the focused coding process and in managing such a large and diverse amount of data. When reporting, a framework was employed that included key events along with key
issues. In particular, open codes relating to personal ideas and experiences were illustrated from the participants’ positions and/or school contexts (e.g. EBD). When moving to the theoretical level, relationships were then built twofold and in order to: (a) link current with previous ideas with experiences; and (b) link personal experiences with socio-cultural practice. This was done in order to fully comprehend teachers’ ideas and subsequent decisions in order to accurately demonstrate how their views and further choices influenced the issues of CPD explored in this research study. Further, in reporting the cross-case themes, open-codes were integrated into categories and sub-categories. A huge amount of work and time within this section aimed at illustrating and reporting the relationships between the developed categories and sub-categories in order to best explain the results after the data analysis (Charmaz, 2006). By using NVIVO, open-codes could be easily managed in order to assist with appropriate and accurate data reporting.

**Writing up the findings**

Writing up the findings was the final stage of data analysis. When writing each section of the findings – in this study, by theme - the researcher needed to further sub-categorize and to put codes in appropriate order. The relationship between each theme and category formed the writing structure of each theme. In particular, writing up the findings and further discussing them required two final steps: (1) moving from codes and categories to teachers’ and pupils’ perspectives, and (2) moving from the reporting of these views to discussing them in relation to the wider literature. It is worth noting that whereas the overall presentation of the findings was relatively clear because there was a clear structure to follow, the writing of cross-case themes required more time and was a challenging procedure within the analytic process of the data. Furthermore, it was found that to link and apply relevant research findings with the wider literature provided an opportunity to expand understanding of the research topics under investigation. This initially happened after the completion of the initial draft of the themes and cross-case findings. For example, in order to explain why teachers may need particular CPD, a review of the literature relevant to these findings was necessarily undertaken. Further, when rethinking learning theories, it was exciting to realise how only a few participants employed reflective practices in the ways they learn and how few participants shared their knowledge and experiences with other colleagues.
from other schools. Nevertheless, before drawing such conclusions, the findings revealed and constructed to have similarities with previous research.

**B3.8. SUMMARY OF CHAPTER III**

This study adopted a predominantly qualitative research design within a constructivist approach for data collection and analysis. All the details have been outlined in the chapter and illustrative examples regarding the processes employed have been presented throughout. Consideration can now be given to the study’s findings, which are reported in Chapter IV. In all, the research findings are reported according to the: (a) themes drawn from each case; and (b) cross-case themes.
CHAPTER IV
THE FINDINGS

4.1. INTRODUCTION

Chapter IV is divided into sections A and B. Section A presents the findings after the analysis of the participants’ views and under three main themes. In addition, cross-case factors are presented as sub-themes (under the main themes) in order to further illustrate the findings and enable their examination in depth. All themes are presented in sequence so as to address the research questions of this study. The first theme – PESS and disaffected youth - is constructed in order to delve deeper into PESS’s role with regards to disaffected youth in PE. This theme seeks to broaden knowledge in order to then comprehend the following two themes. These are constructed around PE teachers’ training and CPD for working with these types of children. The second theme, therefore - PE teachers: getting prepared for teaching disaffected youth - explores issues surrounding the participants’ initial training and generally, the ways they learn, in order to address the main research question: ‘... what training have they received to prepare them for this role’? Additionally, in this theme, the role of the PE teacher is further addressed, since s/he is an inseparable part of PESS. Finally, the theme – Career-long Professional Development (CPD) for PE teachers - is constructed to address issues of PE teachers’ CPD; that is to say their CPD experiences, future CPD needs and possible forms of CPD that are perhaps perceived as necessary to enhance the PE teachers’ role when working with disaffected youth. Following this, section B consists of three brief reports presenting findings from the data collected during the three school visits/case studies.
Hence, each case report provides contextual information about the schools and a presentation of the participants. Case Report 1 is based on the data collected from a mainstream secondary school; Case Report 2 is based on the data from a mainstream Specialist Sports College; and finally, Case Report 3 is based on the data from an Independent/SEN-EBD School. Illustrative data excerpts are presented throughout the chapter. Data from the survey and the case studies are considered to be interrelated, so one may inform the other to a greater or lesser extent and in relation to different issues, yet not in a comparative manner (e.g. comparison of the schools). This chapter, therefore, is fundamentally about how the key areas under investigation were defined and further explored through the participants’ voices. With regards to social constructivism and situated learning, PE teachers’ CPD is connected to their background, previous training, work and overall life experiences. In addition, their learning is believed to be situated in their everyday practice and constructed by multiple and multi-dimensional factors, such as those mentioned above, e.g. previous training. The themes and sub-themes, along with the discourses surrounding them, will be discussed with links to past and current literature in Chapter V.

4.2. Theme A: PESS and Disaffected Youth

The teachers’ views on whether PESS plays a unique positive role in supporting disaffected youth were mainly analysed according to the positive and negative aspect. These aspects were further divided into two sub-themes: the self-psychological and social issues related to PESS; this was decided for reasons of clarity and data management as well as for highlighting their significance and interrelation. Almost all teachers referred to the overall positive role of PESS, yet ‘under circumstances’. Negative traits were highlighted from a lower number of teachers. Six respondents repeated the word ‘unique’ in their answers (i.e. Q71), whereas two respondents replied with expressions like ‘absolutely’ (Q52) and ‘huge role’ (Q20) to emphasise the positive role of PE. Further examples of the respondents’ answers include: ‘yes, if it is handled right’ (Q40); ‘positive but to some’ (Q3; Q6). Particularly, with regards to PESS’s impact on one’s self, examples that reflected the personal side on which PESS could have a positive impact were as follows: e.g. ‘let off steam; boost self-esteem and self-confidence’ (Q9); ‘enjoyment’ (Q20). Summarising, the teachers referred to PESS as a vehicle to:
- Boost one’s confidence
- Raise one’s self-esteem
- Learn to work as a member of a team and cooperate
- Become self-disciplined and a ‘leader’
- Release energy and ‘let off steam’.

Overall, positive social life skills were mentioned to go hand in hand with the positive impact on one’s self. Furthermore, PE teachers as educators and role models, along with their positive contribution to pupils’ lives, were mentioned as being crucial by a small number of respondents. For example, Q54 argued that PESS ‘provides role models’ and Q1 advocated that ‘quality staff supports the positive role’. Finally, Q46 said:

Yes, the interaction between teachers and pupils will be helpful in improving relationships; once the relationship is established, trust and support can be worked on.

All eleven HoPE stated that PESS’s role is very positive and at times unique. Dawn/main for example mentioned: ‘Yes, definitely. But, it has to be the right sort of activities and there has to be the right sort of leaders’. The negative points on the other hand included:

- PESS’s benefits tend to be short-term
- PESS works better with boys than with girls
- Only effective when taught to small groups
- Pupils should have good relationships between themselves
- A PE lesson should be appropriately structured and enriched with practical activities, otherwise boredom may ensue.

Negative traits of PESS were further highlighted through the illustrative responses of the teachers/interviewees. Thus, while talking about PESS’s role, Craig/main argued that:

The Free Running gymnastics that the kids do out in the street, the three on three basket-balling in the inner cities – […] they tend to be doing these and being the kids that are hanging around dealing drugs, you know; […] the idea of going home and revising for exams might not go down so well for a member of a gang, so I think that sport go hand in hand with youth culture in a lot of ways (6/2008).
From EBD’s perspective, Digby/EBD additionally argued:

Team Games is a wonderful way of doing things because you can hide in teams, but individual sports are more difficult for these types of children; <...>; team-based and also not too competitive; we won’t go to play against another school <...> The child doesn’t play, if you put it against another individual and it fails (7/2008).

In conclusion, negative points were generally regarded to be issues related to contemporary youth culture, sometimes with regards to personal issues, such as being antagonistic and competitive while in a game and further, socially. For example, being in city-gangs and possibly dealing drugs while being fantastic players of team games (e.g. basketball). Concluding though, team activities were highlighted as positive, especially when they did not focus excessively on competition.

4.3. THEME B: PE TEACHERS: GETTING PREPARED FOR TEACHING DISAFFECTED YOUTH

Sixty-nine teachers provided an answer, whereas five did not provide any answer and one replied ‘no’. The three key words of the research question - ‘training’, ‘received’ and ‘role’ - informed the selection of the labels given to the categories for the data analysis; further to the themes and sub-themes that present the constructed findings. Forty-six teachers answered that they had gained their skills through their teaching experience during their career years. Their experience was gained while working in mainstream or EBD schools and/or with disaffected young people in community centres. Examples of their answers were: ‘throughout my career, plus three years in Outdoor Pursuits with disaffected youngsters (Q9). Additionally, sixteen participants mentioned that they ‘learnt through other colleagues’ (e.g. Q7). That is to say that they learnt through observing their lessons in the same or in other schools, through sharing ideas, through Team-Teaching and through collaborating during CPD courses. Lastly, the factor of ‘trial and error’ was mentioned, as a ‘useful tool’ to enrich their learning. All eleven teachers/interviewees referred to their teaching experience as the primary way they enhance their skills for coping with disaffected young people in PESS. Pete/main for example, referred to his working experience as a significant way of learning:
Basically it is the job experience, isn’t it? I’ve been on a couple of courses about dealing with disruptive behaviour and stuff but, in the main it is just gaining experience over the years and see what works in such situations (6/2008).

In parallel, ‘trial and error’ was also mentioned as an additional element in the teaching experience by every interviewee. It was suggested that it was a way to enhance their skills for coping with disaffected young people. Paul/main said: ‘I think that it is ‘trial and error’ from my professional background’. Further, PE teachers’ personality and skills were additionally highlighted as important along with their teaching experience. These views were interpreted as the individual’s ‘touch’ in interpreting his/her everyday experience with this type of young person and, as a result, to learn from them and thus further improve his/her practice and ways to cope with disaffection. Personality traits and personal qualities were further mentioned by all interviewees as important for coping with disaffected pupils. Digby/EBD for example, referred to patience, whereas Ian/EBD talked about self-management and discipline, along with imagination and humour.

Twenty-two respondents referred to their training - of any kind; that is to say that they referred to their Initial Training and previous professional training (INSET and CPD) that they might have had. Seven respondents referred to their Initial Training as a way of enhancing their skills for working with these pupils. For example, Q38 said that: ‘I have attended courses on tackling these issues’ as well as ‘I get support or advice from other PE deliverers’. Finally, 9 respondents mentioned that they had attended no particular training – either INSET or CPD – throughout their careers. In particular, Q18 and Q28 wrote ‘no specific training attended’ and/or ‘no formal training’ whereas 3 respondents referred to ‘no training at all’.

Additionally, Neil/EBD mentioned that he learnt through colleagues’ exchanging views; in particular, he said: ‘Yes, we discuss how to engage certain pupils in PE lessons’. Similarly, Paul/main stated ‘basically, we discuss it. Sometimes, there may be a moving in a group; they may be better with other groups. As a department, we may speak to the student and find out what are the issues and stuff like that’. Finally, Sally/main referred to discussions with her mentor:

I was picking up little pieces of disaffection and I was then presenting them in my mentor and discussing them; he was saying, well you could have
dealt with that this way or you could have dealt that way and then wait for that ‘option’ to arrive and then you wait for using that advice. But, if it happens to you - they also try to show you some other ways to deal with it (7/2008).

It is significant to note that the observation of other PE teachers’ lessons plays an important role as well as sometimes co-teaching takes place. Paul/main, for example, mentioned ‘I believe you learn a lot by watching people in action. I have learnt enormously from watching people <...>. Specific examples of CPD training are presented in the following theme.

4.4. THEME C: CAREER-LONG PROFESSIONAL DEVELOPMENT (CPD) FOR PE TEACHERS

Forty-four teachers replied positively to the question referring to whether they had attended CPD, whereas twenty-nine provided negative answers. The latter sample of respondents replied with either just ‘no’ or/and with another word showing negativity, such as ‘none’. Three of them enhanced their replies by giving further explanation, e.g. Q75 ‘no; such teaching is more appropriate for Mainstream, not for Special EBD’. It is also worth noting that only one respondent replied that the only training he had was his teacher training: ‘only whilst doing my teacher training’. Seven teachers replied by referring to their INSET training. From these responses, only one was stated to be specific to ‘Disaffection in PE’; it additionally incorporated a variety of Roles in Activities. In addition, there were references to behaviour management courses, but not PE specific ones. Examples of answers are ‘non-specific to PE, generic INSETs - engaging young people in learning’ by Q23; finally, Q18 stated that he had attended ‘school INSET sessions, but these have been classroom management – not specific’. Twenty-five teachers replied positively to having attended CPD. In particular, they referred to CPD courses with particular aims (e.g. ‘Getting Girls involved’); on Behaviour Management and on PESS. Only six respondents replied that they had attended CPD relevant to disaffected behaviours in PESS. In particular, Q3 said that one particular CPD course had been the best he had attended because of the ‘realistic approach with real working strategies’. Overall, examples of types of CPD training were provided by all interviewees. While recalling her CPD training, Dawn/main said:
Not particularly for PE; But, we have had a number of training courses for disaffected students. Some of the best ones were: we had lectures from people, who have done research (7/2008).

Moreover, interviewees referred to **funding** and **time** as supporting and/or prohibiting CPD’s provision. For example, Jan/EBD referred to possible funding limitations:

> All of the staff have access to training all over the year – whenever it is required; there is funding limitations of course, so it depends (7/2008).

Time limitations appeared to create especially difficult problems, from what the interviewees said. For example, Dawn/main referred to **time** by stating that:

> in the school training, we have five days – however, I think that in a big school it would be more important; in a small school, we have contact with each other more often; and the other great thing is to go into other people’s classes - not only in your own school’s classes, but to other schools as well (7/2008).

Future CPD needs were also expressed by the respondents. Forty-seven respondents replied positively in terms of having their CPD needs met, and provided specific examples. However, twenty-eight respondents replied either negatively in terms of having their CPD needs met or provided no data. Throughout the single cases, all interviewees referred to their possible and/or potential CPD needs. All agreed that CPD should be school-based. Furthermore, their replies were often similar in their content orientation, for example, Craig argued for trendy and modern PESS activities to keep pupils interested. Meanwhile, Paul asked for trainers to be experts both in theory and everyday practice. Overall, it could be suggested that they asked for progression in current CPD provision and for it to be delivered in their schools; for it to be close to contemporary PE and of a higher quality regarding CPD provision, since they asked for experts in theory and practice to deliver it. They also asked for **funding** (e.g. Digby/EBD), especially in the EBD sector. Concluding, Neil/EBD summarised key points regarding his future CPD needs; he stressed that:

> If it is good CPD and is done properly and is relevant on your day to day and personally I think, if it is run by people, who are involved as much as you are – on a day to day stuff; then, yeah... I think it can have a massive effect (5/2008).
In summary, examples of the teachers’ CPD needs were general courses, PE specific courses and other ways of learning, such as exchanging and sharing knowledge with other colleagues and schools. Ten respondents referred to their needs for CPD courses from neither a PE perspective nor a disaffection-related perspective. Their views reflected the perspective of: ‘general’. In particular, five respondents expressed their CPD needs towards any CPD course. In particular, Q36 wrote that ‘any would be helpful’ and Q53 wrote: ‘any help is always much appreciated’. Q12 enhanced his answer towards the content of the CPD course by highlighting the need for ‘any new strategies’ and similarly Q37 wrote ‘new initiatives are always welcome’. Finally, other ‘generic’ responses without a focus on a particular element of PE and disaffected youth were expressed by Q33 ‘to be good CPD courses and ongoing’. To conclude, Section A has presented the findings from the first and second phase of the research study, covering the open-ended survey and the eleven interviews/single case studies. Section B now follows and consists of the reports on the three school case studies visited during the third phase of the fieldwork.

4.5. THE CASE STUDY REPORTS

4.5.1. INTRODUCTION

Section B provides a detailed and analytical overview of the findings from the three case study school visits. Detailed contextual information about the schools (e.g., PE teachers, policy documents) is reported. To begin with, the reports offer brief descriptions of the schools and the participants. Further, data is reported from the interviews with PE staff, policy documents, PE lesson observations and focus group interviews with disaffected pupils. It is worth noting that the organisation of each case study report was decided according to the chronological order in which data collection took place (e.g., interviews were conducted last).
4.5.2. **School Case 1: Specialist Sports College**

4.5.2A. **School’s Background**

Case 1 was a state mainstream 11-18 Specialist Sports College with approximately 1900 students on roll, located in a rural area of the Midlands of England. Apart from the main research methods used (e.g., interviews), contextual information was also gathered from the school’s website, two OFSTED reports\(^3\), and the researcher’s field-notes. PE was taught to all pupils in the school, from Year 7 to Year 13. All students at Key Stage 3 and 4 had two compulsory Core PE lessons (per week). Further, all students were offered the opportunity to experience a range of traditional activities, such as Football, Netball, Rugby, Hockey, Tennis, Cricket, Athletics, Gymnastics and Dance. In addition, at Key Stage 4 students had the option of selecting PE as one of their GCSEs. The school also provided an extensive leadership programme and students were invited to apply for the Olympic Sports Ambassador Programme. Overall and according to OFSTED (2008):

> The quality of specialist PE teaching observed was graded as Good with elements of Outstanding. The specialism is contributing to the improvement in student-outcomes across the curriculum.

The PE department consisted of seventeen PE teachers; however, only four provided a recorded interview. It is worth noting that the researcher also had informal discussions with the PE teachers whose lessons were observed.

4.5.2B. **PE Teachers’ Profiles**

*Andrew: Head of PE*

Andrew was a qualified PE teacher and the Head of PE in the tenth year of his teaching career. For six years, he had taught in another area of England. At the time of the visit, he was in his fourth year at the school. Nevertheless, becoming Head of PE in the school was characterised as a significant career step.

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\(^3\) They were published at the time of the researcher’s visit to the school, in 2008.
Samuel: Deputy PE/2nd in PE
Samuel was 2nd in PE and a qualified PE teacher in the ninth year of his teaching career. After finishing his undergraduate studies he spent a year working as a teaching assistant. He then worked with disaffected students across the whole curriculum. Following this, he undertook his PGCE-PE, in which he attended a module on disaffected youth. Also and within his current school, he mentioned that he had attended lots of internal INSET on behaviour management and on raising achievement in boys, who often – he stressed - were associated with disaffection.

Lea: Trainee PE teacher
Lea was a Trainee PE teacher and Samuel was her mentor. She was undertaking her PGCE-PE and doing her teaching practice at the school. She had experience of teaching in quite a few schools. She also mentioned that she had attended a module for disaffection in PE during her undergraduate studies, which had helped her in coping with disaffected pupils.

Richard: Advanced Skills PE teacher
Richard was an Advanced Skills teacher. He was a qualified PE teacher and had been working at the school for five years and was in his eleventh year of teaching. He stressed that PE can be a challenging and demanding subject because of disaffected pupils.

4.5.2c. Policy Documents
The School’s behaviour policy documents on disaffected youth and CPD policies were provided by the Advanced Skills PE teacher. Additional documents were obtained from the schools’ and OFSTED’s website. According to the school’s policy, each class had a different schedule for their Personal and Social Development programme. This included activities such as inter-house sport competitions that were thought to contribute to community spirit. At the time, the school had started to develop inclusion policies and practices and had employed five learning mentors. Concerning CPD issues, staff development was considered to be very important and the Assistant Headteacher had the responsibility for managing the INSET training and professional development programmes (including ITT and GTP programmes).
4.5.2d. PE LESSON OBSERVATIONS

The researcher agreed with the PE department to observe four PE lessons. These were the following:

- Year 9 Boys’ Sport Education/Football
- Year 11 GCSE Boys’ Football
- Year 7 Girls’ Hockey
- Year 10 Mixed BTEC

As noted in Chapter III, an observation plan was designed with a focus on incidents of disaffected and disruptive behaviours. Furthermore, the amount of time in the lesson that any incidents would occupy was considered as important, as well as how teachers coped with disaffection. There are references to incidents which occurred and to PE teachers’ responses.

Lesson 1: Year 9 Boys – Sport Education/Football (Outdoor)

Lesson 1 was boys’ football according to the principles of Sport Education. This lesson was planned to promote the boys’ leadership skills. Richard taught the lesson. The lesson lasted for 45 minutes and was held outdoors. Recorded disaffected behaviours were only minor and included mild swearing. This was towards the end of the lesson/game (30th min) because of a referee’s decision. The PE teacher told the boys with a loud and firm voice to stop and respect the referee’s decision and then to cooperate. They stopped almost immediately and went on playing.

Lesson 2: Year 11 GCSE Boys - Football (Outdoor)

Lesson 2 was initially planned to be Boys’ Hockey and was taught by Marc. The pupils and the teacher were gathered outside the ‘Equipment Room’ in order to collect the equipment for the lesson. Unfortunately, no hockey equipment was available. Thus, Marc decided to deliver a football lesson. At least 10 to 15 minutes out of the total 45 minutes of the lesson were lost as a result. Few students appeared to be discontented with the change and the football lesson ran smoothly once it started. No arguments took place, and the pupils appeared to respect the rules and the teacher. While informally chatting with the researcher, the teacher argued that weather conditions were the main
demotivating issue for pupils. He further stated that he did attend CPD programmes provided by the school, however he felt he had no particular CPD needs.

**Lesson 3: Year 7 Girls – Hockey (Outdoor)**

Lesson 3 was Girls’ Hockey and was taught by Mary. There were delays in the girls’ changing rooms. The researcher met with the teacher outside the changing room and Mary tried for over 10 minutes to gather the girls together. One way she dealt with this problem was to shout outside the room. As a result of the delays, the lesson did not start on time and the teaching time was 35 minutes. During the approximately 30 minutes of hockey activity, there were no recorded incidents of disaffection. The PE teacher shouted only when it was time to change exercise. During the rest of the lesson, she provided feedback and motivated the pupils. The pupils seemed to know very well what to do and appeared to enjoy the lesson/activities. The class therefore, ran smoothly.

**Lesson 4: Year 10 – Mixed – BTEC (Indoor)**

Lesson 4 was BTEC and it was taught by Julia in their main classroom. It started with the Introduction of the teaching plan and then the pupils were informed by the PE teacher about the aims of the lesson. It was on the structure of the body and specifically on the skeleton. The teaching plan was clearly written on the board and the content was intended to be delivered within 45 minutes. The aim was to draw a skeleton with the main bones and muscles on it, according to a diagram given to the class at the beginning of the lesson. Unlike the previous three outdoor lessons, the BTEC lesson was dominated by disaffected and disruptive behaviours throughout. Examples of recorded behaviours were: pupils play-fought; they swore at each other; they threw pens and papers; they changed seats. The PE teacher tried to calm the pupils down in the first fifteen minutes by telling them to stop and work through the questions. Some stopped for a couple of minutes, while others did not. All started drawing it, but, out of the fifteen pupils, only two kept on task till the end of the lesson. The teacher did not react to these incidents; everyone was ignored and appeared to just wait for the teaching hour to finish. Four pupils were asked to talk to me within the focus group procedure. However, they were not cooperative, did not reply but asked every now and then what exactly the researcher wanted from them and why the researcher was taking so many
notes. The reason they were uncooperative was that they did not believe that the researcher was there to acquire data for a research study but thought that she had been sent by a central authority to ‘judge’ them for their behaviour.

In summary, the policies and the PE lesson observations revealed that:

- Serious difficulties were encountered in two out of four lessons (e.g. football instead of hockey; BTEC).
- Generally, pupils appeared to learn, achieve, enjoy and were cooperative. This particularly happened in the Outdoors PE lessons, not in the BTEC class.
- The recorded incidents of disaffected behaviours appeared to disrupt the learning of the pupils and to interrupt the PE teachers’ work.
- Policies for ‘Behaviour Management’ were followed by the teachers, though not always rigorously. For example, during the BTEC class, the teacher appeared to ignore the incidents and no one was punished.

4.5.2e. The focus group interviews

The focus group data from the pupils revealed the following:

- All boys stated that they enjoyed PE. Examples of reasons mentioned were: ‘it keeps me healthy; ‘I enjoy playing football’ (Boy A and C, Lesson 1). Further, Boys liked all activities offered at the school, but predominantly football (e.g. boy B-Lesson 1). Girls mentioned that they would like to do more dance (e.g. girl A-Lesson 3). Lesson’s 4 pupils found the day’s activities boring and not interesting.

- With regards to coping with disaffection, PE teachers were considered to be effective in sorting out inappropriate behaviour. However, only Boy C in Lesson 2 pointed out that his PE teacher was biased against him. He argued: ‘he tells me off all the time; he doesn’t like me, that’s why’. When asked to explain his response, Boy C replied ‘He chooses!’.

- About the ‘ideal’ PE teacher, Year 9 boys referred to appearance, e.g. short hair and tall. In addition, they mentioned that s/he should play sport and they stated that they preferred male teachers. Furthermore, the ideal PE lesson was identified to be characterised by fun and enjoyment; also, ‘doing things that are not boring’. Additionally, girls showed a preference for ‘dance’.

- With regard to the pupils’ views about ways to avoid them disrupting a PE lesson, examples given were: boys C and D from Lesson 1 and 4 stated: ‘give them a break’; ‘don’t shout’; ‘no detention’; D argued that ‘we are disruptive because we are tired from previous lessons’. Additionally, the pupils stated how they would deal with their own disruptive behaviours: Boy A from Lesson 1 replied: ‘I would give him a verbal warning’; Boy A from lesson 2 replied: ‘I would tell him to stay out and lose the first half of the game’; girl C from the BTEC class replied ‘I would give him detention’. It is very interesting that their suggested ideas appeared to be identical to the strategies used by teachers.
4.5.2f. PE teachers’ views

Having referred to the policy documents, the observations of the PE lessons as well as the focus groups, data from the PE teachers’ interviews now follows. Data are reported under the three themes that the interviews’ single cases identified; these are: PESS and disaffected youth; PE teachers’ training/Getting prepared for teaching disaffected youth; and Career-long Professional development (CPD) for PE teachers.

Theme 1: PESS and disaffected youth

All PE teachers agreed that PESS can have a tremendously positive impact on pupils. In particular, Andrew stated:

Especially, in PE it (i.e. disaffection) has been less than an issue than in other classroom lessons; Pupils can go out, let off steam; it’s more an acceptable behaviour to be out there and shout.

Similarly, Samuel argued that it involves ‘energy release, and allows for more differentiation, because it has a more relaxed atmosphere’. Furthermore, Richard provided two perspectives. On the one hand, he commented on the positive role of PESS stating:

Energy release; it allows them to channel their energy in positive ways; many disaffected pupils are involved in rugby, because it allows them to be more aggressive; it allows them working with other pupils in a quite less structured environment than that of the classrooms.

On the other hand, he highlighted that PE has a unique role to play, because it mainly influences these pupils positively; according to him, ‘often naughty pupils enjoy sport’. He focused on his experience of implementing Living4Sport with such pupils.

Theme 2: PE teachers’ training/Getting Prepared for teaching disaffected youth

When asked on their training in how to effectively cope with disaffection in PE, all interviewees noted the important role of teaching experience. On a more practical level, Andrew argued that, as soon as a teacher joins the school, there is provision of special induction training - including behaviour management. Further, Samuel reflected on a sports conference he had attended in the past. Additionally, he added that it is very useful to share ideas and good practice with other colleagues. Finally, Richard did not
find his training helpful and he could hardly recall attending a course related to disaffection in PE. He only mentioned an hour’s INSET on ‘Assertive Discipline’. In conclusion, sharing ideas and experiences among colleagues was highlighted as important by Samuel. He stressed that:

It works out very well when a member of staff goes to a training, comes back and shares what was taught in the training.

**Theme 3: CPD for PE teachers**

Along with reporting ways of getting prepared, all PE staff referred to their CPD as well as to their CPD needs. Lea mentioned that she had professionally developed by cooperating with her mentor throughout her placement in the school. She additionally mentioned a module on disaffected youth in PESS she had taken during her undergraduate degree. It was characterised as very important for identifying disaffection and coping with it. When Samuel reflected on a sports conference he had attended in the past, he stated that he was positively surprised by the tutor who had delivered the behaviour management course. He highlighted that he was extremely helpful, since he mentioned ten points that really worked out very well. The first and most important for Samuel was: ‘get to know your students’ names!’

Nevertheless, the 3 PE teachers (apart from the trainee PE teacher) argued for future and effective CPD. Andrew began by commenting that:

Youth is changing all the time; students are changing. You always need to know how to support them; to provide them with their needs; with what they like. So, it would be helpful to have a whole range of CPD.

Following this, Richard argued for courses to promote enjoyment in PE and for new and fresh ideas:

A course for getting students to do and enjoy PE would be the perfect course (laughs); new activities; every student in the school to do the course they enjoy – this would be ideal.

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4As she said, the module looked at youth disaffection from all possible and different perspectives and provided advice and suggestions on how to re-engage them: one of the ways was to motivate the pupils participating in ‘leadership awards’.
Finally, Samuel suggested that he personally needed courses to successfully manage a PE Department in order to achieve the school’s standards and then cope with disaffected behaviours. In particular, better management could lead to teachers working effectively towards disaffected behaviours in PE. For example, raising achievement in boys could lead to the elimination of disaffection.

4.5.2G. SUMMARY

In summary, Case 1 showed that:

- Disaffected behaviours depended on gender, the PE kit and the changing procedure as well as on the type of activity (i.e. outdoor/indoor; football) and the PE teacher. The PE teacher was ‘ideal’ when s/he had a specific image (e.g. tall, short hair), ‘did not shout’ and did ‘not give detentions’.

- According to the children, PESS was a positive experience when it was of a certain type (i.e. football for boys, dance for girls); was characterised by fun and enjoyment; and was interesting. For PE teachers, it played a tremendous role since it was an opportunity for pupils to release their energy and ‘let off steam’ in a non-classroom environment.

- CPD training was regarded as important by all interviewees and the teachers expressed their desire to attend courses to fulfil their professional needs (e.g., on youth transitions and/or standards; the HoPE mentioned ‘standards’ to be the most important area for further CPD training). However, teaching experience and furthermore sharing this experience and knowledge with other colleagues was pointed out to be the first significant method required for P.E. Teachers to prepare for their roles as professionals.

4.5.3. SCHOOL CASE 2: MAINSTREAM COMMUNITY COLLEGE

4.5.3A. SCHOOL’S BACKGROUND

Case 2 was a state Community College located in the Midlands of England. Contextual information was gathered from the school’s website, two OFSTED Reports, data collection ‘tools’ (e.g. interviews) and the researcher’s field-notes. According to OFSTED, the majority of pupils were white British. It is also important to note that pupils did not wear a school uniform. In general, the quality of teaching was perceived as good, resulting in a sound level of student achievement; in a few lessons, there was occasional misbehaviour, whereas most attitudes and behaviour were regarded as

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5 These were published at the time of the researcher’s visit to the school/2008.
positive. Generally, the school was perceived as a pleasant place, with warm relationships between staff and students. Life-preparation skills and welfare were given appropriate emphasis and were of good quality. Finally, the school ran the Alternative Curriculum⁶.

4.5.3B. PE TEACHERS’ PROFILES

*Michael – Head of PE*

Michael was the Head of PE as well as a School Sport Coordinator (SSCo). He was a qualified PE Teacher in the twentieth year of his teaching career. He had experience in working with all kinds of pupils (i.e. mainstream and special needs).

*Stella – PE teacher*

Stella was a PE teacher having thirty years of teaching experience. She had worked as a PE teacher for her entire life and stated that she loved teaching PE. Like Michael, she had been working in the school for about twenty years.

*Elena – PE instructor*

Elena was a PE instructor. She had not studied PE at University, but she had a qualification in dance. She was teaching dance and had held that post at the school for twelve years.

4.5.3C. POLICY DOCUMENTS

The School’s Policy Documents in regard to disaffected youth and CPD policies were provided by the Head of PE. Additional documents were provided from the school’s website and OFSTED’s website. It is important to note that that school was implementing an Alternative Curriculum for pupils with disaffected behaviours. The main motto used in their behaviour policies was: *Behaviour for Learning.* School policy also encouraged a focus on maintaining ‘a consistent approach to [...] ensuring teaching of positive behaviour is fundamental’. Positive behaviour was perceived as non-intrinsic; therefore it had to be taught. While presenting possible ways of coping

⁶ Alternative Curriculum is an initiative aiming at re-engaging disaffected pupils into mainstream education – http://www.gtce.org.uk/tla/tft/alt_prov0105/
with disaffection, the policy classified types of detentions; first were *departmental detentions*; second were *whole school detentions*; third were *after school detentions* (if the whole school detention was missed), accompanied by a letter home. Finally, there was *isolation* - often, in the PC room. With regard to teachers’ CPD, the school encouraged the provision of opportunities for departments to work together, to plan collaboratively, share good practice and develop teaching approaches to further enhance student progress. Finally, the school sought pupils’ feedback on what they believed to constitute effective teaching and learning.

### 4.5.3D. PE LESSON OBSERVATIONS

The researcher observed four PE lessons. These were the following:

- Year 9 Mixed – Orienteering
- Year 12 Mixed – Theory of P.E.
- Year 9 Girls – Dance
- Year 9 Boys – Football.

**Lesson 1: Year 9 Mixed – Orienteering (Outdoor)**

Michael taught the lesson on Orienteering. The time available was 45 minutes and the lesson took place on the football field. However, Michael started with the introduction of the teaching plan indoors. The pupils were initially informed about the aims of the lesson and were given a ‘map’ to make notes on, along with a colour pen. The lesson took place in a large field, divided into smaller football fields with fourteen goal posts. Recorded disaffected behaviours included only minor complaints to the teacher when pupils couldn’t find what they were looking for. The PE teacher was considered to be very calm and assisted the students, whenever they seemed to lose their way. No serious incidents occurred. It wasn’t a competitive activity; they just had to find the spots and explain how they had achieved the tasks. At the end of the lesson, all were gathered back indoors where the introduction had taken place, and returned the ‘maps’ and the colour pen to the teacher and discussed how they had achieved their goals.
Lesson 2: Year 12 Mixed - Theory of PE (Indoor)

Lesson 2 was PE Theory (AS) and was taught by Stella. The time available was 45 minutes and the lesson took place indoors. Stella started by introducing the teaching plan and the aims of the lesson. She divided the class into two groups: the ‘smallies’ and the ‘tallies’, who sat around two circles. She explained that she had organised them in this way in order to facilitate discussion. All pupils appeared to be happy with this arrangement. Recorded disaffected behaviours included only minor disruptions to the lesson. For example, two girls were murmuring in the tenth minute. However, as soon as the teacher asked them to stop, they stopped immediately. The PE teacher was considered to be lively and enthusiastic and assisted them whenever they struggled to find an answer. Overall, no serious disaffected behaviour was exhibited.

Lesson 3: Year 9 Girls – Dance (Indoor)

Lesson 3 was Dance for Girls and was taught by Elena. The pupils knew very well what to do and appeared to enjoy the lesson. The class ran extremely smoothly. There were only two girls, Elena and the researcher. Both Elena and the girls appeared to enjoy the lesson and their cooperation was excellent. No disaffected behaviour was recorded.

Lesson 4: Year 9 Boys – Football (Outdoor)

Lesson 4 was football and was taught by Michael. The time available was 45 minutes and the lesson took place at the football field. There were two disaffected behaviours recorded as follows:

- 1 boy did not wear his PE kit, but wore jeans, yet still wanted to participate. The PE teacher allowed him to play, a fact that pleased the boy. Later, and to his pleasure, he scored a goal. The teacher, while informally chatting with the researcher, said that this boy encountered serious problems at home, which was why he did not have any support and further did not have a PE kit; the teacher also added that because of this, he himself tried to make the boy feel happy in any way he could. Thus, he allowed him to participate in the activity even if he did not wear the sports uniform.
From the outset, there were two boys who did not want to participate. The teacher allowed them not to participate. However, he suggested they sit down, watch the game and chat calmly. They indeed sat, chatted calmly and watched the game.

In summary, the PE lesson observations revealed that:

- The pupils appeared to learn, achieve and enjoy. Furthermore, they felt happy at the end of each lesson.
- The pupils weren’t punished, because the incidents occurred were perceived as minor. Overall, the ‘Behaviour Management’ policy wasn’t followed rigorously by the teachers; for example, no pupil was punished for not having their PE kit.
- Overall, each class was quite different. For example, with regards to disaffected behaviours in PE, the fact that PE teachers had knowledge of the family conditions of individual pupils appeared to ensure disaffected behaviour occurred only on a minor scale and the PE teacher coped with the incident effectively and successfully, such as with the incident of the boy playing football without his PE kit.

4.5.3e. FOCUS GROUP INTERVIEWS

Four focus groups with pupils took place after each observed PE lesson. The focus group data revealed the following:

- All boys stated that they enjoyed PE. Examples mentioned were: ‘it’s fun’; ‘I love sport’ (Boy A and C, Lesson 1)
- The boys liked all activities offered at the school, but predominantly football (e.g. boy B-Lesson 1). The girls mentioned that most of all, they preferred dance (e.g. girl A-Lesson 3).
- When coping with disaffection, pupils considered their PE teachers as effective in sorting out inappropriate behaviour. Moreover, when elaborating on the ‘ideal’ PE teacher, the pupils referred to appearance and to someone ‘who doesn’t shout’. Further, the ‘ideal’ PE lesson should be fun and enjoyable.
- In order to stop disruption within a PE lesson, boys C and D from Lesson 1 and 4 suggested the following: ‘don’t shout’; ‘no detention’.

4.5.3f. PE TEACHERS’ VIEWS

Having referred to the policy documents, the observations of PE lessons and the focus groups, data from the PE teachers’ interviews are presented in turn. Data in this section are reported under three themes: PESS and disaffected youth; PE teachers’
**Theme 1: PESS and disaffected youth**

All PE teachers agreed that PESS can have a significantly positive influence on pupils. In particular, Elena said:

PESS can have a positive effect; how it is structured; how it is involved; the nature of the subject.

Stella additionally commented on the competitive element as a negative element for this group of pupils. She said:

They may lose the sense of appropriate behaviour, because they feel it is difficult to cope with the demands of the activity.

Michael however, argued for the positive role of PE activities within the Alternative Curriculum. He said they:

Sustain their interest and concentration; to offer a whole range of activities, such as indoor football; trampolining that is quite popular; it therefore depends on the nature of the school.

**Theme 2: PE teachers’ training/Getting prepared for working with disaffected youth**

With regards to their preparation in terms of coping with disaffection in PE, all interviewees argued about the importance of experience in assisting them to effectively cope with disaffection. In particular, they referred to specific training. The 2 female teachers had received no special training on disaffection in PE; they all reflected on their teaching experience and shared the knowledge between them in order to address the issue. Elena stated:

We share ideas and discuss; that’s what I have always done and have found that this particular way has worked.

However, Michael, as the Head of PE, had attended INSET on PE and disaffected behaviour. He was very content with the training and the way in which it was delivered. Moreover, he had had the opportunity to share experiences with other colleagues on the course. He mentioned that:
It was interesting to hear other people talking on that; you were re-assured that you are not alone; others have similar sorts of issues.

**Theme 3: CPD for PE teachers**

As mentioned earlier, Michael was attending CPD courses and further he was sharing that knowledge with his colleagues. All 3 teachers though, stressed that they had CPD needs and showed enthusiasm to attend a wide range of CPD courses. When asked about Disaffected Youth-PE CPD, they claimed that this was definitely an area where ‘more work needs to be done’ (Michael). Further, Stella requested future CPD on:

- the way PE teachers should cope with disaffection
- the way PE activities are offered
- how to effectively work alongside other PE teachers.

Michael concluded that, overall, CPD in the area of disaffection in PE was absolutely necessary.

**4.5.3g. SUMMARY**

In summary, Case 2 showed that:

- Disaffected behaviours depended on the type of activity (e.g. outdoor/indoor; football/dance); attainment; gender; and the PE teacher. The HoPE suggested that competitive activities were not appropriate for these types of pupils and that, when coping with disaffection, one should step back and reflect on the incident; then deal with it.
- According to pupils’ views, PE was a positive experience when characterised by fun and enjoyment.
- CPD training was regarded as important by all interviewees and the teachers further expressed their desire to attend courses to fulfil their professional needs (e.g. on youth disaffection). An example of their CPD needs included: how to work effectively with other teachers when dealing with disaffection in PE.
4.5.4. **SCHOOL CASE 3: INDEPENDENT/EMOTIONAL BEHAVIOURAL DIFFICULTIES SCHOOL**

4.5.4A. **SCHOOL’S BACKGROUND**

Case 3 was a SEN-EBD school located in a rural area in the Midlands of England. It was an Independent, residential Special School for boys classified with Emotional Behavioural Difficulties. Apart from the main research ‘tools’, contextual information was also gathered from the school’s website, two OFSTED Reports, and the researcher’s field-notes. At the time of the visit, the school aimed to cater for up to 80 boys between the ages of 8 and 16 years of age; some of them could return home at weekends while most were cared for at school for longer periods of time. According to the most recent OFSTED report, at that time 77 pupils were on roll at the school; 11 were day-boys. All pupils had a statement of special educational needs to address their behavioural, emotional and social difficulties, and many pupils had additional learning difficulties, such as Autism.

In addition, the school guaranteed that, through the continuous review and development of practice, an on-going programme of training and personal development was available in order to ensure that all teachers were properly qualified to work with these young people. Concerning the PE provision and according to the OFSTED report, the facilities for PE were excellent, enabling the pupils to engage in a variety of physical activities based on team games and outdoor pursuits, e.g. the school had leisure facilities such as lakes for fishing. At the time of the visit, PE in the school was delivered by the Head of PE, a PE teacher and a Trainee PE teacher.

4.5.4B. **PE TEACHERS’ PROFILES**

*Alan – Head of PE*

We started off, each year doing teaching placements with mainstream secondary pupils; after that it involved Special Ed. units; however, that was not very much.

He argued, however, that he learnt a great deal through his placements as a student, from other colleagues and from ‘trial and error’.

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7 These were published around the time of the researcher’s visit to the school
**Bill – PE teacher**

Bill was a PE teacher and at the time of the fieldwork, he had approximately 8 years of experience teaching PE. He had worked in Australia for four years before moving to England in order to teach in a college. However, he was dissatisfied with college teaching and therefore went back into secondary education. He had been teaching in the EBD School for two years and had joined the school having no previous experience with EBD pupils. Overall, he highlighted that his previous work experience had been very valuable while working with these pupils and coping with their behaviours.

**Tim – Trainee PE teacher**

Tim was a trainee PE teacher at the time of the fieldwork. He was undertaking his PGCE in PE and was also a rugby player. Tim had little experience, having worked previously only as a teaching assistant in the case study school. At the time of the fieldwork Tim had already agreed that he would become the third PE teacher in the department as soon as he finished his PGCE. He explained that he liked the job – both the environment and working with challenging pupils. When asked whether he found disaffected behaviours problematic in PE and what he did to cope with them, he highlighted *lesson planning* as a way to reduce disaffected behaviours.

**Other Staff**

The researcher met informally with some of the school administration staff and also with the Head teacher. The Head welcomed and supported the implementation of the fieldwork for the purpose of the research study. He did however, complain about the lack of resources provided to SEN/EBD schools by the government (e.g. funding).

**4.5.4c. Policy Documents**

The School’s Policy Documents were mainly provided by the Head of PE and were examined by the researcher. These were: the ‘Statement of Purpose’; the ‘Behaviour Management Policy’; the ‘School Mission statement’ and the ‘Indoor Gym – Rules and Expectations’. The school’s website offered general contextual information (i.e. school prospectus) and two OFSTED reports added to the information for this case school.
B4.5.4d. PE LESSON OBSERVATIONS

The researcher and the school agreed to observe three PE lessons. These were:

- Year 9 – Team Building Games
- Year 10 – Basketball Pass
- Lower School Year 6, 7 and 8 – Basketball Pass taught by Year 10 pupils as a part of the SPORT LEADERS scheme.

Lesson 1: Year 9 /Team-Building Games

Lesson 1 was taught by Alan and started with the introduction of the teaching plan. The pupils were informed about the aims and the objectives of the lesson in accordance with the school’s policy. It is important to note that Bill and Tim were present in the lesson as ‘assistants’. There was a 10 minute introduction along with warm-up and 30 to 40 minutes for the activities and the conclusion of the lesson. An example of recorded disaffected behaviour was that pupils were play-fighting. Alan told them with a loud and firm voice to stop; they stopped after 5 seconds, however his introduction to the lesson was interrupted. Moreover, there were incidents of murmuring during the lesson, but when he ignored them and continued, they stopped. In the 7th minute of the lesson, two pupils started wandering around the gym for 2 minutes. Alan ignored them, but Bill and Tim coped with the situation. Initially, they signalled to them to join the lesson by pointing their finger, then they shouted but again the boys did not join. They then went to talk to them but because they were at a distance the researcher could not hear what they were saying. The pupils did not want to join the lesson again so they were requested to sit on the bench with Bill and Tim. In the 10th minute a student who was playing at that time, without interrupting his activity, shouted at the students who were sitting on the bench to come and re-join the lesson. However, he called to them in a ‘rough’ manner. The teachers did not react to this incident. In 6 out of the 7 recorded incidents, all pupils stopped after the first ‘warning’ and relatively quickly.

Year 10 – The Basketball Pass

Lesson 2 was on the Basketball Pass and although all three PE teachers were present, the lesson was taught by Bill. The disruption incidents observed were similar to the first observation, yet greater in number. Examples were: at the beginning of the lesson, two pupils shot the balls in the baskets without permission. Two out of the three teachers shouted at them ‘come on, we have to start’ and they joined with the balls after 30
seconds. Furthermore, in approximately the third minute a pupil climbed on one of the baskets; the teacher told him to come down, which he did. The duration of the incident was 20 seconds. However, the same pupil left the lesson and climbed the same basket again; he was ignored by the PE teachers and after 10 seconds he came down and joined the lesson. In the 15th minute, while the teacher was explaining the forthcoming activity, a pupil started dribbling with a ball; the teacher looked at him with an intense look and signalled and the pupil stopped.

**Sport Leaders – The Basketball Pass**

Lesson 3 was taught by Year 10 pupils, whom the researcher had observed during the second observation. The lesson was part of the Sport Leaders scheme that the school offered to its pupils. Year 10 pupils had the opportunity to assume the role of teachers and teach the Lower School pupils PE activities and skills. This particular lesson followed on the basketball pass. All three PE teachers were present and observed the lesson in order to assist whenever necessary; but without interrupting the ‘teachers’ work. Examples of incidents were: two pupils played-‘fighting’ but they were ignored and after 15 seconds joined in again on their own. Additionally, a pupil started wandering around. Immediately, Alan told him to go and work with another pupil who held the role of ‘Pupil-Teacher’; the child listened and complied. In this particular incident, the PE teachers informed the researcher that this child was Autistic, and that a one-to-one lesson was more effective for him. Another example was that a pupil started kicking the ball with his feet. The ‘pupil-teacher’ asked for the ball back politely by explaining ‘you shouldn’t kick the ball right now’ and the pupil returned the ball immediately.

In summary, the PE lesson observations revealed that:

- Pupils could not always follow the PE lesson and instructions fully. Many times pupils’ learning as well as teaching was interrupted.
- With regard to the ‘Gym Rules’, the pupils did not show respect to others at all times (i.e. play-fighting, swearing, etc.).
- The ‘Behaviour Management’ policy was followed by the teachers, but not always rigorously. For example, swearing wasn’t punished with fixed term exclusion, and stated policies were flouted, such as fixed-term exclusions for verbal abuse/swearing.
The PE lessons developed physical skills as well as life-skills. For example, the team-building games and the Sport Leaders’ lesson took account of previous learning and involved the pupils in the role of the teacher.

Overall, from these policies and lesson observations, it can be surmised that most lessons met their aims as expressed in the documents. It is also interesting to note that differences in the age of the pupils, the types of activities undertaken, as well as the approaches of the teachers, appeared to influence the exhibition of disaffected behaviours.

4.5.4E. FOCUS GROUP INTERVIEWS

Two focus group interviews were conducted, one with Year 9 and one with Year 10 pupils. Pupils from the lower school who were taught by the Sport Leaders (Year 10 pupils) were unable to attend a focus group interview because of time restrictions. Both focus groups took place after the PE lesson observations. In the first interview, four pupils participated and Tim was also present in the session. During the second focus group, four pupils took part and all the PE teachers were present. The questions posed were the same as in the previous case studies. The focus group data revealed the following:

- Seven out of eight boys stated that they enjoyed PE. The reasons mentioned were: ‘it keeps me fit and healthy, because it’s ‘activities stuff” (Boy B – Year 10); ‘lots of fun stuff” (Boy B: year 9); the one, who didn’t like PE gave the reason that he was not ‘a sporty type’ (Boy D: Year 9).
- Pupils liked all the activities offered, but especially football (e.g. Boy C/Year 10), and fishing (all Year 9 boys).
- The PE teachers were considered effective in dealing with bad behaviour by the pupils. However, Boy C (Year 10) pointed out: ‘in this school it is ok, but, not in the mainstream’. When asked to explain his response, Boy C replied ‘because they have to involve everyone, not to choose’.
- Regarding the ‘ideal’ PE teacher, the Year 9 boys referred to appearance, i.e. short hair; 6 ft tall; and further, to be dressed like the Trainee teacher, who was present at the interview. In addition, they mentioned that the PE teacher should play sport and that they didn’t mind about gender or nationality (Boys C and D, Year 9). In Year 10, boys all pointed to the Head of PE as an ideal role model. Finally, both Year groups mentioned the importance of a good sense of humour.
- The ideal PE lesson was identified to be characterised by fun and enjoyment. In particular, Boy B from Year 10 argued that ‘there is no participation if you don’t enjoy it’.
- With regard to the pupils’ needs in order to stop disrupting PE lessons, boys C and D from Year 9 stated: ‘give them a 10 minute break and don’t shout at them’. Also, D argued that ‘we are disruptive because there is so much
happening during our day’. Boy C (Year 10) also added that PE teachers should focus on the pupils’ abilities: i.e. ‘some kids could be better than others’.

- With regards to how pupils themselves would deal with their disruptive behaviours and attitudes in a PE class, Boy A from Year 10 replied: ‘I would give him a verbal warning and if he didn’t listen I would tell him to stay out and lose the first half of the game’. Boy B (Year 10) replied that ‘I will make him do press ups and push-ups’; Boy C also added that ‘I would do all the things my mates said, and I would use restraint techniques as well’. Boy D (Year 10) agreed with his classmates claiming: ‘I would do the same as the others said’.

4.5.4f. PE teachers’ views

Having referred to the policy documents, the observations of PE lessons and the focus groups, data from the interviews with the three PE teachers are reported as before. The data in this section are reported in three broad themes: PESS and disaffected youth; PE teachers’ training/Getting prepared for teaching disaffected youth; and Career-long Professional Development (CPD) for PE teachers.

**Theme 1: PESS and disaffected youth**

All three PE teachers agreed that PESS can have a tremendous impact on pupils. In particular, Bill said:

The majority of the boys enjoy PE. I think it’s an outlet; I think they like being outside the classroom, and because they are not very good at ‘work’ – at reading and writing, and doing numbers - numeracy and literacy.

Similarly, Alan argued:

I personally think the role is massive: here we use it as a massive incentive for the boys... We have an out-of-school football team that played last week; [...] And the weeks that the football is organised the behaviour across the school is be better; and it’s really amazing you know, it’s just something as simple as that.

In addition, Alan and Bill highlighted the PE lesson and the support from the administration and other teachers as being important. First, Alan mentioned that:

We tried to change the activities, and we got a certain level of resistance from the boys – you know ‘this is the rubbish one, we want football’ [...].
think I was very lucky with the staff; if you meet them, you will see they are all so supportive.

Finally, Bill reported that:

I think the way it comes back is as a support from the staff; here the staff offer a huge support for each other, you know, and that’s what helps.

**Theme 2: PE teachers’ training/Getting prepared for teaching disaffected youth**

When asked what qualities and skills a PE teacher should have in order to deal effectively with disaffected behaviours, Alan stated:

It is much about the personality; not so much about the qualifications. I think it is all about how the person is personally – in terms of how you approach things and especially other stuff. I don’t know how much benefit you get from courses.

Similarly, Tim replied that:

This is a personal thing. I think that a PE teacher needs more to deal with disaffected youth than any other teacher; and that’s the attribute that a PE teacher should have – settled and just enjoy it.

Following on from this, Bill was asked where he had gained his skills for coping with disaffection in PE. He replied: ‘On the Job. Previously, I have done a one day course on classroom and behaviour management’. Bill also referred to ‘trial and error’ as a part of his ‘learning’. He said: ‘It’s very uncommon that you will do a certain approach with them and with a different boy; you have to try and work it out’. In the same vein, Alan argued for the significance of teaching experience: ‘The greater benefits are always found in the classroom with you doing what you are doing’.

**Theme 3: CPD for PE teachers**

With regard to CPD training, Alan referred to particular training and also mentioned reading/searching in books as ways of learning:

The training we do get a lot is called Team Teach, which is a Physical Restraint training; we only have books here on Behaviour Management for PE lessons.
Alan also identified the problem of CPD content, and in particular of CPD for behaviour management, designed to fit a ‘classroom’, not a PE lesson. In particular, he noted:

The thing I found most difficult is a lot of these behaviour management courses you go to are behaviour management courses or for classroom teachers, you know, whereas PE staff don’t work in the classroom in such a way, you know.

Furthermore, Alan felt he needed more qualifications:

A Community Qualification course. Because what we found out is that there is so much equipment at school but there is no staff left to use the equipment; for example, we have canoes and boats that we are not using anymore [...] for me I want to do something that will have an impact. There is no benefit otherwise.

Bill focused on the quality, content and impact of a course:

If it is a good course and is practical and relevant it is alright. I also think that, if it is a good course, and practical and relevant, in a way it reinforces you that you are doing it right and it stirs you up in the right direction’.

Lastly, Tim expressed his need for PE based activities and mentioned that his CPD needs were quite extensive. He stated:

For me personally, I’ve got a lot because I am still training. For example, I need courses [...] a bit more PE-based activities.

4.5.4G. SUMMARY

In summary, Case 3 showed that:

- Disaffected behaviours depended greatly on the type of activity (e.g. the outdoor/indoor); on the PE teacher; and on the factor of enjoyment. The PE teacher was ‘ideal’, with a specific image (i.e. like their HoPE) and wasn’t selective; that is to say, they included everyone in the lessons.

- According to the PE teachers, PESS had a positive role to play since it wasn’t reading or writing; enabled competitive behaviour; and new initiatives had the support of the school’s administration.
- CPD training was regarded as important by all interviewees and the teachers further expressed their desire for attending courses to fulfil their professional needs (e.g. PE-specific subjects such as canoeing). However, the teachers’ personality, along with the everyday teaching experience and sharing this experience and knowledge with other colleagues, was identified as the first key way of learning and developing as professionals.

4.6. **CONCLUSION**

The results from the phases of data collection have been presented in Chapter IV. Illustrative examples in the form of quotes supporting the results have been incorporated throughout the chapter. Consideration will now be given to discussing the findings. Chapter V, therefore, discusses the findings and the arguments are based on findings from the range of data and on current and relevant research evidence.
CHAPTER V
DISCUSSION

5. 1. INTRODUCTION

Whilst Chapter IV presented the findings from the study, this chapter seeks to answer the research questions while discussing the study’s findings. Prior, however, to continuing with the discussion, it is appropriate to revisit the context of this research study. Youth disaffection discourse has been at the centre of international policy, research and media agendas (e.g. HLReport179/Behaviour Change, 2011; Furlong, 2009; Guardian8, 2011). Current postmodern and other social changes (e.g. world-wide economic recession) as well as neo-liberal educational policies imposed on teachers and students (Burkard and Clelford, 2010; Penney, 2008) appear to challenge initiatives aiming to tackle youth disaffection. For example, the current economic crisis has forced the UK government to implement funding cuts of £1.9 billion a year (in terms of the 2010-11 budget) from the Children’s Plan. Nevertheless, PESS is considered to be topical and important for positively affecting young people’s lives (Erasmus+, 2014; Designed to Move, 2012). Further, PE teachers and their CPD is considered to play a crucial role, since the further development of teachers as professionals could ensure the improvement of conditions for disaffected youth along with pupils’ re-engagement into PESS (Keay and Lloyd, 2011; Timperley, 2011; Armour, 2010).

This research study is the first to attempt to address PESS’s and PE teachers’ role for disaffected youth along with issues of relevant CPD training for PE teachers. This has been fulfilled by examining survey data as well as data from single and multiple case studies, and by delving deeper into the PE professionals’ views through the lenses of social constructivist and situated learning theories. PE teachers referred to possible definitions of, possible reasons for and various ways of coping with disaffected behaviours; further, they elaborated on PESS’s role and issues related to their CPD. The data analysis suggested that each teacher defined and recognized reasons and ultimately coped with disaffection in his/her PE lesson in a different and personalised way.

Furthermore, analysis supported the argument that the teachers’ experiences and ideas were initially constructed according to their personalities, personal background and secondly, to their experiences in the social context in which they belonged. For example, their job position, their work experience and the type of school they were working in perhaps constructed their ideas and consequently, their teaching. In addition, this research study gathered a large amount of data from multiple sources; in total 80 HoPE replied in the open ended survey and 14 cases studies (both single and multiple) were explored. Data analysis of all sources identified various distinct dimensions of the topics explored (e.g. reasons for disaffection in PESS; PESS’s role; CPD) indicating where the outcomes support existing research and where they contradict them. Furthermore, the study aimed for new research directions to be identified in order to inform future research and broaden current knowledge; these are further reported in Chapter VI.

Nevertheless, it is important to note that, due to this research study’s methodological choices and the nature of the selected paradigm, which was broadly interpretive and not action research – it was not possible to construct future implications based on a tested and evaluated model. Although not tested, implications and practical recommendations based on the constructive analysis aimed at progression and change were formed. Further, through pupils’ voices, it was possible to construct implications for an ‘ideal’ PE lesson which would promote inclusion of the disaffected young people and the ‘ideal’ PE teacher for those children. This research study also highlighted the role of PESS in terms of positive and negative effects on these young people. In addition, it identified and confirmed issues of CPD, which have been identified in a vast amount of past as well as current research on PE - CPD, but suggested new perspectives on PE - CPD on youth disaffection in PE. For example, CPD has been characterised as often inadequate (Armour et al., 2010) and this study highlighted the fact that there is limited provision and often not appropriate CPD which is disaffection-specific as well. In addition, the importance of the tutors’ expertise was illustrated through the PE teachers’ words and opinions. Furthermore, the fact that problematic issues still exist suggests that, although new educational policies relevant to the key areas of investigation have been introduced, issues of youth disaffection and alienation as well as controversial issues of PESS’s and further CPD’s provision remain (e.g. Penney, 2008; 2003; Curtner-Smith, 1999). It can be suggested, therefore, that, in PE, and broadly in the
education system, inherent issues of social disadvantage, social inequalities and social justice are reproduced. This could occur due to policies perhaps reproducing these because either the policies preserve the status quo or maybe the policies focus on the surface of the problems (e.g. instant disaffected behaviours) and not on real underlying causes, such as issues of unemployment and social disadvantage. For example, all people are supposed to have the opportunity to receive high quality education and PE, but not all can have access on it. These policies therefore, may appear not to be compatible with the needs of the disaffected pupils or with some of the teachers (e.g. family problems; administration and policy issues of schools; day-CPD training in order to cover the professional development school hours). Furthermore, problematic and at times controversial issues may have not been considered within specific PE educational policies; for example, how males and females in PE can be negatively influenced; further, how the policy of PE kit alienates children; finally, how race and/or religion can influence young people to exhibit disaffected behaviours in PESS. The issue of gender in combination with the PE kit and body image arose as a significant reason underpinning disaffection, a fact that needs to be challenged in the future, this research study argues. It calls for change, if PE is to have a vision for the future, since the issue of PE kit is not only about the kit per se, but it can be perceived as a symbol reflecting socio-cultural factors (e.g. gender, race and socioeconomic background).

As for formal CPD provision, the majority of the teachers referred to actually attending one-day courses off-site but not based at their schools. This was perceived and expressed by them as negative in terms of its effectiveness; in fact though, teachers stated that they mainly learn informally, during their everyday practice on their job. Consequently, call for change in the way CPD is provided is suggested; for example, for official and formal CPD to be delivered within the school context and collaboratively where teachers can be trained on dealing with disaffection in PE. CPD programmes therefore, should be constructed and structured with the influence of theoretical traits of social constructivism (Vygotsky, 1978) and situated learning (Lave and Wenger, 1991). Thus, projects for teachers’ learning could be based on theoretical elements such as legitimate peripheral learning and therefore, be situated as a ‘generative social practice in the lived-in world’. When embracing legitimate peripheral participation, teachers would engage in social practice, through which they
– as learners - would become an active part of communities of practice (Lave and Wenger, 1991).

Furthermore, this research study focuses attention on issues surrounding the exhibition of disaffected attitudes and behaviours in PESS and adds particular definitions to what disaffection within PESS and the school context consists of, and what the cause of disaffection within PESS might be. It offers, therefore, definitions and reasons for disaffection and, in parallel, highlights the importance of the way PESS is delivered, in either enhancing or eliminating the exhibition of such behaviours. Further, it provides illustrative examples showing that PESS’s role can be positive, yet under certain circumstances, at least, for disaffected pupils. Further, it highlights characteristics such as excessive competition and the procedure of changing into PE kit as reasons that ‘disaffect’ pupils and impair their learning in PE. Additionally, it explores the role of the PE teacher as a significant part of the process of the PE lesson when teaching disaffected youth. This research study also shows that the teachers’ CPD needs were not focused on disaffected youth – but they felt they could cope with disaffection through their experience, personalities and ultimately through the knowledge they had gained from their initial training and CPD focused on various and ‘trendy’ new PE activities. It is argued that this can imply that PE teachers link issues of PE provision, and particularly the content of the curriculum, with youth disaffection in PESS. In addition, CPD was not considered to be the first or most important way of learning for the participants; instead, everyday working experience was. This research study has added to the existing body of research in showing that there is space for progress to be made in exploring and delving deeper in PESS’s role and influence on youth’s disaffection. However, pedagogies are expected to change through initiatives and policies which are focused on the core and topical issues (Armour and Fernandez-Balboa, 2001); this is argued to be the case for disaffected pupils and teachers (e.g. PESS initiatives for disaffected youth; PE - CPD disaffection specific); yet things do not seem to alter since the roots leading to these problems (e.g. issues of social disadvantage - Morsy and Rothstein, 2015) as well as issues of teachers’ learning in PE - CPD provision for coping with disaffection in PESS (i.e. limited relevant and effective CPD), do not actually change.
Chapter V, therefore, questions, identifies and finally sheds light on the issues that surround the key areas of investigation either by demonstrating that opinions similar to those found in previous research continue to exist, and/or by highlighting new information to enhance current research on the key areas of investigation. The main purpose now is to address the research study’s questions and sub-questions in order to highlight and discuss the study’s main findings. Four broad themes identified from the data analysis are each discussed in turn. These are: (a) PESS and disaffected youth; (b) PESS is positive, yet under certain circumstances; (c) PE teachers’ ways of learning and their CPD: getting prepared for teaching disaffected youth’; and (d) CPD for PE teachers.

5.2. PESS AND DISAFFECTED YOUTH

Analysis of the data indicated that almost all PE teachers had experienced pupil disaffection along with disruptive incidents in their PE classes and within the school context. Each teacher offered their own definition of disaffection, reasons for it and ways to cope with such behaviours, showing that their views were different, personalised, yet constructed within specific social spaces. Disaffection in young people is widely recognised as rising worldwide (European Commission/23863, 2009; Savelsberg and Martin-Giles, 2008) and in the UK (Behaviour Change Report/HL179, 2011). The majority of the participants (~88% of the survey respondents and all 14 case studies) stated that they had encountered disaffected behaviours throughout their PE-teaching careers. Their views illustrated and confirmed the prevalence of the phenomenon in today’s schools and justified relevant concerns (e.g. Every Child Matters, 2004; Youth Crime Statistical Release/UK, 2010).

5.2.1. DISAFFECTED CHILDREN TALKING

Kirk (2010) argued that ‘what people say and do in the name of physical education in the present, provides a context for understanding what it might be possible to aim for in the future’ (p.16). This statement comes into sharper focus when listening to disaffected children provide a context for understanding their experiences and viewpoints. Children are not – at least physically - ‘dominant’ or ‘powerful’, as teachers may be. This
position of relative weakness of disaffected youth compared to the PE teachers deepens
the question of whether such young people were actually disaffected or had simply
been characterised as such by their PE teachers. Further, when these children expressed
their views on disaffection in PE and, for example, referred to issues of everyday
practice that are reproduced and remain the same for many years, they can be perceived
to be at a risk of remaining disaffected, since there may be ‘organisational and national
unwillingness to decouple economic benefit from maintenance of the existing system’
(Lumby, 2011, p.261).

Nevertheless, it is believed that disaffected pupils’ voices encounter difficulties and
limits to being heard. Following Kvale and Brinkmann’s ideas, “attention must be paid
to discourse and negotiation about the meaning of the lived world” (2009, p. 54).
Listening to young people and communicating what disaffection in PESS means for
them, therefore, appears to be a challenging and problematic procedure (Harris et al.,
2006). Further, through their words young people may appear to challenge the long
standing status quo of both the interviewer (being perhaps a ‘representative’ of the
society), of the school and overall, of society. For example, the disaffected young
people in this research study argued: we do not want a PE teacher (and, perhaps –
symbolically – a system) that shouts at us; and we do not want a teacher (and perhaps a
system) that is selective. It appears however really complicated and difficult to the
researcher (her being an adult, an educator and a researcher) for a PE teacher (and
perhaps for the entire school context or the overall PE education context) to change
longstanding PE policies and strategies (i.e. PE Kit); in parallel, to change ‘traditional’
educational techniques (i.e. shouting) to keep a class in order. The solution might be
perhaps somewhere in the middle. On the other hand, their words could also raise
issues of validity, since these students might be thought to be too young or perhaps too
immature and inexperienced to think rationally enough about these issues. One could
argue that is not the case when talking and listening to teachers as adults. Nevertheless,
reflecting on social constructions, one can interrogate how far what is said is shaped by
negative experiences in such social constructions. School and families for example, are
a social construction where young people are shaped as personalities and educated,
since they are expected to follow the rules and regulations of such a microcosm. The
debate, therefore, of the role of the school as a societal institution ‘designed with
specific constructions’ (i.e. policies and economic factors) and ‘coloured’ with issues of
power relations emerges as a prominent factor when thinking of disaffection in youth; this makes the researcher and perhaps the reader thinks of what is the golden line for characterising a pupil disaffected when in school and in PESS and for naming him/her as such.

Speaking with and for a group of young people creates serious challenges for the researcher, as she may either unintentionally or otherwise use the knowledge and understandings gained in ways which have a negative impact on the group which is being studied. However, the aim should be to listen to pupils and learn from their struggles to both affirm and question; this is argued to have happened in this research study. Such an endeavour is rooted in the belief that pupils’ ideas can influence PESS policies and strategies to tackle disaffection; furthermore, they can play a great role in transforming PE, because, as Hartas (2011) argues, disaffection can be another way of having a voice in order to challenge hierarchies for the young people’s benefit. Finally, youth disaffection may be their way of ‘surviving the system’ (Lumby, 2011). To summarise, findings from the focus group interviews with the disaffected pupils revealed that they appeared to enjoy PESS when it consisted of fun and team orientated activities, not competitive; not excessively structured; and taught by PE teachers who were well-mannered, not selective, and had certain physical characteristics. The latter point highlights the importance of high quality staff. Research (e.g. Designed to Move, 2012; Dagkas et al. 2011; Dowling, 2011; Taylor et al. 2009; O’Sullivan, 2007; Dagkas, 2007; Keay, 2005) has shown that a ‘good’ teacher has the potential to promote most if not all of the positive characteristics (e.g. confidence, competence, knowledge and skills) that PESS can give to a young person in the best possible ways. For example, competition could remain at a low level but be coloured as a positive trait through the learning opportunities a teacher may construct (Taylor et al. 2009).

A concluding point could be that, given the importance of the role of the PE teacher in reducing disaffection, it is suggested that they can get inspired and further employ key points of landmark sport projects, such as Sport Education (Siedentop, 2002) and Sport for Peace (Ennis et al., 1999) in their PE classes with disaffected young people. In addition, they could even combine and merge these key points of the projects in order to create new updated versions of these in order to meet the needs of such pupils and address relevant current contemporary social issues (e.g. adapting PESS in
multicultural societies; unemployment). Thus, PE teachers should be appropriately trained to meet the expectations and needs of disaffected youth. Teacher learning as well as their training therefore should be significantly enriched through constructive CPD (e.g Armour and Duncombe, 2004; Armour and Yelling, 2007) rooted in constructive theories and situated learning (Vygotsky, 1978, Lave and Wenger, 1991); furthermore, linking in particular children’s learning and needs with teachers’ professional development (Keay and Lloyd, 2011). Nevertheless, the role of the PE teacher in tackling disaffection appeared to be of utmost importance in this study and further discussion continues in the sections exploring the ways they learn and their CPD. The role of PESS is discussed in turn.

5.3. ‘PESS IS POSITIVE, BUT UNDER CERTAIN CIRCUMSTANCES’

Physical Education has two major components: practical physical activities and subject matter knowledge. Each of these components can be categorised in various ways. What makes PE educationally worthwhile is the integration of learning in, about and through physical activity (Kirk et al., 2002, p.12).

All PE teachers in this study referred to PESS’s role in addressing youth disaffection as generally positive, given certain circumstances. There is an extensive body of research examining the role of PESS (e.g. Designed to Move, 2012; Cale et al., 2012; Cale and Harris, 2011; Bailey et al., 2009; Taylor et al., 2009; O’ Donovan and Kirk, 2008; Wellard, 2006; Spence et al., 2005; Lawson, 2005) as well as research on interventions aimed at further enhancing PESS’s positive role (e.g. Hellison, 1978; Mouratidou et al., 2007; Miller et al., 1997). Murakami (2008) argued that:

All these initiatives and projects may have offered a short-term solution and indeed may have made an impact, but the challenge lies in ensuring the sustainable support and special provision and taking a holistic approach to working with young people (p.3).

Each teacher referred to PESS’s role in addressing youth disaffection in a unique and personalised way, constructed according to their personal background and the social context in which they operated. Despite problems – such as gender issues, school issues, issues of PE provision — teachers’ and pupils’ views endorsed the recent interest in PESS as an effective way to tackle disaffection and re-engage young people, not only into PESS and education, but in society as a whole (Lawson, 2005).
Throughout the fieldwork, PESS’s role was acknowledged as a rich context for promoting young people’s psycho-social development. However, suggestions for improvement of its role along with negative elements were highlighted within and across most participants’ views. Only a small percentage expressed PESS’s role to be ‘unique’. In addition, this research through pupils’ voices stressed that PESS is positive when it is fun, enjoyable, not boring, offers varied activities, and when PE teachers don’t ‘choose’; that is to say, when they are not selective.

All data supported the recent interest in PESS as potentially an effective way to tackle disaffection and re-engage young people. Examples of teachers’ opinions were: ‘let off steam’; ‘self-esteem’ and ‘self-confidence’; ‘enjoyment’; teamwork; health; leadership; independence; initiative; endeavour’. In line with previous research, such characteristics are thought to be developed and/or improved through PESS. Holt and Jones (2008), for example, talk about the numerous advantages associated with sport participation and they contended that evidence indicates that the positives outweigh the negatives. Furthermore, Mandigo et al. (2008) suggest that PESS activities can enhance peace in areas of conflict such as El Salvador in Central America. Moreover, Miller et al. (1997) suggest that, through intervention and its goals (to promote empathy, moral reasoning, maturity, task motivation, self-responsibility), four components of moral education are developed: Cooperative Learning; Building Moral Community; Creating a Mastery motivational climate; and Transferring Power from teacher to students. Such findings are in line with those of Spence et al. (2005, p.321) which contended that exercise participation leads to small yet significant increases in ‘Global Self Esteem’.

Additionally, Miller et al.’s (1997) research showed that cooperative structures enhance communication and collaboration among pupils. Taylor et al. (2009) argued that PESS is an important context with great potential, ‘since unlike competitive sport [...] it ostensibly strives to encompass virtually all children’ (p.235). This research also highlighted the element of ‘competition’ as playing a negative role for disaffected youth. Such a view could also coincide with the view that PESS may be considered as less commercialised and formalised than sport (Taylor et al., 2009). However, it seems to hold similar characteristics. Competitive goal structures therefore tend to focus attention on the interests of the self – rather than of others - and perhaps result in distorted communication and hostility. However, competition may be an essential
feature of any PE activity, in order to ensure intrinsic motivation and to pursue excellence (DCMS, 2011). Nevertheless, in this research study, and when referring to young people who are characterised as disaffected, the most negative trait of PESS as a reason for disaffected behaviours to be exhibited in PE was given as competitive PE activities. Digby/EBD argued that disaffected pupils should play in teams (because – as he said - they can hide) and not undertake individual activities, where they feel everyone looks at them. In parallel, the activity should not be competitive, because this type of child does not play if a PE teacher puts him/her against another team and s/he fails. Such a view echoes Miller et al.’s (1997) ideas:

In competitive goal structures {negative interdependence} = one cannot succeed in a task if others succeed – goals and rewards are mutually exclusive. Individualistic goal structures (no interdependence) occur when individuals work alone to achieve their goals (p.120).

In terms of positive characteristics, PE teachers also reported that PE is a lesson taught out of the classroom environment and consists of no reading and writing. This notion is linked to research conducted by Miller et al. (1997):

The freedom from desks and books and the chance to be socially interactive and physically expressive, invite different ways of relating interpersonally with peers and teachers. Additionally for some, its connection to sport infuses the PE class with a level of interest unparalleled in other parts of the curriculum (p.116).

Along with PE and as mentioned earlier, the PE teachers’ role appears to be of utmost importance. Thus their training and ways of learning are of significance in order for them to be appropriately prepared for working effectively with disaffected youth in PE. Issues surrounding their training are discussed in turn.

5.4. PE TEACHERS’ WAYS OF LEARNING AND THEIR CPD: GETTING PREPARED FOR TEACHING DISAFFECTED YOUTH

Every PE teacher referred to issues related to how they were prepared for their profession and, further, for their role in working with disaffected youth in PE. Each teacher defined and recognized issues and ultimately their CPD needs in a different and personalised way, yet their experiences and views were constructed according to their personal and social backgrounds. Findings from this study suggest that, although PE teachers had undertaken formal training, they tended to learn informally, that is to say ‘on the job’ and through everyday teaching. Their teaching experiences were defined by
explaining that they learnt through ‘trial and error’ and through discussing, exchanging ideas and the overall sharing of knowledge and experiences with other colleagues. They seemed to feel that embracing in dialogue was a creative use of time. It can be argued that dialogue and the overall exchanging and sharing of ideas provided them with the opportunity of presenting problems and being critical (Freire, 1974). PE teachers further referred to their learning being synonymous with their teaching experience and everyday school practice and sharing knowledge with other colleagues as the most effective way to learn. This echoes the element of ‘legitimate peripheral participation’ since they appear to engage in social practice becoming active parts of communities of practice (Lave and Wenger, 1991). Furthermore, the findings suggested that, although PE teachers undergo formal training and acquire formal knowledge (e.g. university degrees; one to three official CPD courses per year), they indeed learnt ‘informally’. Their views reflected how they valued learning acquired in higher institutions and CPD courses, yet the view that this type of learning had little effect due to a number of limiting factors, such as time (i.e. once or twice per year; one day-off school); limited funding from the school and trainers’ expertise was prevalent. Their overall opinions led to the idea that learning should be rooted in everyday practice, being school-based and within networks and communities of learning. Additionally, their ideas reflected those of Vygotsky (1978) who introduced the Zone of Proximal Development (ZPD) and that when a learner is at the ZPD for a particular task, providing the appropriate assistance through scaffolding will boost his/her attempts to fulfil the particular task. Thus, once the learner achieves the desired target, scaffolds can then be removed and the learner will be able to complete the task on his own.

Armour and Yelling’s (2007) research sheds light on understanding how and why teachers do and/or do not learn from both formal and informal CPD activities. They stressed that, even though effective teacher learning is difficult to define, professional learning communities (PLCs) are the key to effective learning. Although participants in this study did not talk directly of forming formal professional learning communities, they stressed the importance of getting together, exchanging ideas and elaborating on incidents of disaffection occurring in their PE lessons. They were eager to discuss how they could possibly cope with them or even just get hints in order to quickly recognise how serious these incidents were. In summary, almost all participants appeared to have developed an ‘informal’ orientation towards their learning experiences and although
they seemed to trust formal PE-CPD opportunities, they did not find them of great assistance. Considering these findings through the contexts of constructivist and situated theories of learning (Vygotsky, 1978; Lave and Wenger, 1991) appears to be appropriate. Such understandings of learning can be seen to amplify the idea that, in order for learning to be effective, it should be based on collaboration and within professional learning communities. Teachers as learners, therefore, have to achieve ZPD, where teachers should be attuned to the learner in order to recognize where s/he stands within the ZPD by asking questions and recognizing the learner’s learning style. Nevertheless, the ZPD revealed the constructive role that Vygotsky (1978) attributed to social interaction. Findings appear to illustrate the prominent complexity of professional development and the need to consider not only what teachers should learn, but the way their learning experiences should be structured and ultimately implemented. In this research study, teachers suggested that informal ways of learning were the first and most important means of learning when coping with issues of youth disaffection. Nevertheless, PE teachers’ ideas about their learning appeared to be influenced not only by social factors (e.g. type of school, policies), but by personal factors (e.g. gender) and certainly by one’s personality.

The findings, however, showed that the PE teachers had not received appropriate and focused training (it was either limited or non-existent) on tackling and further coping with issues of youth disaffection in PESS; thus, they relied on experiential learning from their everyday practice. According to their words, the notion of ‘collaboration’, in the sense of sharing ideas, should be enriched by blending ‘the old and the new’. For example, only one participant had undertaken exclusive training on disaffected youth in PESS; she was the trainee PE teacher at the Specialist Sports College case school and had attended the course as part of her Bachelor degree. While talking with her and her mentor, they reflected that within their PE department they try to use each other’s ‘potential’; on the one hand, there was her current theoretical knowledge as well her young age (being closer in age to the pupils she thought that she could better understand why a pupil can become disaffected) and on the other hand, there was her mentor’s experience. As a PE department, they tried to integrate their knowledge and skills in order to effectively cope with disaffection in PE. Such a procedure echoes the ideas of Vygotsky (1978) who suggested that when a learner is at the ZPD for a particular task, **scaffolding**, will boost his/her attempts to fulfil the particular task. Once
the learner – in this case – the teacher achieves the desired target, **scaffolds** can then be removed and s/he will be able to complete the task on his/her own. Both the trainee teacher and her mentor attempted and possibly did manage to draw on the ‘fresh’ theoretical knowledge of a PE-trainee teacher and the experience of the day-to-day practice of members of the PE department, linking them together for the benefit of their profession and their pupils’ learning. Links can be further found in Keay’s research (2006), although the situation in her research was quite different. PE departments encouraged CPD for new teachers, although these participants didn’t seem to be committed to learning as a group due to the age difference. Keay argued that novice teachers have much to give as well as learn, but that their potential and contributions can be less valued and that they need to be encouraged to help develop current practice. This could be another reason why trainee teachers tend to leave their training full of enthusiasm, but during their career years may become ‘burnt out’ (Harris, 2007). It is also worth mentioning here the research conducted by Petitpas et al. (2008), where, in two projects (i.e. PLAY IT SMART and FIRST TEE), the importance of mentor training was recognized as vital. Thus, considerable time and resources were allocated to ensuring that participants benefited from adult mentors.

The idea of ‘learning on the job’ can therefore be very important; it is of unquestionable importance for practising a skill and in day-to-day practice for improving one’s skills and mastery. The teachers in this study, especially through PE departmental meetings, enhanced their knowledge for coping with issues of disaffection. However, relying too much on one’s everyday practice may be a barrier, since reflective practices may be absent and/or ignored (Attard, 2007). Additionally, theoretical learning shouldn’t be excluded. Research and policy documents suggest that reflective practices are necessary in the process of learning. **Reviewing your School CPD** (TDA, 2007) argued that the process of CPD consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills (p.2). It supports the individual’s needs and improves professional practice. Research on reflective practice conducted by Attard (2007) highlighted that habitual practice can be challenging, so personal reflection on one’s own practice emerges as topical. Attard argued that reflection can be ‘corrective to experiential over-learning’ – as a way to consciously learn from professional experience (p.150). Summarising and following Bechtel and O’Sullivan’s ideas (2006),
it is argued that research is needed to further investigate what teachers learn and how it affects their practice and career. They stressed that:

Little is known about what teachers learn during PD or the nature of the processes that facilitate learning (p.364).

This research study illustrates ways teachers learn and enrich learning by highlighting what currently happens in respect to their development in relation to disaffected youth in PESS. It also showed that the ways teachers learn are deeply rooted in their personalities, professional choices and everyday practice, and are furthermore enhanced by practices, such as trial and error and/or sharing knowledge with other colleagues. All participants within their school contexts experienced day-to-day incidents of disaffection, and exchanged and shared their ideas with other colleagues in order to find solutions and effectively cope with issues surrounding disaffection. Teachers appeared to have created networks and communities of learning within their schools; yet collaborating with other schools was hindered by limiting factors such as time. This study argues, therefore, that the ways in which teachers learn should be reconsidered and re-structured in order for informal everyday learning to become in essence recognised as their formal learning and, moreover, their PE-CPD. Both formal and informal learning, therefore, should be renewed and enriched with elements of informal learning according to the PE teachers’ needs, e.g. training based in everyday practice, and school-based; with opportunities for sharing ideas with other colleagues. This study also highlights the important role of teachers in deciding what characteristics PE-CPD training should include and consist of in order to be effective for learners and to meet their CPD needs. Finally, teachers’ personality traits and the ways that they cope with youth disaffection in their PE lessons should be taken into consideration.

Once again, considering these findings through the contexts of constructivist and situated theories of learning (Vygotsky, 1978; Lave and Wenger, 1991) appears to be appropriate. Such understandings of learning can be seen to resonate with Armour and Duncombe’s (2004) claims that effective ways of learning should be based on collaboration and within professional learning communities. Findings appear to illustrate the prominent complexity of professional development and the need to consider not only what teachers should learn, but the way the learning experience should be structured and ultimately implemented, in order for it to be as effective as possible. This research suggests that effective CPD should be school-based, encourage
collaboration between the teachers and also value and blend everyday practice in order
to enhance their learning appropriately and effectively. Further, following Lave and
Wenger’s (1991) ideas on situated and social learning, teachers’ networks and
collaborative professional learning in the form of professional learning communities
(PLC) emerge as key. The ways in which these PE teachers learn and the concepts
which accompany them are founded on the social constructivist learning theories of
Vygotsky (1978) and Lave and Wenger (1991). Significantly and in particular, a PLC
approach to CPD, suggests that although teachers require experts to provide external
knowledge in order to support their professional development, such a learning method
is not without disadvantages. Instead, it is suggested that any external input would be
introduced, applied and implemented collectively; the aim should be for learning to be
shared and developed further within the teachers’ professional environment and within
and through professional colleagues within their own or other school and educational
contexts. Further issues of CPD for PE teachers will now be discussed in turn.

Given their reported influence, these findings reinforce that PE teachers should undergo
the best quality of training in order to achieve high quality as professionals. They
should therefore, be appropriately trained and developed in order to effectively cope
with disaffection and re-engage these pupils in PESS. Furthermore, effective PE-CPD
training throughout their careers emerges as vital for tackling disaffection in PESS and
for effectively re-engage these young people. Identifying their CPD needs follows up as
appropriate and consists an issue that has been acknowledged by scholars such as Keay
and Lloyd (2011); Timperley, (2011); Armour and Yelling, (2007); and Lunenberg and
Willemse, (2006). These are discussed in turn.

5.4.1 PE Teachers and their CPD Needs

With regards to their PE-CPD, every teacher provided definitions, reasons, and
ultimately expressed their experiences of CPD and further their CPD needs in a
different personalised way, yet constructed within the social context to which they
belonged. Drawing on the previous section, findings on the ways teachers learn can
influence greatly PE-CPD and as such, complex and multidimensional factors must be
taken into account when designing future PE-CPD projects (Stoll and Seashore, 2007).
These teachers reported that they indeed ‘learnt’ and were concerned for their learning regarding how to cope and re-engage disaffected youth; after all, that was why they initially expressed their interest in participating in the specific research study and, further, provided such rich data on the topics examined.

There were PE teachers who reported that, although they had not attended PE - CPD on disaffection in PESS, they had attended CPD courses on behaviour management. However, they felt that those training sessions were not of much assistance since they referred to events happening in classroom environments and not in PESS environments, such as outdoors. Secondly, they found tutors to be ineffective, thus inappropriate. For example, they found tutors to be heavily theoretical, while ignoring the practical and realistic side of a PE lesson. Harris (2007) argued for more explicit and formalised support for PE-CPD. She talked about ITT and PE-CPD and advocated that the ideal would be a ‘seamless transition’. She further noted that training routes are brief periods of professional preparation as well as contested terrains of numerous discourses (e.g. standards). In addition, Harris stressed that schools are important contexts for CPD, but sometimes can limit learning and inhibit change. For example, tutors may not feel the commitment to self-development or have the skills, time and energy to function effectively.

Findings as such echo Armour and Yelling’s research (2007), which stressed that, although PE teachers highlighted what could be important for students, teachers ‘undertook almost no professional development in relevant areas’ (p.184). They also reported that:

PE teachers continue to practice for many years, perhaps unaware that they may be failing to meet their professional commitments to the pupils in their care (p.182).

Furthermore, PE teachers stated that they would prefer PE-CPD for disaffected youth to ideally be school-based and delivered by experts (both theorists/academics along with practitioners) in the field and, overall, to be practically applied in the everyday routine of the school and their lessons. They additionally elaborated on whether they felt appropriately trained in their CPD needs. Core issues were: the need for school-based CPD rooted in practice and theory by experts linked to every day work experience; further, to be structured around collaboration with other colleagues, i.e. sharing
experiences with other colleagues, and observing other colleagues’ PE lessons. As mentioned earlier, in this research study teachers’ learning and their CPD was understood in the context of social constructivism and situated learning (Vygotsky, 1978; Lave and Wenger, 1991). Each teacher had a different perspective on issues regarding his/her CPD. This supports the argument that their CPD and the ways they had learnt in the course of their career were influenced by personal factors and in a social context. Additionally, teachers as learners appeared to position themselves at the centre of their learning and were actively engaged in their environment in order to construct knowledge. Finally, they acknowledged the importance of their own previous experiences (Lave and Wenger, 1991).

Findings suggested that all teachers thought about and dealt with disaffection in both similar and different ways. Evidence further showed that, although all participants experienced disaffection in their PE classes and stressed the importance of ongoing professional learning, they demonstrated different degrees of commitment to engagement with learning and expressed their CPD needs differently. More than half of the survey teachers/participants replied that they needed PE-CPD and all case study participants admitted having PE-CPD needs. Overall, it became apparent that all participants exhibited a positive attitude towards their professional learning, despite possible constraints (i.e. schools’ policy; time; funding). In particular, important elements for future PE-CPD needs, as reported, are summarised as follows:

- Content (i.e. relevant to everyday practice)
- School-based
- Tutors’ Expertise
- Sharing of knowledge.

It is also important to note that need for specific PE-CPD on disaffection in PESS was mentioned only by ten per cent of the responses in the survey and none of the case study PE teachers (except teachers who suggested that any training would be useful). They seemed to identify disaffection and cope with it through PESS elements of practice. For example, believing that PE kit issues or dance for girls/football for boys could prevent a child from becoming disaffected. They appeared to rely on their already adapted practices and did not ask for particular help on how to deal with particular behaviours or attitudes. Nevertheless, such practices were adopted through experience and over the years. Examples of their CPD needs included ‘youth transitions’; ‘courses
on how to do and enjoy new PE activities; ‘to meet the Standards’; yet, ultimately, they all expressed their need to share their knowledge, exchange ideas with other colleagues and reflect on their practice in order to establish effective and appropriate ways of coping with incidents of disaffection and potentially re-engage young people in the lesson and the school.

Concomitant with research conducted by Dowling (2011), their need to acquire a richer knowledge of PESS may help PE teachers to avoid being narrowly focused on their profession and, in this sense, an exposure to a broader range of knowledge for teaching is needed within one’s teaching career; for example, to pursue knowledge of postmodern transitions. It is furthermore claimed that there often seem to be tensions between PE teachers’ desires and needs, since their needs seem to be imposed from external structures, such as school policies (Harris, 2007), funding and time constraints (Keay, 2006). At this point, given that the informal ways teachers learn appear to be ideal and desired, this study suggests that agencies and policies for formal provision should play an important role in this change, if these agencies and policies correspond with the schools and support initiatives and/or interventions for teachers’ learning. It is further argued that this will lead to time-effective (i.e. it will be adapted in everyday practice) as well as cost-effective (i.e. it will be money-saving, since it will be school-based) CPD provision, factors that are argued to be obstacles to teachers’ learning.

The PE teachers expressed that they needed tutors with appropriate expertise. One could assume that tutors, who run such courses, are appropriately qualified and well-educated, yet PE teachers in this study characteristically said that they needed theory to be delivered by academics and PE practice by experienced PE teachers who still worked on a regular basis in schools. Currently, participants reported that what was happening in reality was that a teacher/colleague from their PE department – usually the HoPE – would attend a specific training course and then return to school and deliver it to the whole PE department. This was believed to be effective, since there was an economy on resources (e.g. days out of school; funding) as well as a good opportunity to share knowledge and reflect on the trainings outcomes as well elements of their own school and everyday practice. Indeed, the value of school-based PE-CPD has been recognised throughout this research study, a fact that coincides with Keay’s research (2005) which stressed the importance of school-based CPD experiences. In her view the
context and culture of any school can have a huge impact on teachers’ learning. She also stressed the importance of the school’s PE department, although noting that the PE-CPD provision must be intentional and based on critically reflective practice. Nevertheless, an ‘individual’s preparation for learning is before anything else a critical, creative and re-creating activity’ (Freire, 2005, p.31).

Constructing effective CPD. The concept of effectiveness regarding PE-CPD provision is highlighted throughout CPD policies and in research. This study echoes and enriches previous research. For example, Duncombe and Armour (2004) stated that effective CPD should be:

- Active and practical
- Ongoing
- Reflective
- Collaborative
- Planned and focused upon the needs of specific teachers and pupils (p. 143).

For this study’s participants, effective PE-CPD was further a combination of multiple dimensions and aspects. The key points for effective PE-CPD emanating from this research can be listed as follows:

- School-based CPD provision
- Rooted and connected to day-to-day practice
- Sharing the knowledge/exchanging ideas/sharing experience with other colleagues either from the same or different school context (e.g. discussing and/or lesson observations)
- Delivered by tutors with high expertise relevant to the topic delivered.

In addition, and similar to the findings of Keay’s research (2007), this study has suggested that teachers feel that school-based CPD is effective when it involves ‘learning from one another’. In a similar vein, Lave and Wenger’s (1991) situative perspective suggested three elements to be of importance: Joint Enterprise; Shared Repertoire and Mutual Engagement. As an example, Joint Enterprise can be explained through the overall education of pupils and teachers in the schools that participated in the fieldwork. In addition, Shared Repertoire and Mutual Engagement could characterise the PE teachers’ experiences within their lessons while working with these young people. Initially, Shared Repertoire could also refer to the skills and resources that are supposed to be shared in their everyday practice. Further, Mutual Engagement
could characterise PE teachers’ engagement in collaborating with other teachers. The teachers, therefore, were expected to share their knowledge, their training experiences and their work experiences. In this study, teachers appeared to look forward to sharing their knowledge with colleagues in their own schools, yet they faced obstacles to exchanging their experiences and ideas with colleagues especially at different schools due to various restrictions. As a result, PE teachers pointed out that they would like to see sharing or collaboration happening more often.

Further, all PE teachers who participated in this study appeared to have what Day (2004) describes as a passion for teaching. Similarly, McLaren stressed that (2005) ‘teaching is combined with educating; further, educating involves passionate search for knowledge’ (p.7). All teachers were perceived by the researcher as sharing a passion for PE teaching and children, specifically these types of children. Reflecting on what was mentioned before, all showed high commitment to participating in this research study. Through their sharing of experiences and knowledge, they had an opportunity for their voices to be heard and might have had an opportunity for reflection upon their own practice and feelings. Darling-Hammond (2006) stressed that:

Seeing teaching practices and student responses in action stimulates important inquiries about what is learnt, how this relates to teaching, and how different students approach learning (p.197).

Similarly, Day and Sachs (2004) argued:

CPD needs to include in it the education of the self, including the emotions. For this reason, the teachers should engage regularly in reflection in, on and about their values, purposes, emotions and relationships (p.9).

Overall, the participants’ experiences varied and each was an individual with her/his own personality and life context. Nevertheless, they were of diverse professional backgrounds. They held different roles in their departments, with the majority being in the PE-teaching profession for over ten years, and most importantly they also had diverse CPD backgrounds. All of them referred at least to one PE-CPD ‘opportunity’ they had had in their career to date, accompanied with either positive or negative conceptions. This study, therefore, clearly indicates that more could be done to support PE teachers to maximise their opportunities for CPD in order to ensure the potential of the PESS environment in re-engaging disaffected/disruptive youth in education. Consequently, according to this research study, PE-CPD is defined as effective when it entails the following characteristics:
Largely linked to everyday teaching practice
School-based
Delivered by trainers of high and relevant expertise
Theoretical as well as practical
Based on dialogue in order for sharing of knowledge and experience to be achieved
Provides networks and collaboration with other schools and/or community settings (e.g. LEAs; families).

5.5. CONCLUSION

In summary, when considering data from all sources (e.g. interviews, PE lessons observations), it can be argued that disaffection in PESS is initially expressed as ‘refusal to participate accompanied with disruption’ for whatever reasons and it can be exhibited through a variety of ways. Causes can be rooted in personal, social and PESS, yet this research study argues that these factors can be interrelated. However, this research study additionally suggests that, for PESS, disaffected attitudes and behaviours appear to emerge especially from the type and structure of PE lessons, such as the changing procedure, the type of curriculum activities on offer and the PE teachers’ behaviour and overall performance when they teach, e.g., from features that are inseparable parts of PESS provision and policies surrounding it.

In an attempt to access teachers’ and pupils’ experiences and viewpoints, it can be assumed that, ontologically, the nature of what this research intended to explore falls into the classification of constructivism (Guba, 1990), which is stated to be founded on the belief that realities are multiple and constructed through interpretation. While this research study, however, aims at delving deeper in the investigated topic by including multiple participants, it is difficult to ignore the perception that a wider reality is influential where incidents occur, such as social events and educational policies that are experienced simultaneously but interpreted individually.

Both PE teachers and pupils expressed their views and shared their experiences in a unique, yet socially constructed way. Importantly, the findings did not suggest that formal PE-CPD on disaffection, as currently provided, is greatly effective and appropriate for PE teachers and their practice. Yet, their views and overall results stress that official and formal CPD structures should be challenged and altered according to the needs of PE teachers, current provision and structure of PE, as well as PE policies,
and most importantly according to the needs of disaffected pupils if PE and teachers’
practice and role are to positively affect pupils. According to Attard (2007), one of the
most important elements needed to promote change in teachers’ learning should be the
‘examination of one’s own taken-for-granted assumptions’ (p.153). In addition, CPD
should include specific characteristics mentioned earlier, such as being school-based
and linked to everyday practice. Nonetheless, this study’s findings reflect those of
previous research (e.g. Keay, 2007; O’Sullivan and Bechtel, 2006) and it can be argued
that the participants’ views have added a further perspective on how PE-CPD should
develop. In effect, these findings supported teachers’ informal learning because, when
reflecting and expressing their views on learning informally, they were identifying as
formal PE - CPD provision and did not distinguish it from formal types of learning or
official CPD. For them, this was the way they successfully learned. Informal learning,
therefore, was embraced by their schools and developed internally. Although teachers
reported that attending formal PE-CPD on disaffection in PE was limited and at times
non-existent, as well as often prohibited by constraining factors (i.e. time, funding),
schools appeared to support the development of internal structures to support teachers’
learning, mainly within their PE departments. Further, although participants did not
refuse the role of formal CPD provision, such as those provided by official institutions
(e.g. Paul had just attended a Youth Sport Trust conference) they argued that their
learning mainly occurred within the school and through their sharing of ideas with their
colleagues. Thus, it is important to note that teachers, and broadly their PE
departments, did take the initiative and created internal conditions and opportunities for
learning and had identified CPD learning as being similar to that happening within their
department in the school. It appeared to follow what Tozer and Horsley (2006) have
stressed: that enhancing PE-CPD structures and provision requires a multi-layered
perspective. As such, it requires:

Organisation, leadership and resources at the level of teacher professional
communities, principals and state and district policy; thus the change can
start in the school as the unit of change (p.457).

Overall, this research study recognised the ways in which teachers develop their
learning and their networks within their schools and/or – although not often – with
other schools. Such a notion brought in mind the Vygotskian concept of ZPD and
further the concept of ‘legitimate peripheral participation’ (Lave and Wenger, 1991),
where social interaction is the basis for cognitive growth. As defined by Vygotsky (1978), communicating with ‘knowledgeable’ people (e.g. teachers to teachers) may assist learners in building a further understanding of any concept; in this case, on disaffection in PE. Furthermore, ZPD should enable educators to define the learner’s immediate needs and developmental status. Teachers, who are supposed to guide their colleagues as learners, should primarily comprehend how they are linked to one’s cultural background and experience. The Vygotskian concept of scaffolding follows and a learner who is at the ZPD for the particular task (for example, to learn strategies for coping with disaffection in PE) provides appropriate assistance through scaffolding, that aims at enhancing one’s attempts to fulfil the particular given task. Once the learner achieves the desired target, scaffolds can be removed and the learner will be able to complete the task on his/her own. Then, one can step further into situated learning and into the formation of PLC. These networks were influenced by the ways teachers learnt and showed that they still developed professionally, yet not always formally. Informal learning was overall supported by participants’ schools, yet it should be born in mind that teachers’ informal learning through networks and communities does not always result in appropriate learning (Armour and Yelling, 2007). Summing up, it is significant to stress that evidence supported the idea that learning ‘collaboratively’ is not an ‘activity but a process’ (Keay, 2006, p. 289).

5. 6. Summary
This chapter has addressed and discussed the findings of the study. Previous research (e.g. Keay and Lloyd, 2011; O’Sullivan, 2010; Armour, 2010; Bailey et al. 2009; Sandford et al. 2008) argued that it was important to ensure that, to tackle and re-engage disaffected youth in PESS, PE teachers’ professional learning should be enriched with effective PE-CPD. PESS in this study was highly valued by pupils and teachers when taught according to certain structures and under certain circumstances. Nevertheless, in order for PESS to be constructed positively for disaffected youth and PE-CPD provision to be effective and appropriate for tackling disaffection in PE, current policies and structures should be revisited and reviewed after being critically examined. Furthermore, with regards to the teachers’ ways of learning, they reported both beneficial and problematic aspects of achieving effective learning. For example, formal PE-CPD activities provoked teachers’
reactions when these were not focused on specific problems (e.g. PE-CPD disaffection specific), and/or were not in the context of the PE activities.

PE teachers appeared to maintain that personality was important to their learning from a social point of view, as well as improving through informal learning experiences. Nonetheless, according to Rovegno and Dolly’s ideas that:

Successful learning leads to deep, well-connected knowledge organised by broad concepts and principles and can be applied flexibly (2006, p.254).

In this sense successful, appropriate and effective learning would be the PE teachers’ main ‘vehicle’ to lead them in effective teaching for tackling disaffection in pupils in PESS. Concluding, Chapter V discussed the main findings in order to answer the research questions identified in this research study. Consideration can now be given to Chapter VI. Limitations, implications and further practical recommendations are presented to conclude the thesis.
CHAPTER VI
CONCLUSION

6.1. INTRODUCTION

The present research study has showed that the gravity of the phenomenon of youth disaffection in PE has become prominent and PESS’s role in tackling this phenomenon is of great importance. Furthermore, teachers’ training and PE-CPD when designed appropriately and when of relevance to disaffection in PE, can have a significant impact on tackling and coping with youth disaffection, and further in re-engaging these young people into PESS. Nonetheless, the discourse about youth disaffection is increasing across the world (Furlong, 2009) and education in the post-modern era is ‘under pressure’ to follow policies imposed by neo-liberal governments (Evans and Davies, 2015). In this context, PESS is considered to have a major role to play in coping with disaffection, in re-engaging disaffected youth (e.g. Design to Move, 2012) and in promoting psycho-social benefits (Bailey et al., 2009). Further, PE teachers, as significant adults, can have a powerful impact on disaffected young people (Côté et al., 2008). PE teachers, therefore, are expected to be trained appropriately and prepared through their initial training and further during their PE-CPD (Timperley, 2011; O’Sullivan et al., 2010). Through reviewing the relevant literature, collecting, analysing and discussing the data, it can be seen that the issue is complex, since it is a multidimensional phenomenon that can be viewed, examined and interpreted from several and various viewpoints. Furthermore, key findings from the thesis suggest that although youth may exhibit disaffected behaviours and/or attitudes because of their personal and social conditions, PESS’s structure and content may also have a positive and significant role in their disaffection within PESS. PESS’s role, as explored, is definitely positive, yet only under certain circumstances when delivered to this type of youth. Furthermore, the research study stressed that both general PE-CPD and disaffection specific PE - CPD can be described as effective when they are:

✓ rooted and linked within everyday teacher practice and with issues of contemporary youth
✓ school-based
✓ rooted in collaboration with other colleagues - especially in the form of sharing of ideas and observing other teachers’ lessons
delivered by tutors with high quality and particular expertise – for example by PE teachers, who are practising PE teaching in the school context and PE academics for teaching/delivering the theoretical perspectives of disaffected youth.

Primarily, the findings showed that PESS can definitely assist these type of pupils, as previous studies have also shown. Yet, this study adds that PESS should be handled in the correct way for meeting these pupils’ needs. In order to be appropriate and effective for tackling youth disaffection, it has to be taught under certain circumstances and follow theoretical perspectives that promote the inclusion of such young people. In addition, PE teachers as significant others in these young people’s lives should be trained appropriately in order to maximise their potential while working with disaffected young people. Effective PE-CPD was suggested to be characterised by teamwork, collaboration and being school-based; further, to be PE relevant (e.g. modern PE activities for coping with disaffected behaviours). Such characteristics for effective PE-CPD are prominent in numerous research studies (e.g. Armour and Yelling, 2007). Following relevant research (e.g. Keay, 2006), this research study argued as well that CPD is effective when it is school-based, yet the findings showed that official CPD is still largely delivered off-site. Nevertheless, this research has explored and delved deeper into the topics in combination and ultimately provided a multidimensional understanding of youth disaffection, PESS’s role for this type of youth, and issues of teachers’ learning and PE-CPD provision. The following section highlights the limitations that this research study has faced. Furthermore, it concludes by presenting recommendations and implications in order to inform future research directions concerning PESS’s role and PE-CPD in the field of youth disaffection. Finally, this thesis concludes by summarising the main points of this research study.

6.2. LIMITATIONS

According to Thomas and Nelson (2001), all research has strengths and weaknesses, which is why a research study can rarely be perfect. While it is stressed that this study enriched current research, shed light on the topics explored and adapted an appropriate methodology, the following section outlines the study’s limitations. The core limitation of this study (depending on one’s philosophical viewpoint) is the heavy reliance on
interpretation – especially when conducted by a single researcher. Although, there has been a great effort towards doing so, it has proven almost impossible for all the data to be analyzed without the risk of limiting the results (Smyth, 2004). Significant and consistent effort was made in order to avoid re-interpreting findings but to present them as objectively as possible. In considering the impact of such a limitation, it is helpful to pause and consider where existing theories are derived from – i.e. constructivist and situative perspectives. Whether, for example, constructing knowledge could be valid and to what extent issues, such as of validity, credibility and trustworthiness, would prove to be necessary while theorising and critically addressing the findings. In defence of this research study, these processes have all been deployed as early as possible and throughout the whole process of conducting this research. This study has attempted to demonstrate transparency, trustworthiness and critical perspectives at every stage. For example, the following procedures were followed: a literature review, data collection, data analysis, private reflection, member checking, consensus validation, peer-debriefing, clear audit trail and full disclosure of the collected data and the findings after the data analysis. In so doing, it was hoped that the reader would become sufficiently aware to undertake further critical considerations and gain new insights into the topics explored. Further, it is worth noting that this research highlighted possible strengths and weaknesses of the constructivist theoretical framework. PE teachers’ learning and their PE-CPD was understood in the context of social constructivism and situated learning (Vygotsky, 1978; Lave and Wenger, 1991). It was stressed, therefore, that each teacher had formed their opinions, for example, according to their school context at the time of the research study. Additionally, the PE teachers as learners appeared to position themselves at the centre of how they learned when they were actively engaged in their environment constructing knowledge. They also acknowledged their own previous experiences (Lave and Wenger, 1991). However, the participants in this research study expressed their views in a different and unique way. The majority stressed that their personality played a crucial role in the way they coped with youth disaffection in PESS, along with the experiences they had in the school context and throughout their teaching career. This research study suggests that, if there is to be progress in the ways in which teachers learn, then there is a need for their learning to be situated in their school context and informed by their everyday teaching practice. The ways teachers learn and their CPD are argued to be effective and are
examined as being constructed through learning conceived in the process of ‘becoming a full participant in a socio-cultural practice’ (Lave and Wenger, 1991, p.29).

A second limitation was the relatively small body of research on the topics explored in combination, i.e. PE-CPD on PESS for disaffected youth. Research referring exclusively to the topics explored widely exists and has been extremely helpful for informing this research study. This study is the first study to investigate three key issues in combination, thus more research to validate the existing results appears to be necessary. On exploring the criteria for identifying disaffection in PE, PESS’s role and effective PE-CPD, it became clear that these could only be addressed through new data inquiry and especially through a holistic approach of youth, PE and PE-CPD with regards to the school context. Further research could possibly be embarked upon in order to delve deeper and examine this study’s suggestions and findings; for example, through interventions and/or evaluation projects.

Important limitations could also be found within the selected research design and particularly on issues of validity and reliability. According to Rosenthal (1966, in Thomas and Nelson, 2001), a major threat to a research study’s validity is the view that certain professionals – in this case, the PE teachers - would reply in an ‘expected’ manner. According to the literature review, PE teachers were expected to express with a positive manner about the ‘unique’ role of PESS in tackling disaffection. Further, they were expected to be keen on ‘developing professionally’ and ‘learning more’ through attending PE-CPD courses related to youth disaffection, since they initially referred to disaffection as an everyday phenomenon in their lessons. However, the PE teachers in this research study appeared not to value learning through professional development in the expected (as valued by the researcher) degree. Secondly, the participants’ selection could have been a limitation, too. Selection of the PE teachers and the schools was made in a random manner (selection from a list of secondary schools in England) and in order to decrease possible threats to the research’s internal validity. Furthermore, selection of the pupils was made by their PE teachers. This could perhaps have been problematic because of the PE teachers’ negative perspectives towards these pupils – they were characterised as disaffected in advance. A confirmation of this was the fact that one of the selected pupils (i.e. Boy C) at the specialist sports school reacted aggressively when he was selected; as he said ‘the teacher always picks me up!’
Additionally, the second and third phase selections were purposeful and, as a result, the participants were mostly PE teachers in leadership roles. Thus, most views were derived from an experienced base with deep knowledge of the reality and everyday practice, while the concerns of novice teachers were relatively neglected in such a wide range of data. Lastly, the number of the participants could also be deemed to be relatively small, yet the number of the participants involved as a whole was actually quite large. Overall, the participants comprised of eighty HoPE, who completed the questionnaire and fourteen case studies. Eleven PE lessons were observed, forty children participated in focus group interviews, and over twelve key school documents and policies were examined during document analysis. Further, most PE teachers turned out to be middle and upper class and working in rural areas; that is to say, urban schools were not visited, thus urban schools were not represented. Moreover, all participants were white. Consequently, individuals from other ethnicities were not represented in the sample. Nonetheless, the study did indeed provide some rich and interesting findings after the analysis of the data, which seeks to inform current and future research and policies.

In addition, the researcher’s positionality, personality, professional attitude and personal ideas which were, and still are, constructed by her family environment, education and life experiences had an effect on the construction of the overall research design and on the framework for the analysis and discussion. For example, the fact that the researcher is very positive about education may have influenced the interpretation of the findings, presenting them with a positive manner. In addition, the researcher is not British and has experienced a different educational context while studying in Greece; these might have influenced the discussion of the findings. Despite this, attempts have been made to present the data in an objective way (e.g. use of the third person). Finally, analysis was inevitably influenced by personal sensitivity and it is with regards to this that the reader should be critical and aware that a ‘small corpus of data may reflect a narrow range of social meanings’ (Guendouzi, 2004, p.1638).

Data ‘tools’, such as the questionnaire and interviews, also have limitations. On the one hand, while replying to the questionnaire, participants’ attitudes towards the questions could not be observed. The respondents had no other opportunity to express their feelings and expand upon their views. They were supposed to reply to the box given for
the ‘open’ questions, thus space for the respondents to answer may have been limited and they may not have been able to express their full views and elaborate further. On the other hand, during the interviews, the participants’ attitudes towards the questions could be observed and they had the opportunity to express their views by the interviewer probing deeper into the issues. However, time was perceived to be somewhat limited; additionally, the social context in which the interviews took place may have influenced the participants’ views (e.g. in the school; in front of their Head of PE).

Lastly, PE participants’ answers focused only on a frame of seven open questions, a fact that could have been limiting for the wide topics under investigation. The analysis of the ‘open’ elements was done by framing themes and categories, a technique that may have threatened the internal and the external reliability of this study. ‘Framework’ is a construction of knowledge bounded by the life-world experiences of the person developing it (Smyth, 2004). However, gathering a wide range of qualitative data and analyzing it might have reinforced the possibilities for the research not to be ‘narrow-minded’. Overall, it seemed advantageous for the research study to ‘capitalize on the strengths of qualitative methods’ (Thomas and Nelson, 2001, p.349) and explore the participants’ views and experiences more deeply. Lastly, this study had to be of a modest size due to the official word limit for the thesis, and as a consequence, a more detailed and broader discussion has not been possible. Still, it is argued that this study provides support for further discussions and critical thinking and informs and enriches research on youth disaffection, PESS for disaffected young people, along with PE-CPD on disaffection in PE.

6.3. IMPLICATIONS AND RECOMMENDATIONS FOR PRACTICE

From this research study, recommendations and implications for practice are suggested for further research into young, disaffected people in relation to PESS’s role in including these young people in PE along with effective types of PE-CPD for PE teachers to assist their work with these young people.
PESS for disaffected young people

PESS’s role in youth has been researched widely and PESS programmes aiming at young people have been numerous (e.g. Erasmus+, 2014; Designed to Move, 2012; Cale et al., 2012; Cale and Harris, 2011). Data relevant to PESS’s role in supporting disaffected youth has indicated that there is real potential for a positive impact on the through PESS. The data presented in this study provides a deeper insight into a step further for examining PESS’s role. Apart from all the positive characteristics of PESS (e.g. promotion of health, ‘letting-off steam’, out of class activity), this study serves to confirm that perhaps there is a need to reform the nature and current practice of PESS, as this is experienced especially by disaffected pupils. This study suggested that, by using the ‘lenses’ of youth disaffection and problematising the relationship between PESS and disaffected youth, normative practices of PESS negatively influencing these young people would be clearly apparent and exposed. Examples illustrating this were the provision of the PE activities based on gender, the process of changing and PE kit and the prevalence of competition in PE activities for disaffected youth. Indeed, PESS, as it was experienced by the PE teachers and the disaffected pupils, reflected also its positive role as well as reinforced differences and possible gaps between pupils, teachers and PE structure and practice. In this respect, a number of initiatives could be undertaken through interventions and/or PESS programmes. In addition, what was mentioned in the section of disaffected youth in PE, future PESS programmes could be organised in close cooperation with community settings (e.g. families, schools, municipalities and/or cities), policy administrators, PE teachers and educational contexts, such as schools. Additionally, in these PESS programmes, perhaps PE activities according to the disaffected pupils’ needs and views (as they were reported in the findings) should be introduced. Thus, primarily these programmes should include a modern PE kit along with modern PE activities, in which pupils would play an active role with regards to its ‘making’ (i.e. active role in the ‘decision making’). Also, team PE activities should take place without competition holding a prominent role. Fun, enjoyment, participation, cooperation, teamwork and the boosting of self-esteem should be the main priorities for the activities of such programmes. In addition, interventions that draw upon cornerstones of sport projects of the past and adopt their significant points will probably be successful and effective, since they use past knowledge, experience and effectiveness in order to create a new project. Last but not least, it would be very interesting to implement a programme, which combines PESS and Art.
In this study, the disaffected young children argued that the lessons they feel to have a positive impact on them are PESS and Art. Since the ancient years, and especially in Ancient Greece, every city had a stadium and a theatre built one next to each other; sport and art were inseparable parts of society and were considered to go hand-in-hand for the wellbeing of the man. A suggestion of this study is that teachers of these two subjects should work together and collaborate, exchange ideas on what works with disaffected young people and create an innovative and appropriate programme for eliminating disaffected behaviours in PESS and general, in the school environment.

**PE teachers and their PE-CPD for disaffected youth in PESS**

In parallel to what was earlier mentioned, research should aim at enabling PE professionals to achieve a clear and realistic view of what youth disaffection in PE consists of and how PESS’s role could be enhanced in tackling disaffection in youth in PE. Furthermore, PE teachers should be prepared and perhaps trained to be as objective as possible and to have a positive attitude when teaching disaffected young people in PE. On the one hand, PE-CPD projects should be implemented where PE professionals, who have been involved in leadership roles and further initiatives with disaffected young people, should be identified in order for tutoring and further support effective PE-CPD relevant to disaffected youth. On the other hand, newly qualified young teachers should be taken into consideration and work alongside experienced leaders to benefit from their ‘experience’. Thus, all PE professionals of various ages, gender, ethnicities (i.e. cultural background) should work in collaboration in order to blend their experiences and views so as to communicate them through PE-CPD provision in terms of informal or formal learning providing practical suggestions based in theoretical and experiential knowledge. It is further suggested that PE-CPD providers should enhance the ways of working with PE teachers with knowledge based on situative practices and progress the ways of learning. For example, teachers may need support to develop school networks on working with disaffected youth and design appropriate learning experiences within their schools in order to effectively engage with them. Nevertheless, this study has attempted to address issues of PE-CPD and highlighted the need for effective PE-CPD relevant to issues of disaffected youth in PE. Research suggests constructivist and situated learning are theories that can inform and encourage active and meaningful learning in order to promote responsibility and autonomy within the PE profession (Armour and Yelling, 2007). Due to the benefits of
constructivist theories in achieving desirable educational goals, it would appear important for teachers to grow professionally and adapt constructivist as well as situated practices when they learn.

In terms of practical recommendations and implications for practice, these explicitly outline possible impacts that earlier suggestions are likely to have when implemented. To begin with, when further research is conducted on disaffected youth in PE more specific and long-term identification of factors linked to disaffected youth in PE could be established. All factors explored could play a crucial role on identifying specific types of schools, areas, and populations (e.g. immigrants; urban populations) and their relevance to disaffection. Furthermore, shedding light on PE activities commonly employed for disaffected youth - such as Outdoor Education - can inform projects to be designed and further implemented in order to be made very attractive to disaffected youth so they are effective and successful. Moreover, researching young people in such contexts may establish what factors affect an individual’s behaviour and attitude in PE; what provokes them and what the factors are that may give them enjoyment and allow them to boost their self-esteem and confidence as well as be able to ‘let off steam’. Finally, PE teachers as tutors of PESS programmes would enhance their knowledge through appropriate and relevant training and further be able to use their work experience to ensure the success of the project.

In parallel, when future PE programmes for disaffected youth are appropriately designed and successfully delivered they could enhance and establish the role of PE in projects aiming at disaffected youth. Such programmes therefore, may reinforce rather than disrupt normative paradigms and discourses that currently place great value on PE. Further, PE teachers’ role and training could be established and secured in order to be appropriately trained to effectively deliver the sport projects. In addition, they will be able to undertake effective PE-CPD specific to disaffected youth; when, this PE-CPD is situated in their school context and previous knowledge and experience, as well as when it is practice-based, reflective and collaborative, it is most likely that their further training would be effective and appropriate. Such initiatives could therefore build communities of practice which, apart from facilitating learning, would reinforce relations between disaffected youth, teachers, schools and parents.
6.4. CONCLUDING REMARKS

PESS appears to be an ideal school subject to effectively tackle disaffection and further re-engage these young people in the PESS and perhaps, the overall education context. Further, the PE teachers’ role, training and CPD seem to be necessary and of utmost importance in order to effectively deliver appropriate PESS to disaffected pupils. Further, PE-CPD provision goes hand in hand with raising teachers’ academic and professional standards and qualifications (Harris, 2007), yet often neglecting their actual PE-CPD needs and the current social changes in PESS, education and overall in societies. It has been widely accepted therefore, that forms of PE-CPD are often centrally imposed and determined by political (i.e. neoliberalism) rather than educational imperatives (Evans and Davies, 2015; Bishop and Denleg, 2006; Tang and Choi, 2005). In this context, Dowling (2011) has recently called for teachers to cognitively and emotionally engage in order to develop a critical and analytical perspective regarding their subjective, performance identities. This study supports that such identities should be formatted and be embraced in order for disaffected pupils’ needs to be identified and effectively met within the PE lesson. Additionally, the notion that good teachers matter more than good courses in inspiring children and stimulating their enthusiasm has been highlighted in this study, since the PE teacher’s role prevailed to be very significant. In this vein, teachers’ characteristics, skills and subject matter knowledge ‘actually appear to interact in determining teacher effectiveness’ (Darling-Hammond, 2006, p.31). PE-CPD is therefore, topical to maintain the knowledge, skills and understanding of teachers and to improve standards in teaching PE (TDA, 2011) to disaffected young children. However, PE-CPD may be governed by politics and legitimate mechanisms along with school structures (Armour and Yelling, 2007) that perhaps obstruct the aims of PE-CPD and teachers’ learning.

To conclude, all the chapters comprising the thesis have reflected on the context of this research study and sought to address issues that surround PESS’s role and PE-CPD’s relevance in working with disaffected youth. This last chapter concluded with possible limitations and wider implications and recommendations for future research. Youth disaffection and PESS’s role in addressing these young people’s needs to be further researched, with research to be located in relevant educational and social contexts, such as EBD schools and urban (as high-risk) areas. Collaborations between communities of
interest, at local, national and international levels should be further promoted. This study has not only been the first to explore these three topics in combination, but it has also demonstrated their complexities and interrelations. In addition, it has problematised the position that disaffection in PESS and PE-CPD holds within the PE profession. Overall, it has attempted to link these three topics together in order to shed light on the issues explored and provoke new routes for further research and inspire future and relevant - to the topic - policy initiatives. This research, therefore, has questioned but also highlighted positive steps for tackling and coping with youth disaffection in PESS. Additionally, this research study sought to address ways of sustaining PESS’s positive impact on disaffection in young people and to providing effective PE-CPD to PE teachers with regards to youth disaffection in PESS. In addition, exploring and understanding the topics that were investigated should take place through engaging more theoretical perspectives (e.g. intersectionality), not only the constructivist and situative considerations. PE professionals – scholars and practitioners – should be involved and conduct innovative - and up-to-date with the political and social occurrences – research that should involve young people and their families, policy makers and PE professionals. All should be actively engaged in future research to inform future practices while ensuring a holistic and critical understanding of the current era and the problems that societies currently face (i.e. issues of social justice, social disadvantage and social inclusion).
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APPENDICES

- The questionnaire
- The case study protocol
PHYSICAL EDUCATION AND DISRUPTIVE/DISAFFECTED BEHAVIOUR: TEACHER SURVEY

Please enter your comments in the box below each question. There is a blank sheet provided at the end of the questionnaire in case you need more space or have additional comments to make. The demographic data requested at the end of the survey will help to provide some context to your responses, and we should note that all information given will be treated in confidence.

1. Do you have any experience of working in schools with disaffected youth who disrupt lessons in physical education/school sport? Can you give a short overview of your experience in this field?

2. In your view, does physical education/school sport have a unique role to play in supporting disaffected youth who engage in disruptive behaviours? Please explain your answer.

3. Where did you learn any skills you have gained in working with disaffected young people in physical education/school sport?
4. Can you recall attending any specific professional development activities focused on disaffected youth, behaviour management and physical education/school sport? If yes, can you describe the activity and identify the provider?

5. Can you identify any professional development needs that you have in the area of physical education/school sport and re-engaging disaffected youth?

6. Do you have a personal interest in this topic? (please tick one box as appropriate)
   - YES □
   - NO □

7. Can you describe briefly why you have a personal interest?
8. Would you like to hear more about the next phase of the research (without any obligation to become involved)? If yes, please provide your preferred email address below.

Email:

DEMOGRAPHIC DATA

1. Male [ ]  Female [ ]  (please tick one box as appropriate)

2. Age:

3. What is your current job title?

4. How long have you been in this role?

5. What former roles have you undertaken within the PE/school sport profession?

Thank you for completing the survey. We appreciate your help with our research.

Foteini Papadopoulou (F.Papadopoulou@lboro.ac.uk)
CASE STUDY PROTOCOL

Research Student: Foteini Papadopoulou – Loughborough University

Project: Disaffected Youth, Physical Education and the Continuing Professional Development for PE teachers.

Purpose of the Study: The research study aims to explore issues centred on Youth Disaffection, Physical Education and the Professional Development for PE teachers. In particular, the study intends to provide a comprehensive understanding of PE teachers’ views on their experience, training and training needs in relation to the re-engagement of disaffected pupils through the use of PE/school sport.

THE CASE: Your school was selected because it is of particular interest to the specific research study.

Fieldwork within the School will comprise:
- Analysis of documents relevant to the research study
- Interviews with the Head of PE and the members of the PE department
- Observations of selected PE lessons
- Focus groups interviews with selected pupils

Days of Visit: 3

The following pre-visit information will be sent to the school:
- Research information sheet
- Requirements of the case study school
- Request for the relevant documentation
- Consent forms for the teachers;
- Consent forms for the pupils’ parents and/guardians

Dates: Sometime during September and/or October 2008

Day One (1)

Activities to be undertaken:
- Meet the Head of PE and explain the process in detail (30mins)
- Identify relevant documents for analysis
- Arrange for consent forms to be distributed to parents

Purpose of the Document Analysis process:

The documents to be examined are those which can offer insights into the school context. In particular, the aim is to examine relevant documents in relation to school-wide behaviour management strategies, departmental strategies and policies both in relation to disaffected
youth and the professional development of members of the PE department and/or any other relevant document to the study’s aims.

During the first meeting with the Head of PE, all the processes/activities will be explained. In addition, the research schedule will be confirmed and the school will be asked to identify appropriate students/lessons for observation and focus groups. Importantly, a consent form must be signed from the Head of PE department and the school will be afterwards, provided with a copy.

**Day Two (2)**

- Individual face to face interview with the Head of PE – 1h max.
- Individual interviews/focus group with selected PE staff - 30 – 45 min. max
- Follow-up individual interview with the Head of PE – 1h max

**Purpose of the Interviews:** Main aim of the specific interviews will be to obtain, detailed data on the views of the Head of PE and of the members of the PE Department regarding youth disaffection, so as to achieve a detailed understanding of the factors that may influence youth disaffection in relation to PE and during a PE lesson along with their views regarding their professional development in regard to PE and youth disaffection, as well.

Process to be followed before and during the Interviews:

- Present the purpose of the study
- Get informed consent form signed and give them their copy
- Go through the Interview Questions
- Closing Up

Location: Within the School – the exact place will be decided by the school Participants: Head of PE and members of the PE department

Time: 45 min max/ per interviewee (or group)

Equipment needed: Voice Recorder room

Inform Consent Form

**Day Three (3)**

1. Observations of selected PE lessons (the exact ones will be decided by the Head of PE)
2. Focus Groups Interviews with selected disaffected pupils (the exact ones will be decided by the Head of PE)

**Purpose of the Observations:** through observing the PE lessons, the researcher will focus on:
- Observing school and department policies in practice
- Following up on comments raised by the teachers in interviews
- Noting issues to be discussed with teachers in post lesson discussions
- Noting issues to be discussed with pupils in focus groups

**Observation procedures:** The researcher will observe the PE lessons in the following way: A notebook and a pen will be used during the observations; notes will be kept both in the form of narrative and by ticking boxes next to relevant to the study’s aims statements.

**Purpose of pupils’ Focus Group:** Focus group interviews will give the opportunity to the researcher to have direct contact with some young people, especially the ones, who may exhibit disruptive behaviour during a PE lesson; the researcher will hear the views of these young people and she will enable them to articulate their own thoughts on behaviour issues and possible causes of their possible disruptive behaviour; moreover, views on the ways in which their PE teachers attempt to engage them in the PE lessons are expected to be expressed and heard along with their suggestions in relation to ways of coping with disruptive behaviour during a PE lesson.

**Focus Groups’ Procedures:** After each observation a focus group will take place – max: 45 min. There will be 4 disaffected pupils participating per group. The selection of the pupils will be decided by the Head of PE/School. The equipment that will be used will be the following: Pen/Pencils, Papers, Yellow Cards and a Voice Recorder.

Pupils and Parents/Guardians will receive information concerning the study and will be asked to give their consent, prior to the implementation of the activity. At least one teacher or teachers will retain the responsibility for the pupils throughout the focus groups’ interview process.